

2013 HSC French Continuers Marking Guidelines

Section I — Listening and Responding

Question 1

Criteria	Marks
• Identifies the reasons why Yasmine has phoned Marc	2
• Identifies some relevant information	1

Sample answer:

To let him know that she's going to the country and to invite him to go with her.

Question 2

Criteria	Marks
• Provides most details of the friends' plans if they won the lottery	3
• Provides partial details of the friends' plans if they won the lottery	2
• Provides some relevant information	1

Sample answer:

	<i>Plans</i>
<i>Martine</i>	Buy a new car Give her parents a world trip Buy some lovely clothes
<i>Paul</i>	Buy an apartment Pay off all his debts

(Note: Any 3 of these details is acceptable for 3 marks)

Question 3

Criteria	Marks
• Provides a comprehensive understanding of Julie's father's concerns about her plans	3
• Provides a good understanding of Julie's father's concerns about her plans	2
• Provides some relevant information	1

Sample answer:

He is worried that travel plans are taking too much time when she should be studying. Also that he doesn't have the money to help her pay for the trip, and that Julie is too young and inexperienced.

Question 4

Criteria	Marks
• B	1

Question 5

Criteria	Marks
• Provides a comprehensive understanding of how Béatrice tries to convince Luc to donate to charity	3
• Provides a good understanding of how Béatrice tries to convince Luc to donate to charity	2
• Provides some relevant information	1

Sample answer:

She explains what she is doing and encourages him to do the same. She works on his feelings (labelling him as selfish / asking how he would like to be a child in need) and responds to his doubts (telling him that the charity she is supporting is an honest one).

Question 6

Criteria	Marks
• Provides a detailed explanation of why Paul is happier in his new job	4
• Provides a good explanation of why Paul is happier in his new job	3
• Provides a limited explanation of why Paul is happier in his new job	2
• Provides some relevant information	1

Sample answer:

He is now much happier as the new job allows him to finish at 11:00pm, and any overtime work is paid. In the previous job often he was there working till midnight or later without extra pay.

He is also happier now because he can talk to the boss if he has work problems. In the previous job he didn't complain because he felt he had to maintain a good relationship with his uncle.

Question 7

Criteria	Marks
<ul style="list-style-type: none"> Provides a comprehensive understanding of why the speaker recommends that members of his audience embark on a similar project 	4
<ul style="list-style-type: none"> Provides a good understanding of why the speaker recommends that members of his audience embark on a similar project 	3
<ul style="list-style-type: none"> Provides a limited understanding of why the speaker recommends that members of his audience embark on a similar project 	2
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

Because, for him, it was a life-changing experience / It was an experience that took him beyond anything he had imagined, and he thinks it could also be the same for his audience. He gained an appreciation for manual work, for living a simple life, and for cultural differences. This gave him a new perspective. He also made new friends who showed him different values.

Answers could include:

- They can gain new skills (manual skills) and gain an appreciation for other kinds of work. The work is more than a simple adventure; it's about what they can do for others (the new school will mean a lot to the village children).
- They can learn to appreciate the simple things in life: living in primitive conditions without running water or electricity, noticing things they hadn't before: the stars twinkling in the sky.
- They can experience and appreciate the local foods, so different but wonderful.
- They can make many new friends who show them different values (life can be simple yet happy) and with whom they can stay in contact.

Question 8

Criteria	Marks
<ul style="list-style-type: none"> Provides a detailed understanding of why Alex is a good person for Nina to confide in 	5
<ul style="list-style-type: none"> Provides a good understanding of why Alex is a good person for Nina to confide in 	3–4
<ul style="list-style-type: none"> Provides a limited explanation of why Alex is a good person for Nina to confide in 	2
<ul style="list-style-type: none"> Identifies some relevant information 	1

Sample answer:

Nina obviously feels she can confide in Alex and she is willing to accept his advice.

He provides emotional support and shows compassion (noticing that she is upset and asking her why).

He shows empathy (mentioning that he was in the same situation himself once / calling her ‘My poor Nina’)

He gives her encouragement and positive messages for herself (‘la personne merveilleuse’). He gives her sensible advice, frequently using the imperative to spur her into action (telling her, for example, not to be afraid / not to be timid / to stay positive / take the initiative / take it slowly when setting out to make new friends).

Section II — Reading and Responding

Part A

Question 9 (a)

Criteria	Marks
• Identifies fully the connection between Jean-Pierre Bosquet and Irène Boulet	2
• Identifies partially the connection between Jean-Pierre Bosquet and Irène Boulet	1

Sample answer:

Irène is the maths teacher of Jean-Pierre Bosquet's daughter.

