# Stage 6 French Continuers – understanding the requirements of text types



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## Context

This document provides generic advice only. It is the responsibility of individual teachers to ensure their students are adequately prepared for the HSC examinations.

This advice has been developed for the Stage 6 French Continuers course and is current as of 30 August 2022.

## Introduction

In the Stage 6 French Continuers course, students are required to produce different types of text appropriate to a range of contexts, purposes, and audiences. By using this guide, you can support your students to develop and refine their writing skills across a range of tasks. The language features are provided in French as a guide.

Section III of the HSC written paper assesses Objective 2 – express ideas through the production of original texts in French. The following outcomes are assessed:

* **2.1** applies knowledge of language structures to create original text
* **2.2** composes informative, descriptive, reflective, persuasive, or evaluative texts appropriate to context, purpose and/or audience
* **2.3** structures and sequences ideas and information.

## Text types

Texts (text types) are various forms of spoken and written language, such as articles, conversations, letters, and so on. Each text type varies in its characteristics of format, style, and language. In Stage 6 French Continuers, the following written text types are specified for production:

* article
* diary entry
* email
* letter
* message[[1]](#footnote-1)\*
* note[[2]](#footnote-2)\*
* notice
* postcard
* recount
* report
* script of an interview
* script of a speech/talk.

In the written section of the HSC examination, students are required to produce 2 different texts.

* The first text is informative or descriptive. Informative/descriptive texts are usually used for sharing and describing personal experiences and ideas. They can include ideas, opinions, and memories, and usually express feelings or reactions and reflections. Students are required to write approximately 75 words in French.
* The second text is reflective, persuasive, or evaluative, and could require you to explain or justify a point of view. Students are required to write approximately 200 words in French.

To build students’ skills in writing cohesive and engaging responses, consider choosing one task focused on a particular text type and completing the steps outlined below as a class. Next, choose a different task with the same text type for students to work on individually or in pairs.

1. Identify the purpose, context, and audience for their writing.
2. Brainstorm/identify key ideas.
3. Write a first draft.
4. Evaluate the draft (for example, through peer feedback).
5. Address any areas for improvement.
6. Write the final draft.

### Article

Table 1 – information relating to ‘article’ tasks

|  |  |  |
| --- | --- | --- |
| Purpose | Sample structure | Sample language features, vocabulary and phrases |
| * to inform about a topic, and/or sustain an argument * to persuade the reader to think about a topic * to entertain * to express the author’s thoughts and feelings | * title/heading * introduction that includes statement of argument to be addressed * body paragraphs include development of arguments/ideas and sequencing and linking of ideas, with supporting evidence * conclusion that reviews/summarises the argument/topic. It should be short and accentuate the main idea of the article | * range of tenses (past, present, future, conditional) * descriptive, factual, evaluative, or persuasive language, depending on context, purpose, and audience * an objective or a subjective tone, depending on the context and purpose * use of language structures, vocabulary, and expressions to describe facts/topics, to persuade the audience or to evaluate an issue (for or against) * rhetorical questions to lead the audience to a particular conclusion * repetition to emphasise a given idea * expert opinion, for example: sans aucun doute …, les faits montrent *…* * modality language, for example: probablement, certainement, absolument, définitivement * language of cause and effect, for example: par conséquent, partant de ce fait, pour ces motifs, pour cette raison, donc * emotive language, for example: optimiste, frustré, pessimiste * evaluative language (supportive or critical words), for example: *important*, cet enjeu crucial, joue un rôle essentiel, une responsabilité intrinsèque, un témoin absolument fascinant, l'expérience ou l’effet est bénéfique, un sujet controversé, important, insignificant |

#### Sample questions

Write approximately 200 words in French. You have been nominated by your school to write an article for the local newspaper. Write an article in which you try to persuade the local community to support your school’s fundraising activities.

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Write approximately 200 words in French. You have been invited to write an article for the local community newsletter. Write an article in which you evaluate a French Cultural Day you recently attended in your area.

