2024 VCE French written external assessment report

General comments

The 2024 VCE French examination was completed satisfactorily by most students; however, responses to the listening and comprehension tasks in particular did not score as highly. Students who scored highly demonstrated solid note-taking skills and provided clear and accurate responses in both English and French. Students are advised to attempt the listening sections of recent past VCE French examination papers, so that they can familiarise themselves with the speed of the speakers and the types of possible sub-topics and questions that can be asked. Students are also encouraged to use their dictionaries.

Most students adhered to text type and writing styles, and demonstrated understanding of the reading texts. Most students showed knowledge and understanding of how to extract relevant points in Section 2, Part B. Nevertheless, it is important for students to manipulate the language to convey the original meaning without reliance on the language of the stimulus text.

It is also very important that students practise their handwriting skills, so that their handwritten content is legible. Students will not be awarded marks for ambiguities or illegible content.

Students are advised to plan their time wisely, so they can complete the full paper, and are encouraged to develop time-management skills throughout the year. Some students did not attempt or complete Section 3.

Specific information

This report provides sample answers or an indication of what answers may have included. Unless otherwise stated, these are not intended to be exemplary or complete responses.

Section 1

Part A – Listening and responding in English

This section assessed the students’ capacity to understand and convey general and specific aspects of texts. There were many instances where responses to Question 1a. and Question 1d. did not score any marks, however most students were awarded at least one mark for Question 1c.

Question 1a.

* She is the owner of a circus that is coming to town.
* She can suggest an outing/activity to entertain the children.
* It will be school holidays soon.

Question 1b.

Any three of the following:

* she grew up in the circus
* the nomadic life/travelling from town to town
* having friends in every/many town/s
* the other people in the circus with whom she works are very friendly

Question 1c.

* Today there will be acrobats, clowns andmusicians.
* In the past there were (many) animals/elephants and lions.

Question 1d.

Any two of the following:

* Animal protection groups protesting/protests/demonstrations about mistreatment of animals/animal abuse in circuses.
* The public agreed with the protests **or** fewer people came / people stopped coming to the circuses.
* The need to survive.

Part B – Listening and responding in French

In this part of the examination, students were assessed on their understanding of the listening text and their ability to accurately convey appropriate information from the text in French. The information presented in the response needed to be relevant to the question. Students were not awarded separate marks for content and language. Responses that included the relevant information and were expressed clearly in French were awarded full marks. Students were required to answer the questions in full sentences in French and include specific information. However, many responses to Question 2a. did not mention that the plane was a plane for passengers, and in Question 2b., they mentioned only that the name of the plane had the same meaning in both French and English but did not mention the name of the plane and what the meaning was. In Question 2c., some responses confused *prix* *des billets* (‘price of the tickets’) with *pris d’habiller,* the past participle of *prendre* (‘to take’) and the verb *habiller* (‘to dress’).

Question 2a.

* *Le rêve était de créer un avion supersonique pour passagers* (The dream was to create a supersonic passenger plane).
* *Le projet allait être trop cher pour un seul pays / l’Angleterre* (The project was going to be too expensive for just one country / England).

Question 2b.

* *Le mot ‘Concorde’ veut dire ‘un accord’ en français et en anglais* (The word concord(e) means ‘agreement’ in both French and English).
* *Il y avait un accord/collaboration entre la France et l’Angleterre pour développer/créer cet avion* (There was an agreement/collaboration between France and England to develop/create this plane).

Question 2c.

*Avantage* (Advantage)

* *L’avion était très rapide; car l’avion prenait trois heures de moins qu’avant (pour le vol Londres-New York)* (The plane was very fast; the plane took three hours less than before (for the London–New York flight)).

*Désavantage* (Disadvantage)

* *Les billets étaient très chers parce que l’avion ne prenait que 100 passagers* (The tickets were very expensive because the plane only carried 100 passengers).

Question 2d.

* *Un des avions s’est écrasé en 2000 /la catastrophe en 2000* (One of the planes crashed in 2000 / the catastrophe in 2000 (idea of magnitude of accident)).
* ‘Un des avions a crasé’ was not accepted.
* *Il était impossible de faire un profit*(It was impossible to make a profit).

Section 2

Part A – Reading, listening and responding in English

This section was completed satisfactorily by most students. Eighty per cent of students were allocated full marks for Question 3b., however in Question 3e., only 10 per cent of students understood the word *encre* (‘ink’).

Question 3a.

* The (symbolic) meaning of the positions of the tattoos are the same **or** the body parts where the tattoos are, are the same.
* The designs/motifs are different **or** each island has its own design/motif.

Question 3b.

* The back, which represents the past. ‘Spine’ was not accepted.
* The front, which represents the future.

Question 3c.

* tastes change
* health problems/infections

Question 3d.

* Ask himself why he wants a tattoo.
* Consult a dermatologist (to see if his skin is suitable for a tattoo).
* Choose the tattooist carefully.
* Check whether the tattoo studio conforms to health regulations/standards.