Question 9 (b)

Criteria	Marks
• Provides full details of why Jean-Pierre is worried	2
• Provides some detail of why Jean-Pierre is worried	1

Sample answer:

He is worried about the current emphasis on technology in the Maths class, because his daughter does all her homework on the computer / because his daughter spends too much time in front of the computer now.

He is worried because it is so different from the way he learned.

Question 9 (c)

Criteria	Marks
• Provides a comprehensive analysis of the tone of Jean-Pierre's email with supporting evidence from the text	3
• Provides some comments about the tone of Jean-Pierre's email with supporting evidence from the text	2
• Provides some relevant information	1

Sample answer:

His tone is negative / He says nothing positive, as he is rejecting the new teacher's methodology. His tone is critical ("Unlike the previous teacher..."); and questioning ("Is it necessary ...?").

His tone is accusatory: he addresses the teacher directly, writing "Is that what you really expect?"

His tone is dismissive: ("All you have to do nowadays is touch a smart board"... "The student doesn't have to think") and blunt ("It's unacceptable"/ "Don't you have any idea that...?")

Question 9 (d)

Criteria	Marks
• Recognises the minimal nature of Irène Boulet's response and provides a detailed analysis of the extent to which she addresses Jean-Pierre's concerns	3
• Provides a partial analysis of the extent to which Irène Boulet addresses Jean-Pierre's concerns	2
• Provides some relevant information	1

Sample answer:

She addresses his concerns in part only / She gives a minimal response to his negative email. She deals with his concern about computer use in schools by justifying their use as a learning tool; however she makes scant response to several of his other concerns (health concerns/having to work on the computer at home).

Question 10 (a)

Criteria	Marks
• Identifies Gérard Moulin's concern	2
• Provides some relevant information	1

Sample answer:

As the proportion of elderly is increasing, and the number of taxpayers is decreasing, taxes will have to be raised in order to fund aged care appropriately.

Question 10 (b)

Criteria	Marks
• Demonstrates a comprehensive understanding of why Richard is convinced that this is the solution	3
• Demonstrates a partial understanding of why Richard is convinced that this is the solution	2
• Provides some relevant information	1

Sample answer:

He is convinced because keeping the elderly at home is no longer practical.

No one is there to look after them during the day, unlike in institutions.

Statistics show that the home is not a safe place, whereas institutions are specially equipped to minimise accident risks.

Question 10 (c)

Criteria	Marks
• Provides a perceptive analysis of how the “ <i>chers lecteurs</i> ” are encouraged to think about the issues	4
• Provides a good analysis of how the “ <i>chers lecteurs</i> ” are encouraged to think about the issues	3
• Provides a partial analysis of how the “ <i>chers lecteurs</i> ” are encouraged to think about the issues	2
• Provides some relevant information	1

Answers could include:

The web forum topic draws young people in by addressing them directly (“*Attention, les jeunes!...*” – *Attention please, young people!* / “*...vous êtes jeunes*” – *...you are young* / “*soutien de vos parents*” – *support for your parents*).

It injects urgency by saying “*ce sera bientôt à vous*” – *it will soon be up to you* / “*les années passent vite*” – *time flies* / The imperative is used to get young people's attention (“*Pensez à*” – *Think about*).

It makes young people aware of the expenses they will be facing themselves in the future to support their own parents (“*payer cher leur vieillesse*” – *paying a lot for their old age care*).

It personalises the problem to be a family one (“*Pensez à Mamie !*” – *Think about grandma!*). Isabelle reinforces this idea in both her opening and closing sentences.

Question 10 (d)

Criteria	Marks
• Demonstrates a perceptive understanding of how Isabelle and Alexandre view the issue	6
• Demonstrates a good understanding of how Isabelle and Alexandre view the issue	4–5
• Demonstrates some understanding of how Isabelle and Alexandre view the issue	2–3
• Provides some relevant information	1

Sample answer:

They both agree that the elderly deserve a happy and stimulating life. However, Isabelle realises that not all people have the same needs (“*une institution n’est pas pour tout le monde*” – *nursing homes are not for everyone*).

Isabelle shows herself to be a caring person: “*Je m’inquiète pour Mamie*” – *I’m concerned about grandma*.

She knows her grandma’s state of health and would like to have her stay at home with the family.

She is realistic, as she has considered that outside help may be required for her grandmother. She is aware of the problems for both the residents and the staff in nursing homes.

On the other hand, Alexandre sees himself as the priority. His only concern is for himself (“*J’ai ma vie à vivre*” – *I’ve got my own life to live*.)

He is insensitive to the fate of the elderly: “*La vie est bien trop courte pour qu’on s’occupe des vieux*” – *life is too short to worry about the elderly*.

He is cold hearted (“*nos vieux ont bien vécu leur vie*” – *the old have lived their life*), so he is not worried about the idea of putting his parents into a nursing home.

