



Victorian Certificate of Education 2013

SUPERVISOR TO ATTACH PROCESSING LABEL HERE

STUDENT NUMBER

Letter

Figures

Words

FRENCH

Written examination

Tuesday 19 November 2013

Reading time: 3.00 pm to 3.15 pm (15 minutes)

Writing time: 3.15 pm to 5.15 pm (2 hours)

QUESTION AND ANSWER BOOK

Structure of book

Section	Number of questions	Number of questions to be answered	Number of marks	Suggested times (minutes)
1 – Part A	2	2	15	30
– Part B	1	1	15	
2 – Part A	2	2	20	40
– Part B	1	1	10	
3	5	1	15	50
			Total 75	120

- Students are permitted to bring into the examination room: pens, pencils, highlighters, erasers, sharpeners, rulers and any printed monolingual and/or bilingual dictionary in one or two separate volumes. Dictionaries may be consulted during the reading time and also during the examination.
- Students are NOT permitted to bring into the examination room: blank sheets of paper and/or white out liquid/tape.
- No calculator is allowed in this examination.

Materials supplied

- Question and answer book of 17 pages, including **Assessment criteria** on page 17.

Instructions

- Write your **student number** in the space provided above on this page.
- Write all your answers in the spaces provided in this question and answer book. The spaces provided give you an idea of how much you should write.

At the end of the examination

- Hand in this question and answer book at the end of the examination.

Students are NOT permitted to bring mobile phones and/or any other unauthorised electronic devices into the examination room.

SECTION 1 – Listening and responding

Instructions for Section 1 – Part A

Texts 1 and 2, Questions 1 and 2 (15 marks)

You will hear two texts. Each text will be played twice. There will be a short break between the first and second playings of each text. You may make notes at any time.

Listen carefully to each text and then answer the questions in **ENGLISH**.

All answers **must** be based on the texts.

TEXT 1 – Answer the following questions in **ENGLISH**.

Responses in the wrong language will receive no credit.

You may make notes
in this space.

Question 1

- a. Tick (✓) the correct box.

What is a *Cartomat*?

1 mark

- ☐ a phone card
☐ a video game
☐ a gift voucher
☐ a membership to a dating agency

- b. List **four** advantages of a *Cartomat*.

4 marks

- _____
- _____
- _____
- _____

- c. Tick (✓) the correct box.

What is *Monroyal*?

1 mark

- ☐ a vitamin
☐ a dog food
☐ a royal jelly
☐ a slimming diet

- d. How does Médor benefit from *Monroyal*?

3 marks

- _____
- _____
- _____

TEXT 2 – Answer the following questions in **ENGLISH**.

Responses in the wrong language will receive no credit.

You may make notes
in this space.**Question 2****a.** Why is Annie keen to keep her appointment with Yvette?

4 marks

- _____

- _____

- _____

- _____

b. Give **two** examples of Thomas's forgetfulness.

2 marks

- _____

- _____

Instructions for Section 1 – Part B**Text 3, Question 3** (15 marks)

You will hear one text. The text will be played twice. There will be a short break between the first and second playings of the text. You may make notes at any time.

Listen carefully to the text and then answer the questions in full sentences in **FRENCH**.

All answers **must** be based on the text.

TEXT 3 – Answer the following questions in full sentences in **FRENCH**.

Responses in the wrong language will receive no credit.

You may make notes
in this space.

Question 3

- a. Describe the nature of this radio program and its audience.

Décrivez le genre de cette émission de radio et son audience.

- b. What do we know about Camille and Alexandre?

Qu'est-ce qu'on peut dire sur Camille et Alexandre ?

- c. What do the two women Camille mentions have in common?

Qu'est-ce que les deux femmes que Camille mentionne ont en commun ?

END OF SECTION 1

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SECTION 2 – Reading and responding**Instructions for Section 2 – Part A****Texts 4 and 5, Questions 4 and 5 (20 marks)**

Read the texts and then answer the questions in **ENGLISH**.

All answers **must** be based on the texts.