Question 3e.

* Stricter rules of hygiene/sterilising tools (have improved the practice).
* The inclusion of toxic metals in the ink (has not improved the practice).

Question 3f.

|  |  |
| --- | --- |
| Reasons for getting a tattoo in Polynesia | Pierre’s reasons for getting a tattoo |
| showed personal details / ID | most of his friends have one |
| a rite of passage (to adulthood) | it will strengthen his link/bond with the group |
| showed culturalheritage | a sign of courage |

Question 3g.

* The difference is that in traditional Polynesian society tattoos were not optional **or** tattoos were considered meaningful/spiritual/a connection between Heaven and Earth.
* Pierre has a choice – not obligatory to have a tattoo **or** tattoos are not considered meaningful/spiritual.

Part B – Reading and responding in French

Students were required to demonstrate an understanding of the stimulus text/s and to address the requirements of the task by conveying the relevant information from the text/sthat was appropriate for the audience and the prescribed writing style and text type.

The reading text included a visual stimulus. Students who scored highly successfully incorporated correct information from the visual stimulus in their response. Some students misinterpreted *location* (‘hiring’) as going to a location/place. Students are encouraged to use the dictionary for clarification of words, especially for the *faux amis* (‘false friends’).

Student responses were assessed holistically according to the assessment criteria and the expected qualities published on the VCAA website. Students were not awarded separate marks for content and language accuracy; however, language accuracy was an important expected quality that was considered in the assessment. The mean for this section was 10.44.

It was possible to achieve a high score for this question without exceeding the specified word/character limit, which is shorter than the limit specified for Section 3.

Students should avoid long introductions and be aware that this is a reading comprehension involving the reorganisation of information and ideas in the stimulus texts. Students should be aware that this is not a creative writing task. Some students wrote about a family holiday to Tahiti, staying with family members who were living in Tahiti and going to places and partaking in activities not mentioned in the text.

Question 4

One piece of information drawn from the photograph with personal features:

* *naviguer sur / louer une pirogue / un bateau traditionnel* (sailing/hiring a pirogue/a traditional boat)
* *logement/huttes sur l’eau* (accommodation/huts on the water)

One place in the environment/nature with examples of possible personal features:

* *la plage* (beach)
* *le paysage magnifique / un joyau paradisiaque* (magnificent countryside / a jewel from paradise)
* *la nature luxuriante* (lush nature)

One physical activity with examples of possible personal features:

* *la randonnée: une variété de sentiers à travers les vallées, les cascades et les montagnes* (hiking: a range of trails through valleys, waterfalls and mountains)
* *des activités nautiques comme la plongée sous-marine et la planche à voile* (nautical activities (in lagoons) such as diving and windsurfing)

One aspect of culture with examples of personal features:

* *l’accueil chaleureux des habitants avec collier de fleurs et chants à l’ukulélé* (warm welcome by locals with a flower necklace and ukulele songs)
* *le spectacle de danses tahitiennes aux sons des tambours* (performance of Tahitian dances to the sound of drums)
* *les plats typiques comme le poulet à la noix de coco* (typical dishes such as coconut chicken)
* *les conteurs des mythes tahitiens à la Maison De La Culture* (storytellers of Tahitian myths at the Cultural House)

One place to visit with examples of personal features:

* *l’ascension du Mont Teurafaatiu* (ascending Mount Teurafaatiu)
* *la ferme perlière et son savoir-faire artisanal* (pearl farm and its craftmanship)
* *le marché de Papeete* (market in Papeete)

One ‘but’ with examples of personal features:

* *les moustiques* (mosquitoes)
* *les coups de soleil* (sunburn)

Some examples of personal features (experiences, feelings, emotions):

* I hired a kayak / traditional boat and sailed on the bay – it was an incredible experience that I will never forget. I loved the huts / I stayed in accommodation over the water – it was very serene and quiet etc. (*J'ai loué une pirogue / un bateau traditionnel et j'ai navigué dans la baie – c'était une expérience incroyable que je n'oublierai jamais. J'ai adoré les huttes / j'ai séjourné dans un logement sur l'eau – c'était très serein et calme*, etc.)
* It was very pleasant to be welcomed by the sound of the ukulele. The locals were very hospitable and friendly. It was delightful. (*C'était très agréable d'être accueilli par le son de l'ukulélé. Les habitants étaient très hospitaliers et amicaux. C'était charmant*.)
* I learned about how pearls were created. It was an unforgettable experience. They were so beautiful. I bought some pearls for my mother for her birthday. (*J'ai appris comment les perles ont été créées. C'était une expérience inoubliable. Elles étaient tellement belles. J'ai acheté quelques perles pour ma mère pour son anniversaire*.)
* Unfortunately, I forgot my insect repellent, so I was eaten alive by mosquitoes and felt very uncomfortable. I also didn’t bring enough sunscreen, so I got sunburnt, which made me feel sore. (*Malheureusement, j'ai oublié mon antimoustique, donc j'ai été dévoré(e) par les moustiques et je me suis senti(e) très inconfortable. Je n'ai pas non plus apporté suffisamment de crème solaire, donc je me suis brûlé(e) au soleil, ce qui m'a rendu la peau douloureuse*.)