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Write approximately 200 words in French. Some aspects of a recent school excursion did not live up to your expectations. Write an article for your school newsletter evaluating the excursion.

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### Diary entry

Table 2 – information relating to ‘diary entry’ tasks

|  |  |  |
| --- | --- | --- |
| Purpose | Sample structure | Sample language features, vocabulary and phrases |
| * to document thoughts, reflections, and experiences * to explore the emotions, attitudes, values, beliefs, fears, dreams and/or motivations evoked by an experience * to reflect on a theme, place, or past events/experiences | * date * attention-grabbing opening sentence * body of the text includes events in chronological order with detail and description * concluding statement or remark reflecting on the experience * writer’s sign-off | * first person, to create a personal tone * language can be descriptive, factual, evaluative or emotive * informal register * range of tenses (past, present, future, conditional) – usually past tense * time connectives to relate events in chronological order, for example: hier, la semaine dernière, au début, d’abord, après/ensuite/alors, quand/pendant que, au même moment/en même temps, jamais/rarement/quelquefois, souvent/toujours, enfin * the body of a diary or journal entry can be written in first or third person and may contain expressions, for example: imagine-toi, …, J’étais aux anges ! J’étais rouge de colère ! J’ai failli pleurer tant …, J’étais émue ..., Je ne comprends pas *...* * a variety of tenses, including the use of the past tense to recount events in the past, for example: je me sentais trés malheureux/se, je ne savais quoi faire, j’ai été trés impressionné * short sentences, phrases, and exclamations may be used to highlight certain ideas and opinions, for example: C’est la vie ! C’est fantastique ! C’est incroyable ! Imagine ! * rhetorical questions may add breadth and depth to personal reflections and thoughts, for example: Qu’est-ce qui se passe ? Je me demande si je me comporterais comme lui si j’etais dans la même situation. * authentic use of idiomatic expressions where appropriate, for example: Ce n’est pas la peine que je fasse des plans sur la comète, N’acheter pas des choses tape a l’œil, je ne me sens pas dans mon assiette. * impressions, reflections, emphatic statements, and direct speech to reveal inner thoughts and recount dialogue, for example: Je me sens vulnérable et confus(e)/embarrassé(e), écrasé(e) par cette expérience, J'ai pensé à des choses qui me font sentir confiant et joyeux, Je suis déterminé de changer ..., dans un esprit exubérant, rempli d'amertume (add suffix for feminine form where applicable) * evaluative language, for example: superbe musique, avec un courage stupéfiant, Je ne pense pas que je trouverais la vie ainsi misérable, un échec lamentable, mais j’avais après d'affreux remords, c’était extrêmement décevant pour moi, Il n’est plus l’ami que je connaissais avant et je pense que cela change la relation que j’ai avec lui. * a concluding remark or statement to end the diary entry for that day, for example: Une journée inoubliable ! Quel jour ! On doit s’attendre à tout ! Qui sait ce que demain apportera *...* |

#### Sample questions

Write approximately 200 words in French. As you are walking out of school on the last day, you think about the past year. Write a diary entry reflecting on a significant person you met this year who has made a difference in your life.

Adapted from 2019 Higher School Certificate Examination, Spanish Continuers you, Section III, Question 13(a) (10 marks) © 2019 NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales.

Write approximately 200 words in French. You have been given an opportunity to live overseas for six months. Write a diary entry reflecting on what this could mean for you.

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Write approximately 200 words in French. You want to go overseas with your friends after you have graduated from high school. However, your parents are not allowing you to go. Write a diary entry reflecting on this.

Adapted from 2021 Higher School Certificate Examination, Korean Continuers, Section III, Question 13(b) (10 marks) © 2021 NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales.