TEXT 4 – Answer the following questions in ENGLISH.

Responses in the wrong language will receive no credit.

You may make notes
in this space.

Salut Marie-Louise,

Je viens de rentrer de mon stage en Angleterre. Mes hôtes étaient vraiment charmants mais vivaient encore comme au dix-neuvième siècle. Leurs règles et leurs habitudes à table m'ont stupéfié.

Les membres de la famille n'avaient pas le droit de mettre les mains ou les coudes sur la table, de parler en mangeant ou de parler bruyamment (et surtout de parler politique), de nettoyer les assiettes, ou de quitter la table sans en avoir d'abord demandé la permission. Nous devions manger les fruits avec des couteaux et des fourchettes en argent. Quand ils avaient des invités, les dames se levaient de table après le dessert et laissaient les hommes à leur discussion (J'étais ravi de pouvoir m'échapper et aller regarder le foot à la télé).

Je suis tellement content d'être de nouveau à la maison, de retrouver nos discussions passionnées pendant nos repas en famille et de pouvoir éponger avec mon pain les sauces délicieuses dans mon assiette.

J'espère que les choses se passent mieux pour toi là où tu es.

Ton frère Pierre

Question 4

You may make notes
in this space.

- a. Why does Pierre regard his host family as living in the 19th century? Give **two** reasons and provide an example for each. 4 marks

- b. What suggests that this was an affluent family? 1 mark

- c. What does the text suggest about Pierre's interests? 2 marks

- d. According to Pierre's final comments, which particular family rules seemed to upset him most? 2 marks

- e. How are Marie-Louise and Pierre related, and what are their immediate backgrounds? 3 marks

TEXT 5 – Answer the following questions in **ENGLISH**.

Responses in the wrong language will receive no credit.

You may make notes
in this space.

Courrier des lecteurs

Je voudrais vous faire part de notre expérience familiale. Bien que mon fils Louis ait 19 ans et aille à la Sorbonne, on dîne toujours ensemble à table, dans la mesure du possible, bien entendu. Quand il était petit, il voulait toujours manger devant la télé, mais nous n'avons jamais cédé. Cependant, il y a cinq ans, après un échange en Angleterre, il est revenu frustré car il ne pouvait ni partager ses expériences ni apprendre ce que les autres avaient fait de leur journée puisqu'ils dînaient devant le petit écran. Depuis, nous n'avons plus cette discussion. Il avait même convaincu son frère que manger devant la télévision était ridicule. Mon mari et moi en sommes très contents !

Marion, 47 ans (Vannes)

Question 5

You may make notes
in this space.

- a.** How did Louis show that he is now a firm believer in eating meals at the table with his family?

1 mark

- b.** Why did Louis's exchange in England change his opinion about mealtime arrangements?

2 marks

- c.** Referring to Texts 4 and 5, list **two** similarities and **three** differences between Pierre and Louis.

5 marks

similarities

- ---
- ---

differences

- ---
- ---
- ---
- ---

Instructions for Section 2 – Part B

Text 6, Question 6 (10 marks)

Read the text and then answer the question in full sentences in **FRENCH**.

All answers **must** be based on the text.

TEXT 6 – Answer the following question in full sentences in **FRENCH**.

Responses in the wrong language will receive no credit.

You may make notes
in this space.

DESCRIPTION DE POSTE : STAGIAIRE AU CHATEAU

- Donner des informations sur le château, les environs et la région
- Pouvoir s'exprimer en trois langues (anglais obligatoire)
- Aider à l'accueil physique et téléphonique des visiteurs
- Faire partie de l'équipe de vente (billetterie et magasin-souvenir inclus)
- Se servir des équipements informatiques
- Développer un « programme enfants » pour les 4–10 ans

PROFIL DE BASTIEN CHARBONNIER

Formation

2013 : Licence de LEA (Langues Etrangères Appliquées)

2010 : Baccalauréat Economie et Langues

Langues et informatique

Anglais et espagnol, niveau opérationnel

Chinois débutant

Informatique : maîtrise des logiciels Word, Excel et PowerPoint

Expérience professionnelle

2008–2011 : moniteur en colonie de vacances (juillet – 4 semaines)