Section 3 – Writing in French

Questions 5–8

Questions 5 and 8 were the most popular questions, followed by Questions 6 and 7.

Most students adhered to the conventions/characteristics of the specified VCAA writing styles and text types. The majority of students remembered to use paragraphs and linking words. In order to have relevant content, students should read the prompts very carefully, take some time to plan their extended responses and proofread their writing for accuracy. The mean for this section was 11.55.

Students should avoid using idioms, as they are not included in the examination marking criteria and they are mostly used incorrectly (e.g., *le glaçage sur le gâteau, un bol de l’air frais*). Students should also avoid using preprepared or previously attempted responses.

Question 5

Students were required to write an article for their school newsletter evaluating the positive and negative impacts of social media on teenagers or evaluating the positive and negative impacts of teenagers deactivating all their social media for one month.

High-scoring responses included two positive impacts and two negative impacts and may have contained:

* Positive:
* digital detox – better mental health
* less screen time better for eyes and general health – sleeping better
* less exposure to disturbing events or news
* increased self-confidence – no comparisons, no beauty trends, no envy
* less chance of cyberbullying
* Negative:
* unable to keep up with latest fashion trends or access invitations, e.g. to parties
* unable to have group chats to do homework
* feeling lost at first
* feeling lonely/loneliness
* no quick access to some information

The following is an example of a high-scoring response:

… Pendant les confinements du COVID-19, si les adolescents n’avaient pas eu les réseaux sociaux pour communiquer et partager des bons et des mauvaises moments, la société aurait fait face à une crise de la santé mentale beaucoup plus importante que les problèmes actuelles de la santé mentale, qui sont les pires depuis 100 ans. (… During the COVID-19 lockdowns, if teenagers hadn't had social media to communicate and share both good and bad moments, society would have faced a much larger mental health crisis than the current mental health issues, which are the worst in 100 years.)  
… D’autre part, en ce qui concerne la santé mentale, les réseaux sociaux ont également la capacité de contribuer aux problèmes, surtout à propos des images de soi. En déconnectant, bien qu’on ait l’impression de ne pas être assez proche ou assez courant avec les amis, il existe moins de pression autours ce qu’on veut porter et moins de pression de ressembler aux idées traditionnelles de la beauté. Pour les filles, surtout, cette expectation peut devenir très mauvaise pour leur image de soi et par conséquent par la santé mentale... (…On the other hand, regarding mental health, social media also has the ability to contribute to problems, especially when it comes to self-image. By disconnecting, even though we may feel less close or up-to-date with friends, there is less pressure around what we want to wear and less pressure to conform to traditional beauty standards. For girls, especially, this expectation can become very damaging to their self-image and consequently to their mental health.

Question 6

Students were required to write the text for an informative speech to be delivered to a youth conference in which they described their school’s waste reduction program that had been established. They had to mention their school’s achievements so far and what their school was continuing to do.

High-scoring responses may have contained:

* a description of how school had already reduced waste / was continuing to reduce waste
* food – ensuring that the canteen was not throwing away food: only preparing what was required, had a means of donating any leftover food to a charity, had a strict control over what was bought (quantity and use-by date)
* clothing – organising a clothes swap day to reduce clothing waste
* creating compost for the gardens (with organic waste)
* solar panels to reduce electricity wastage
* sensor lights in classrooms to reduce electricity wastage
* recycle bins for organic waste/plastic/glass/paper to reduce landfill

Question 7

Students were required to write an imaginative short story to entertain their younger siblings. The story told the adventures of the main character, whom they created, and their pet, who had unexpected talents.

High-scoring responses may have contained:

* a beginning, which clearly established setting and characters
* logical development of the story – at least two or three paragraphs required
* a description of the adventures of the main character and their pet
* an ending that resolved the plot with a surprise twist

Question 8

Students were required to answer an email that they received from a French friend who had just finished the Baccalauréat in France. Their friend didn’t know what to do after the Baccalauréat and students had to invite and convince their French friend to spend a few weeks at their own place in Australia. Their email needed to persuade their friend that this experience would be beneficial.

High-scoring responses may have contained:

* An informal greeting – they are emailing a friend
* An explanation why the friend should come to their place in Australia and take a few weeks off after his/her final exams:
* He/she has worked really hard and needs some down time.
* He/she would discover a new country and a different lifestyle.
* He/she would improve his/her English.
* This experience would encourage independence, resourcefulness and a sense of responsibility in a safe environment.
* He/she would meet different people.
* He/she wouldn’t have to pay for accommodation.
* He/she could reflect on his/her future aspirations.

Low-scoring responses may have contained a formal greeting and use of *vous* (you), as well as references to non-beneficial activities such as drinking alcohol at parties or attending ‘schoolies’.