

VIDEO #2

~ORAL EXAM~

Section 1 + 2

[Link to video](#)

Monday 4 October - Friday 29 October 2021

Structure	Format	Criteria	Length	Total Marks
				<b>40</b>
<b>Section 1</b>	Conversation	<p><b>1. Content &amp; communication</b> Information, ideas and opinions about the student's personal world and their interactions with the language and culture as learners</p> <p><b>2. Language</b> Accurate and appropriate language structures and vocabulary related to the student's personal world and their interactions with the language and culture as learners</p>	7 minutes	20 marks
<b>Section 2</b>	Discussion	<p><b>1. Content &amp; communication</b> Information, ideas and opinions related to the chosen subtopic and supporting visual material</p> <p><b>2. Language</b> Accurate and appropriate language structures and vocabulary related to the chosen subtopic and supporting visual material</p>	8 minutes	20 marks

**Format**

- Two assessors
- Upon entering, greet your assessors
- You will be asked in French to state your student number in English
- You will then be asked in French to indicate in French your chosen subtopic and the supporting visual material that you have brought with you for the discussion in Section 2
- Supporting visual material is a requirement
- This introductory information will not be assessed

## Prescribed themes and topics, and suggested subtopics

The individual	The French-speaking communities	The world around us
<ul style="list-style-type: none"><li>• <b>Personal identity and lifestyles</b> For example, <i>personal opinions and values, adolescence, generational differences, health and wellbeing, leisure, rights and responsibilities, gender issues.</i></li></ul>	<ul style="list-style-type: none"><li>• <b>The francophone world</b> For example, <i>the French overseas departments and territories, living in France and francophone countries, traditions and regional life, the French political system, visiting France.</i></li></ul>	<ul style="list-style-type: none"><li>• <b>Global and contemporary society</b> For example, <i>cultural and language identity, migration, the place of France in Europe, the European Union's global influence, effects of humans on nature, social justice, volunteering, charities, an ideal world, travel.</i></li></ul>
<ul style="list-style-type: none"><li>• <b>Relationships</b> For example, <i>family and friends, school relationships, work relationships, pets, relationships through social media.</i></li></ul>	<ul style="list-style-type: none"><li>• <b>Historical perspectives</b> For example, <i>important historical events, social structures in the past and their influence on the present, colonial France, significant historical figures.</i></li></ul>	<ul style="list-style-type: none"><li>• <b>Communication and media</b> For example, <i>the internet, advertising, social media, our connection to screens, newspapers, TV, radio, entertainment, cinema.</i></li></ul>
<ul style="list-style-type: none"><li>• <b>Aspirations, education and careers</b> For example, <i>forward looking to the future, hopes and concerns, challenges and goals, exchanges and gap years, tertiary options, casual work, occupations and careers, lifelong learning, work-life balance.</i></li></ul>	<ul style="list-style-type: none"><li>• <b>French cultural perspectives</b> For example, <i>fashion, cinema, architecture, arts, gastronomy, music, tourism, literature, theatre.</i></li></ul>	<ul style="list-style-type: none"><li>• <b>Technology and science</b> For example, <i>research, manufacturing, advances and innovations, the impact of technology and science on society, sustainability.</i></li></ul>

Note: **Bold** = Prescribed themes, **Bold Italics** = Prescribed topics, *Italics* = Suggested subtopics.

### Section 1: Conversation

About the student's personal world and their interactions with the language and culture as learners

- General conversation between the student and the two assessors about the student's personal world and their interactions with the French language and culture as learners
- May support your personal reactions by referring to any of the relevant subtopics studied in class from the themes 'The individual' and 'The French-speaking communities'

#### Les Astuces

- Preparation is key but so is spontaneity
- Use interesting content and expand on the assessors' questions
- Manipulate the conversation towards your favourite areas
- Build a mind map of different ways in which the conversation could progress
- Run practice orals with teachers and other native French speakers

## Possible questions

- Questions ouvertes - en étudiant les relations qu'est-ce que vous avez étudié?
- Est-ce que vous avez étudié qqch qui vous a choqué?
- Qu'est-ce qui était difficile/facile/différent/surprenant ?
- Pourquoi apprendre le français quand tout le monde parle anglais ?
- Quel thème avez-vous préféré ?
- Quels conseils donneriez-vous à un.e élève qui veut étudier le français ? - qu'est-ce que vous recommanderiez?
- Est-ce que l'expérience de [xx] est différente en Australie et en France?
- Comment ça se passe en Australie?
- Est-ce que vos études de français vous ont aidé à mieux comprendre votre langue maternelle?
- Parlez de la présence ou l'absence de la culture française en Australie?
- Qu'est-ce que l'apprentissage de français vous a apporté ?
- Pourquoi faire un échange ?
- Est-ce que vous regardez souvent les émissions françaises? Laquelle avez-vous préférée?
- Est-ce que vous avez remarqué des différences entre le français [parlé] en Nouvelle Calédonie/au Canada ?

## Section 2: Discussion

About chosen subtopic and supporting visual material

- The subtopic and the supporting visual material must be related to either the prescribed theme 'The French-speaking communities' or the prescribed theme 'The world around us'
- The focus of the discussion will be on exploring aspects of the subtopic, including information, opinions and ideas
- You will be expected to respond to questions on the subtopic itself and the supporting visual material that you have brought with you

## Les Astuces

- Research your topic in depth and prepare for a range of sample questions
- Use other texts to discuss your sous-thème - VCAA is looking for spontaneity and to satisfy the needs of the bell curve
- Express your opinion!
- Review vocabulary to include your photo/image in the discussion - au premier plan, à l'arrière plan - et des mots clés
- Discuss your topic in the context of French culture and values. If possible, mention the significance of your topic to France/the world today.

## Possible questions

- Pourquoi avez-vous choisi cette photo/image ?
- De quel thème traite cette photo/image?
- Comment vous l'interprétez?
- Comment la photo/image est-elle liée au thème?

### **Possible questions: 'la voiture électrique'**

- Est-ce que c'est la voiture de l'avenir ?
- Est-ce que cette photo/image représente la France de l'avenir ?
- Pourquoi acheter cette voiture ?
- Est-ce que cette voiture est disponible en Australie ?
- Pollution en France par rapport à l'Australie
- Quel est le message de cette image ?
- Qu'est-ce que c'est que ça ? [Indiquez qqch]
- Quels sont les effets positifs des voitures électriques ?
- Pourquoi mettre la voiture devant un lac ?
- Est-ce que la France est devenue un leader dans la protection de l'environnement ?
- Quel genre de voiture est-ce que vous achèteriez ?
- Que savez-vous au sujet de la marque Renault ?
- Est-elle populaire en France ?
- Qu'est-ce que vous faites, vous, pour protéger l'environnement ?
- Pensez-vous que tout le monde aura accès à cette technologie à l'avenir ?
- Est-ce qu'il y a de meilleures solutions pour combattre la pollution ?
- Pourquoi la voiture est appelée Zoé ?

### **Ideas**

- Make a resume after studying each theme
- If asked about an area you're less familiar with, you should steer examiners to another area you're more comfortable with

### **Approved materials & equipment**

- Supporting visual material must consist of one image on a piece of paper no larger than A3
- Three-dimensional objects are not permitted
- The quality of the supporting visual material will not be assessed
- The supporting visual material should not include any writing. If the supporting visual material does contain writing, the amount of writing must be minimal [e.g. a heading]
- Dictionaries, notes and cue cards are not permitted