2009–2010 : caissier en boulangerie (août – 4 semaines)

2012 : stagiaire au musée du Louvre – vente de billets et bureau des renseignements (8 semaines)

2012 : rédacteur pour la rubrique Arts et Spectacles (magazine de la faculté de lettres de l'université)

2007–2012 : tuteur – cours particuliers de langues : anglais, espagnol (6^{ème} à la Terminale)

Intérêts

Cinéma, musique, randonnées pédestres, basket-ball.

Pourquoi choisiriez-vous Bastien pour le poste de stagiaire au château ?
Donnez **cinq** raisons.

[illegible]

SECTION 3 – Writing in French**Instructions for Section 3****Questions 7–11 (15 marks)**

Answer **one** question in 200–300 words in **FRENCH**.

Responses in the wrong language will receive no credit.

Space is provided on the following page to make notes.

Question 7

You were involved in an amusing incident during the holidays. Write a journal entry explaining how you reacted and what your impressions were.

Vous avez été impliqué(e) dans un incident amusant pendant les vacances. Ecrivez dans votre journal comment vous avez réagi et quelles étaient vos impressions de l'incident.

OR

Question 8

Write a report informing French tourists about **five** steps taken by Australians to preserve the environment for future generations.

Ecrivez un rapport pour informer les touristes français de **cinq** mesures prises par les Australiens pour sauvegarder l'environnement pour les générations à venir.

OR

Question 9

A year ago, your parents announced that your family was going to move to another country. You have now been in your new country for a year. Write an article for the magazine, *Voyages*, in which you evaluate the advantages and disadvantages of your new life, including at least **two** aspects that are positive and **two** that are somewhat negative.

Il y a un an, vos parents ont annoncé que votre famille allait vivre dans un autre pays. Maintenant, vous voilà, après un an, dans le nouveau pays. Écrivez un article pour le magazine, *Voyages*, dans lequel vous évaluez les avantages et les inconvénients de votre nouvelle vie, y compris au moins **deux** aspects qui sont positifs et **deux** qui sont plutôt négatifs.

OR

Question 10

Write a short, imaginative story starting with, 'While Dominique was sitting on the grass, absorbed in a novel, he suddenly heard an unusual noise behind him and noticed a strange shadow beginning to surround him...'

Ecrivez une petite histoire imaginative commençant par : 'Alors que Dominique était assis sur l'herbe plongé dans son roman, il a entendu un bruit étrange derrière lui et a remarqué une ombre bizarre qui commençait à l'encercler...'

OR

Question 11

You have been researching a special program aimed at the construction of some small houses for the inhabitants of a village in a French-speaking country in Africa. Write a speech to give to Year 12 French students in your school to persuade them to take part in this program.

Vous avez fait des recherches sur un programme spécial qui vise à construire de petites maisons pour les habitants d'un village dans un pays africain francophone. Ecrivez le discours que vous allez présenter aux élèves de français de Terminale de votre lycée pour les convaincre de participer à ce programme.

You may make notes in this space.

Write your response on the following pages.

Question No.

[illegible]

[illegible]

A script book is available from the supervisor if you need extra paper to complete your answer. Please ensure you write your **student number** in the space provided on the front cover of the script book. **At the end of the examination, place the script book inside the front cover of this question and answer book.**

END OF SECTION 3

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Assessment criteria

Section 1: Listening and responding

Part A

- the capacity to understand and convey general and specific aspects of texts

Part B

- the capacity to understand general and specific aspects of texts
- the capacity to convey information accurately and appropriately

Section 2: Reading and responding

Part A

- the capacity to understand and convey general and specific aspects of texts

Part B

- the capacity to understand general and specific aspects of texts
- the capacity to convey information accurately and appropriately

Section 3: Writing in French

- relevance, breadth and depth of content
- appropriateness of structure and sequence
- accuracy, range and appropriateness of vocabulary and grammar