### Email or letter

Table 3 – information relating to ‘email’ or ‘letter’ tasks

|  |  |  |
| --- | --- | --- |
| Purpose | Sample structure | Sample language features, vocabulary and phrases |
| * to inform or advise * to invite or apologise * to show appreciation * to seek a response * to express a point of view and convince * to retell events * to make a complaint | * email address of sender and recipient and the subject (applies only to emails) * your name and address on the right (informal letter) * date below your address (informal letter) * opening salutation * introduction includes initial greeting and reason for writing * body of the text with elaboration of key ideas * conclusion, including what is expected from the recipient * closing statement * closing salutation and name | * first person, to create a personal tone * range of tenses (present, perfect, future, imperfect, conditional) * language can be descriptive, factual, emotive, evaluative or persuasive, depending on context, purpose, and audience * simple linking devices * authentic use of idiomatic expressions, where appropriate * formal or informal register depending on the purpose and audience (be consistent throughout the letter or email) * informal salutation, for example: Cher ami/Chère amie, Bonjour * formal salutation, for example: Monsieur/Madame, Cher Monsieur ..., Chère Madame ..., Chers professeurs * initial informal greeting and state reason for writing, for example: Chère Claire, comment vas-tu ? J'espère que tes vacances se passent bien. Je t'écris cette lettre pour te donner de mes nouvelles. J’ai le plaisir de t’écrire/je t’écris cette lettre pour ..., Je suis content/e de t’envoyer …, Tout le plaisir est pour moi de t’écrire cette lettre pour …, C’est avec un cœur gai que je t’annonce …, Ça fait déjà longtemps que je n’ai pas de tes nouvelles, c’est pourquoi je t’écris. * initial formal greeting and state reason for writing, for example: je vous écris au sujet de/en réponse à/en écho à ..., je regrette de vous informer que ..., suite à votre offre d’emploi/de stage publiée ..., J’ai lu votre annonce ... * informal closing statement, for example: Merci pour ton aide, Merci pour tout ce que tu as fait, Je te souhaite assez de bonnes choses et j’espère avoir ta réponse très bientôt, J’espère te lire très bientôt, Mes meilleurs souhaits, J'espère recevoir de tes nouvelles rapidement. * formal closing statement, for example: Je vous prie d’agréer, Monsieur/Madame, l’expression de mes sentiments respectueux, Dans cette attente je vous prie d’agréer, Cher Monsieur/Chère Madame ..., l’expression de mes meilleures salutations/sentiments distinguées, Veuillez agréer, Madame/Monsieur, mes sincères salutations * informal closing salutation and name, for example: Mes sincères amitiés, Ton ami(e), Ton ami (e) sincère, Amicalement, Avec toute mon amitié, amitiés * formal closing salutation, for example: Cordialement, Respectueusement |

#### Sample questions

Write approximately 200 words in French. Your school held an *Australia’s Got Talent* show and you had the opportunity to meet your favourite celebrity. Write an email to your friend reflecting on this experience.

Task developed by NSW Department of Education.

Write approximately 75 words in French. You had planned to meet your friend on Saturday evening, but you are now unable to do so. Write an email to your friend to apologise and explain why you can no longer attend.

Task developed by NSW Department of Education.

Write approximately 200 words in French. You have recently made changes to your daily routine which have helped you to improve your health. Write an email to a friend to persuade them to do the same.

Adapted from 2019 Higher School Certificate Examination, Chinese Continuers, Section III, Question 13(a) (10 marks) © 2019 NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales.

Write approximately 200 words in French. You have been given back the letter that you wrote in Year 7 about your hopes for your future. Write a letter to a friend reflecting on how your dreams and aspirations have been realised or changed.

Adapted from 2020 Higher School Certificate Examination, Spanish Continuers, Section III, Question 13(a) (10 marks) © 2020 NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales.

Write approximately 200 words in French. You and your best friend are going on a trip after finishing the HSC. Your friend wants to travel in Australia but you want to go to France. Write a letter in which you try to persuade your friend that France would be the better choice.

Adapted from 2020 Higher School Certificate Examination, Japanese Continuers, Section III, Question 13(a) (10 marks) © 2020 NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales.