He does not see it as his responsibility to look after his parents when they are old: “*La vie est bien trop courte pour que je m’occupe de mes grands-parents*” – *Life is far too short for me to be the one who has to look after my grandparents*.

Section II — Reading and Responding

Part B

Question 11

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates an excellent understanding of the whole text • Manipulates language authentically and creatively to meet the requirements of the task • Organises information and ideas to meet the requirements of the task 	13–15
<ul style="list-style-type: none"> • Demonstrates a good understanding of the text • Manipulates language with some degree of authenticity and creativity to meet the requirements of the task • Organises information and ideas to meet the requirements of the task 	10–12
<ul style="list-style-type: none"> • Responds to some of the questions, statements, comments and/or specific information in the text • Demonstrates a satisfactory knowledge and understanding of vocabulary and sentence structures • Attempts to structure relevant information and ideas 	7–9
<ul style="list-style-type: none"> • Responds to some of the questions, statements, comments and/or specific information in the text • Demonstrates a basic knowledge and understanding of vocabulary and sentence structures • Demonstrates limited ability to link information and ideas or structure text 	4–6
<ul style="list-style-type: none"> • Responds to isolated elements in the text • Uses single words or set formulae to express information 	1–3

Section III — Writing in French

Question 12

Criteria	Marks
<ul style="list-style-type: none">Writes effectively and appropriately in relation to the audience, purpose and context of the taskManipulates vocabulary, language structures and features authentically and creatively relevant to the task	5
<ul style="list-style-type: none">Writes with a good understanding of the audience, purpose and context of the taskDemonstrates a good understanding of vocabulary, language structures and features relevant to the task	4
<ul style="list-style-type: none">Writes with some awareness of the audience, purpose and context of the taskDemonstrates some understanding of vocabulary, language structures and features relevant to the task	2–3
<ul style="list-style-type: none">Produces some comprehensible language relevant to the task	1

Section III (continued)

Question 13

Criteria	Marks
<ul style="list-style-type: none"> Writes effectively and appropriately for the audience, purpose and context of the task Manipulates language structures authentically and creatively relevant to the task Sequences and structures ideas and information coherently and effectively 	10
<ul style="list-style-type: none"> Writes with a good understanding of the audience, purpose and context of the task Demonstrates an excellent understanding of language structures relevant to the task Sequences and structures ideas and information effectively 	8–9
<ul style="list-style-type: none"> Writes with an understanding of the audience, purpose and context of the task Demonstrates a good understanding of language structures relevant to the task Organises some information and ideas 	6–7
<ul style="list-style-type: none"> Presents some information, opinions or ideas relevant to the task Demonstrates a rudimentary understanding of vocabulary and sentence structures Attempts to organise information and ideas 	4–5
<ul style="list-style-type: none"> Attempts to address the requirements of the task Uses single words, set formulae and unrelated sentences to express information 	2–3
<ul style="list-style-type: none"> Produces some comprehensible language relevant to the task 	1

French Continuers

2013 HSC Examination Mapping Grid

Oral Examination

Question	Marks	Content	Syllabus outcomes
	20	Conversation — covering student's personal world	H1.1, H1.2, H1.3, H1.4

Written Examination

Section I — Listening and Responding

Question	Marks	Content	Syllabus outcomes
1	2	Leisure and interests – phone conversation	H3.1
2	3	Personal Identity – conversation	H3.1
3	3	Relationships – conversation	H3.1
4	1	Arts and entertainment – radio item	H3.5
5	3	Young Person's World – conversation	H3.4, H3.5, H3.6
6	4	The world of work – interview	H3.5, H3.6
7	4	Daily Life and lifestyles – speech	H3.5, H3.6
8	5	Relationships – conversation	H3.4, H3.5, H3.6

Section II — Reading and Responding

Part A

Question	Marks	Content	Syllabus outcomes
9 (a)	2	Current issues – emails	H3.1
9 (b)	2	Current issues – emails	H3.1
9 (c)	3	Current issues – emails	H3.3, H3.4
9 (d)	3	Current issues – emails	H3.5
10 (a)	2	Current issues – web forum	H3.1
10 (b)	3	Current issues – web forum	H3.1
10 (c)	4	Current issues – web forum	H3.3, H3.4, H3.6
10 (d)	6	Current issues – web forum	H3.4, H3.5, H3.6

Section II — Reading and Responding

Part B

Question	Marks	Content	Syllabus outcomes
11	15	School life and aspirations – blog post	H1.2, H1.3, H3.1

Section III — Writing in French

Question	Marks	Content	Syllabus outcomes
12	5	Young person's world – note	H2.1, H2.2, H2.3
13 (a)	10	Relationships – email	H2.1, H2.2, H2.3
13 (b)	10	Travel and tourism – email	H2.1, H2.2, H2.3