



Victorian Certificate of Education 2008

SUPERVISOR TO ATTACH PROCESSING LABEL HERE

STUDENT NUMBER

Letter

Figures

Words

--

FRENCH

Written examination

Wednesday 19 November 2008

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	11	11	15	30
– Part B	4	4	15	
2 – Part A	10	10	20	40
– Part B	2	2	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 1–11**

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

What kind of place is *La Vie en Rose*?

_____ 1 mark

Question 2

What are the walls decorated with?

_____ 2 marks

Question 3

Tick (✓) the correct box.

Where is *La Vie en Rose*?

- ☐ next to the Republic theatre
☐ opposite Saint Geneviève's Church
☐ in Victor Hugo square
☐ in the botanical gardens

1 mark

Question 4

Describe the cake offered this week.

_____ 2 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 5

What particular form of the sport mentioned is being discussed?

1 mark

Question 6

Who is Monique Lebrun?

1 mark

Question 7

What aspect of this sport has grown?

1 mark

Question 8

Why is the sport sometimes criticised?

1 mark

Question 9

How does this form of the sport differ from the usual form?

2 marks

Question 10

What is happening this weekend and where?

2 marks

Question 11

What does the interviewer's final expression convey about his attitude to the sport?

1 mark

Total 15 marks

End of Part A – SECTION 1 – continued

TURN OVER
www.theallpaper.com

Instructions for Section 1 – Part B

Text 3, Questions 12–15

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 12

What is *Sans Limites* about and where is it set?

De quoi parle *Sans Limites* et où cela se passe-t-il ?

Question 13

Why does Nadia prefer going to the cinema?

Pourquoi Nadia préfère-t-elle une sortie au cinéma ?

Question 14

Summarise Julien's objections to going to the cinema.

Résumez les objections invoquées par Julien contre la sortie au cinéma.

Question 15

What types of film do Nadia and Julien like?

Quels genres de films Nadia et Julien aiment-ils ?

Nadia _____

Julien _____

Total 15 marks

END OF SECTION 1

www.theallpapers.com

This page is blank

TURN OVER

www.theallpapers.com

SECTION 2 – Reading and responding**Instructions for Section 2 – Part A****Texts 4 and 5, Questions 16–25**

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.

La Pollution Routière

Le premier janvier de cette année, la France mit en vigueur un nouveau système pour réduire la pollution sur les routes : le bonus/malus. Qu'est-ce que c'est ? C'est simple : si vous achetez une voiture « propre », vous aurez droit à une prime, une récompense, le *bonus*. Si, au contraire, vous achetez une voiture polluante, il vous faudra payer une amende plus ou moins élevée, un *malus*. Et, si vous achetez une voiture écologique, et que vous vous débarrassez de votre vieille voiture de plus de quinze ans, vous avez en plus droit à un *super-bonus* de €300.

Question 16

Define the word *bonus* as used in this text.

2 marks

Question 17

Why might you have to pay a fine?

1 mark

Question 18

How do you become eligible to receive the *super-bonus*?

2 marks

Question 19

Why is this new system being introduced?

2 marks

You may make notes
in this space.

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

Responses in the wrong language will receive no credit.

You may make notes
in this space.**La France et la Mémoire de l'Esclavage**

2008 a marqué le troisième anniversaire d'une journée nationale de commémoration de l'abolition de l'esclavage en France. Cette journée renforce la reconnaissance officielle de l'esclavage comme crime contre l'humanité.

La France, l'une des grandes puissances coloniales à profiter de l'exploitation des esclaves africains, a pourtant aujourd'hui encore du mal à accepter ce passé douloureux. Certains nient la responsabilité de la France contemporaine pour les fautes supposées du passé. D'autres, comme les descendants de ceux qui ont souffert de l'esclavage et qui sont aujourd'hui citoyens français, continuent à mener le combat pour que l'histoire de leurs parents soit connue et respectée. Ils ont obtenu une reconnaissance officielle après de longues années de pression, et notamment après une grande marche à Paris en mémoire des victimes de l'esclavage colonial. Cette marche a rassemblé 40 000 personnes, en majorité des descendants d'esclaves qui, pour la première fois, rendaient collectivement hommage à leurs ancêtres.