Write approximately 200 words in French. Your teachers have supported you during a challenging time. Write them a letter in which you express your appreciation.

Task developed by NSW Department of Education.

### Message/note

Table 4 – information relating to ‘message/note’ tasks

|  |  |  |
| --- | --- | --- |
| Purpose | Sample structure | Sample language features, vocabulary and phrases |
| * to thank/express appreciation * to inform or advise * to request * to instruct * to remind   **Note:** The difference between a message and a note is that a message can vary in type, such as text message or social media post, whereas a note is generic.) | * opening salutation * general statement, description, procedure * lack of descriptive detail * closing salutation | * short and to the point (lacking detail) * informal or formal register (be consistent throughout)   Sample phrases  To thank or express appreciation:   * merci beaucoup … * C'était si gentil de votre part. * Merci d'être un merveilleux … ! * J'ai tellement de chance d'avoir un ami/un père/une sœur comme toi. * Je vous suis reconnaissant parce que … Je suis content que nous soyons amis pour tant de raisons. * J'apprécie tant de choses à ton sujet en particulier …, Cela signifie tellement de savoir que tu es de mon côté, Ma partie préférée du … était … * Je me sens heureux quand tu … * J'ai adoré quand tu …, j’aime comment tu as fait/fais … pour m'aider … * Vous êtes vraiment doué(e) pour *…*   To inform:   * J'aimerais vous informer ... * Ce soir/aujourd'hui, j'ai … et je rentrerai tard   To request:   * Je me demande si vous pourriez me prêter ... * Je suis désolé de vous déranger mais j'ai besoin de votre aide pour ...   To remind:   * Je sais que vous avez été occupé ces derniers temps, mais j’ai besoin de vous rappeler que … |

#### Sample questions

Write approximately 75 words in French. Your cousin, who has lived with you in Australia for the past year, is returning to France. Write a message for a farewell card describing why you will miss them.

Adapted from 2020 Higher School Certificate Examination, Modern Greek Continuers, Section III, Question 12 (5 marks) © 2020 NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales.

Write approximately 75 words in French. You have had a disagreement with a friend. Write them a message in which you clarify your point of view.

Adapted from 2019 Higher School Certificate Examination, German Continuers, Section III, Question 12 (5 marks) © 2019 NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales.

Write approximately 75 words in French. Write a WhatsApp message to your new neighbours inviting them to a party at your place.

Task developed by NSW Department of Education.

Write approximately 75 words in French. Your grandparent bought you tickets to a concert. After attending, write them a note to thank them.

Task developed by NSW Department of Education.

Write approximately 75 words in French. Your school is holding an award celebration night at your school. Write a note to your parents reminding them of this special celebration night.

Task developed by NSW Department of Education.

Write approximately 75 words in French. You are going to be late tonight. Write a note to your parent/s explaining the reasons for being late.

Task developed by NSW Department of Education.

### Notice

Table 5 – information relating to ‘notice’ tasks

|  |  |  |
| --- | --- | --- |
| Purpose | Sample structure | Sample language features, vocabulary and phrases |
| * to inform * to encourage and seek a response | * name of the issuing agency * date of issue/release of the notice * title/heading/addressee * relevant details, for example date, time, duration, place, venue * statement of conclusion or advice (for example, giving contact details) | * verbs usually written in the present tense * language can be descriptive, factual, emotive, or persuasive, depending on context * language used is simple and formal   Sample expressions:   * le prix du concours sera … * Aimez-vous chanter ou découvrir d'autres cultures ? Venez encourager vos amis lors de cet événement amusant ! * Vous aimez faire une différence dans votre société ? C'est le moment d'aider les sans-abris/les enfants malades et de redonner le sourire à quelqu'un. * Venez participer à cet événement unique. Aucune compétence n'est nécessaire. |

#### Sample questions

Write approximately 75 words in French. Write a notice to be put on the school noticeboard about a new health and fitness initiative for senior students.

Adapted from 2021 Higher School Certificate Examination, German Continuers, Section III, Question 12 (5 marks) © 2021 NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales.

Write approximately 75 words in French. Your school is organising an inter-school singing competition. Write a notice for your school noticeboard inviting students to participate in this competition.

Task developed by NSW Department of Education.

Write approximately 75 words in French. Your school is organising a fair/festival for multicultural day. Write a notice for your school and the wider community, encouraging participation in the event.

Task developed by NSW Department of Education.

Write approximately 75 words in French. Your school is holding a fundraising event to buy new sporting equipment. Write a notice for your school noticeboard inviting students to participate in this event.

Task developed by NSW Department of Education.

### Postcard

Table 6 – information relating to ‘postcard’ tasks

|  |  |  |
| --- | --- | --- |
| Purpose | Sample structure | Sample language features, vocabulary and phrases |
| * to inform and retell events (describe where you are and some of the things you are doing and seeing) * to communicate your thoughts/feelings * to amuse or entertain | * greeting and recipient name, for example: Bonjour or Salut … * information about place, for example, weather, atmosphere * activities done * plans * closing statement and salutation, for example: A bientôt, Grosses Bises, Cordiallement … | * first person * language usually descriptive and evaluative * brief description or message * usually informal register * correct tense for activities – what has happened and what is happening next * descriptions of sights and/or activities * personal impressions   Sample expressions:   * Je suis en vacances/nous sommes à … Il y a beaucoup de choses à voir et à faire ! * Hier, j’ai joué au volley sur la plage. C’était super/sensationnel et amusant ! * Lundi, je suis allé/allée … et j’ai vu …, Maintenant, je prends le déjeuner dans un petit café. Il faisait très beau, avec beaucoup de soleil. * Demain nous irons à la plage. Mon truc préféré jusqu'à présent c’était … Ah ! comme j’ai souhaité que tu sois/vous soyez là *!* |

#### Sample questions

Write approximately 75 words in French. You are travelling in France and have visited a place for the first time. Write a postcard to your French friend about this place.

Adapted from 2020 Higher School Certificate Examination, Korean Continuers, Section III, Question 12 (5 marks) © 2020 NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales.

Write approximately 75 words in French. You are on holidays with your host family in France. Write a postcard to your classmate about your experience.

Task developed by NSW Department of Education.

Write approximately 75 words in French. You have just come back from your first shopping trip in France. Write a postcard to your friend, describing what happened.

Task developed by NSW Department of Education.

### Recount

Table 7 – information relating to ‘recount’ tasks

|  |  |  |
| --- | --- | --- |
| Purpose | Sample structure | Sample language features, vocabulary and phrases |
| * to inform or entertain * to retell past events or experiences for the reader's information or enjoyment | * introduction/orientation (setting the scene) * series of events in chronological order with details * closing statement that expresses an opinion regarding the events described | * first person or third person (depending on the requirement of the question) * often written in past tense * adjectives, for example: Il faisait beau, et le soleil avait un peu de chaleur, malgré le froid, Un beau spacieux camping avec toutes les commodités, un voyage aventureux, des attractions incroyables, mon coeur devint très excité et rempli avec de l'espoir, Je suis donc très motivé et enthousiaste de cette nouvelle aventure, j’étais donc très agité et frustré * adverbs, for example: heureusement, joyeusement, tristement, frénétiquement * time connectives to put events in a chronological order, for example: comme tous les matins, chaque soir, d'abord, ensuite, puis, quand, plus tard, pendant ce temps, immédiatement après, juste à ce moment-là, soudainement, finalement, enfin * linking words, for example: de plus, parce que, pourtant, alors que, quoique, mais * evaluative language to summarise and/or reflect on the events and/or the experiences, for example: étonnant/e, spectaculaire, fabuleux/se, épouvantable, terrible, affreux/se   Sample expressions:   * Une journée parfaite ! Mes vacances serait celle où le soleil brille dans le ciel. * Vacances à la mer/à la montagne/à l'étranger sont superbes. * Les voyages scolaires sont une occasion unique pour vivre l'émotion de connaître la beauté de lieux différents*.* |

#### Sample questions

Write approximately 200 words in French. Write a recount for your school blog reflecting on a special family celebration.