Grâce à ces mouvements, il est maintenant proposé de donner une place significative à tous les aspects de l'esclavage dans les manuels scolaires et dans la formation des professeurs d'histoire-géographie. Ces initiatives sont destinées à revaloriser la culture des esclaves et de leurs descendants.

Question 20

How was France connected with slavery?

2 marks

Question 21

What 'official' actions show a desire to recognise the history of slavery in France?

2 marks

Question 22

How else could awareness of slavery in France be increased?

2 marks

Question 23

What led the French Government to grant official recognition to the history of slavery in France?

2 marks

Question 24

Why do some people oppose official commemorations of slavery?

2 marks

Question 25

Why are the descendants of the slaves and their supporters taking the actions described in the article?

3 marks

Total 20 marks

You may make notes
in this space.

Instructions for Section 2 – Part B**Text 6, Questions 26 and 27**

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

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

TEXT 6 – 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.

L'ACADEMIE FRANÇAISE

L'Académie française est l'une des plus anciennes institutions de France. Elle fut fondée en 1635 par le cardinal Richelieu, et son but, dès le début, fut de fixer la langue française et de lui donner des règles. C'est ainsi que le fameux Dictionnaire de l'Académie française commença en 1694, la neuvième édition étant en cours de publication maintenant.

En plus, de nos jours, différentes commissions soumettent leurs propositions sur les mots nouveaux aux 40 membres de l'Académie, qui décident du sort de ces mots.

L'Académie a, au cours des années, reçu beaucoup de dons et de legs et, avec cet argent, décerne chaque année de nombreux prix littéraires dont le Grand Prix de l'Académie française.

Aujourd'hui l'Académie donne aussi des subventions à des sociétés littéraires ou savantes, à des œuvres de bienfaisance, donne des bourses et des aides à des personnes dans le besoin.

C'est de l'Académie que dépend l'avenir de la langue française.

Question 26

According to the text, what would the French language be like without the *Académie française*?

D'après le texte, comment serait la langue française sans l'Académie française ?

Question 27

How has the role of the *Académie française* changed?

En quoi est-ce que le rôle de l'Académie française a changé ?

Total 10 marks

You may make notes
in this space.

END OF SECTION 2

TURN OVER
www.theallpapers.com

SECTION 3 – Writing in French**Instructions for Section 3**

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 28

You are now at university. The principal of your old school has asked you to write an informative article to be included in a booklet for new students to the school. Write about what to expect and what your old school has to offer.

Vous êtes maintenant à l'université. Le proviseur de votre ancien lycée vous a demandé d'écrire un article qui paraîtra dans un livret pour les nouveaux élèves. Parlez de ce à quoi ils peuvent s'attendre, de ce que le lycée a à offrir.

OR

Question 29

You have just returned from a job interview with a large international company based in Paris. Write a personal letter to a friend describing the interview, your reactions and your expectations.

Vous revenez d'une interview pour une offre d'emploi d'une grande entreprise internationale qui siège à Paris. Ecrivez à un(e) ami(e), décrivant l'interview, vos réactions et vos espérances.

OR

Question 30

You have just been offered a pet. Before you leave for work you write a message to your flatmate to persuade them to let you have the pet. Include at least three reasons.

On vient de vous offrir un animal domestique. Avant de partir au travail vous écrivez un message à votre colocataire pour la/le convaincre de vous laisser avoir l'animal, en utilisant au moins trois raisons.

OR

Question 31

Write a short story starting with: Something extraordinary happened yesterday on the Champs-Élysées . . .

Ecrivez une petite histoire commençant par : Hier, quelque chose d'extraordinaire s'est passé sur les Champs-Élysées . . .

OR

Question 32

Write a script for a speech for a science competition comparing the advantages and disadvantages of different forms of power generation.

Ecrivez le texte d'un discours pour un concours de sciences, en comparant les avantages et désavantages des différentes formes de production d'énergie.

Total 15 marks

You may make notes in this space.

Write your response on the following pages.

[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

www.theallpapers.com

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