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Write approximately 200 words in French. You attended a Year 12 camp organised by your school. Write a recount for the school newsletter in which you reflect on this experience.

Task developed by NSW Department of Education.

Write approximately 200 words in French. As you were overseas on holiday with some friends, you lost your way for a day with no access to technology. Write a recount for your school blog in which you reflect on this challenging experience.

Task developed by NSW Department of Education.

### Report

Table 8 – information relating to ‘report’ tasks

|  |  |  |
| --- | --- | --- |
| Purpose | Sample structure | Sample language features, vocabulary and phrases |
| * to classify, organise, and describe information in order to draw conclusion * to inform the reader about an issue * to present an evaluation of an issue or a social phenomenon | * general statement outlining the issue * series of paragraphs – each paragraph presents a new topic sentence followed by facts and details * concluding statement that sums up the topic and provides recommendations/advice where applicable | * language may be factual, descriptive and/or evaluative, depending on context, purpose, and audience * usually present tense of verbs used * descriptive and factual topic-specific vocabulary * language of generalisation, for example: dans la plupart des cas, en général, la grande majorité, d'une façon générale, d'une manière générale, en principe * linking verbs, for example: apparaître, sembler, devenir, rester * language of comparison and contrast, for example: cependant, néanmoins, au contraire, en dépit de, de la même manière, égalemment, tandis que, malgré * language of cause and effect, for example: mais, parce que, puisque, comme, étant donné que, du fait que, vu que, en raison de, donc * words to introduce an explanation, for example: ainsi, autrement dit, en effet, la preuve de cela suggère |

#### Sample questions

Write approximately 200 words in French. You have just finished your HSC examinations. Write a report for a youth magazine reflecting on the positive lifestyle strategies you used during your HSC year.

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Write approximately 200 words in French. You have just come back from a six-week exchange in France. Write a report for the youth exchange company about the difficulties you faced while there and how you overcame them.

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Write approximately 200 words in French. Your school is trying to introduce a reading club to encourage reading among young people. Write a report for the school magazine reflecting on the importance of reading and providing some recommendations.

Task developed by NSW Department of Education.

### Script of an interview

Table 9 – information relating to ‘script of an interview’ tasks

|  |  |  |
| --- | --- | --- |
| Purpose | Sample structure | Sample language features, vocabulary and phrases |
| * to gain information about a topic/someone’s life or experience * to communicate ideas, opinions and attitudes | * short introduction about the setting and purpose of the interview * greeting and thanking the person for their time * series of questions and responses * conclusion | * first person *‘j*e*’* and second person *‘t*u’ or *‘v*ous’ * polite or informal register depending on context and audience * question and response sequence, initials followed by a colon, for example: *A: …, B: …* * language may be factual, descriptive, evaluative or emotive, depending on context, and purpose * verbs in a range of tenses, depending on the context * authentic idiomatic expressions * use of conversation fillers, for example: bien sûr, d'accord, vous savez, c'est une excellente idée, fantastique, bon ben, eh bien, en fait, bref   Sample phrases for a formal interview:   * Merci d'avoir pris du temps pour être avec nous et répondre à quelques questions sur votre vie ! * Pouvez-vous nous parler d'une journée typique dans votre vie ? * Parlons de votre carrière. Combien de films/chansons/livres avez-vous fait ou écrit ? * C'est impressionnant ! Avez-vous des projets futurs ? * Avez-vous des plans au-delà de cela ? * Ce fut un tel plaisir de vous parler aujourd’hui/ce soir. Merci d'avoir pris le temps.   Sample phrases for an informal interview:   * Bonjour/Bonsoir ! Ça va ? Comment allez-vous/Comment vas-tu ? Je ne t'ai pas vu depuis longtemps. * Quoi de neuf ? * Quelle belle surprise ? * Je te verrai demain, À plus tard/À bientôt ! * Je vous/t’appellerai plus tard pour convenir d'un horaire. * Bien sûr, je participerai à la fête. On se verra là-bas. * Pourquoi pas ? Ne sommes-nous pas amis ? * Ne dis pas ça. Ce que vous avez dit n'est pas vrai. * Je vous prie … d'être plus compréhensif. * De rien. Bonne journée ! |

#### Sample questions

Write approximately 200 words in French. You have recently interviewed someone for the school magazine. In the interview they reflected on some of their successes. Write the script of the interview.

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Write approximately 200 words in French. While you were studying overseas, your host brother/sister interviewed you for their school magazine. In the interview you reflected on life in Australia. Write the script of the interview.

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Write approximately 200 words in French. While you are doing some volunteer work, you were interviewed by a youth magazine. In the interview, you reflect on the importance and benefits of volunteer work. Write the script of the interview.

Task developed by NSW Department of Education.

### Script of a speech/talk

Table 10 – information relating to ‘script of a speech/talk’ tasks

|  |  |  |
| --- | --- | --- |
| Purpose | Sample structure | Sample language features, vocabulary and phrases |
| * to communicate ideas/points of view/opinions * to persuade * to inform * to welcome * to thank * to amuse or entertain | * salutation * short introduction to hook the audience * body paragraphs include specific ideas with details and make informed judgements * short conclusion that accentuates the main idea of the speech | * language may be factual, descriptive, evaluative, persuasive or emotive, depending on context, purpose, and audience * first person * use of pronoun *‘*nous’ at times to be inclusive of the audience * facts and evidence used to explain and give credibility to the idea presented * repetition to emphasise a particular idea * short simple sentences used where appropriate to allow the audience to visualise the experience * use of anecdote where appropriate (a short personal story) to illustrate and personalise the issue for a reader/listener * salutations, for example: bonjour/bonsoir Mesdames et Messieurs * introductory statement, for example: Aujourd'hui, je vais parler de …, Je m’adresse à vous car … * words/phrases for presenting a point of view, for example: à cet égard, à propos de, de ce point de vue, à mon avis, personnellement, dans cette perspective * emotive language to stimulate the feelings of the audience, for example: déterminé, inspiré, enthousiaste, énergique * evaluative language to make a judgement of information, referring to the reasons for or against, for example: remarquable, précieux, efficace, trivial, biaisé, problématique, irréaliste * modality expressions to encourage the audience to act or make a change, for example: il est évident que …, d'autres s'accordent à dire que …, sans aucun doute …, je suis certain/e que …, en vérité …, il est impératif que … * concluding remarks, for example: pour conclure, pour finir, enfin, finalement |

#### Sample questions

Write approximately 200 words in French. The school leadership team has nominated you to give a talk to the school staff about the breakfast program you helped initiate this year. Write the script of the talk in which you evaluate the program.

Adapted from 2021 Higher School Certificate Examination, Spanish Continuers, Section III, Question 13(a) (10 marks) © 2021 NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales.

Write approximately 200 words in French. You are a member of the Multicultural Day organisation committee at your school. You have been asked to speak at the school assembly about the importance of participating in this special school event. Write the script of the speech.

Adapted from 2019 Higher School Certificate Examination, Arabic Continuers, Section III, Question 13(b) (10 marks) © 2019 NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales.

Write approximately 200 words in French. You are a famous athlete. You have been asked to give a speech at a school assembly to persuade high school students to take up regular physical exercise. Write the script of your speech.

Adapted from 2021 Higher School Certificate Examination, Arabic Continuers, Section III, Question 13(b) (10 marks) © 2021 NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales.

1. \* The difference between a message and a note is that a message can vary in type, such as text message or social media post, whereas a note is generic. [↑](#footnote-ref-1)
2. \* The difference between a message and a note is that a message can vary in type, such as text message or social media post, whereas a note is generic. [↑](#footnote-ref-2)