

## 2014 HSC French Beginners Marking Guidelines

### Section I — Listening

#### Question 1

Criteria	Marks
• Identifies why George is at the park	2
• Provides some relevant information	1

*Sample answer:*

To play football in the grand final

#### Question 2

Criteria	Marks
• Identifies the correct response	1

*Sample answer:*

B

**Question 3**

<b>Criteria</b>	<b>Marks</b>
• Correctly completes the table	2
• Provides some relevant information	1

**Sample answer:**

<i>Item</i>	<i>Quantity</i>
<b>Apples</b>	1 kilogram
Ham	<b>250 grams</b>
<b>Strawberry Jam</b>	1 jar
<b>Orange Juice</b>	2 litres

**Question 4**

<b>Criteria</b>	<b>Marks</b>
• Provides a full explanation as to why Lucy has left the message	3
• Shows some understanding of the message	2
• Provides some relevant information	1

**Sample answer:**

To let Mr Martin know that she will be late as her alarm did not ring and she will be at work at about 10:30.

**Question 5**

Criteria	Marks
• Correctly fills out the booking form	3
• Fills out some of the relevant details in the booking form	2
• Provides one relevant detail in the booking form	1

**Sample answer:**

<i>Date</i>	13th July
<i>Number of people</i>	<input type="text"/> adult(s) <input type="text"/> child(ren)
<i>Surname</i>	Delon
<i>Room Type</i>	Family room

**Question 6 (a)**

Criteria	Marks
• Correctly identifies the target audience	2
• Identifies a piece of relevant information	1

**Sample answer:**

School leavers who are over 18.

**Question 6 (b)**

Criteria	Marks
• Provides a clear explanation as to how the advertisement would appeal to the target audience	3
• Shows some understanding as to how the advertisement would appeal to the target audience	2
• Provides some relevant information	1

**Sample answer:**

The price is reduced for them and there will be no parents. There is a nightclub every night.

**Question 7**

Criteria	Marks
• Provides a full explanation as to why Sylvie is upset	4
• Shows some understanding as to why Sylvie is upset	2–3
• Provides some relevant information	1

**Sample answer:**

Sylvie is not allowed to go out, as her father does not like how she is dressed and does not like Patrick. She feels he is unfair.

**Question 8**

Criteria	Marks
• Clearly identifies the main points made by the speaker	4
• Shows a good understanding of the speech but the main points are not necessarily identified	3
• Shows some understanding of the speech	2
• Provides some relevant information	1

**Sample answer:**

The speaker has developed strategies and activities to help children read and write. The work gave her responsibility and helped her in life.

**Question 9**

Criteria	Marks
• Identifies the correct response	1

**Sample answer:**

A

**Question 10**

<b>Criteria</b>	<b>Marks</b>
• Comprehensively justifies why Isabelle or Paul should have the bigger bedroom	5
• Shows a good understanding of the bedrooms and the needs of Isabelle and Paul	4
• Shows some understanding of the bedrooms and/or Isabelle's needs and/or Paul's needs	2–3
• Provides some relevant information	1

***Sample answer:***

Isabelle should have the bigger room as she has a lot of clothing and needs more space. The bigger room is also quieter which will help her study for her exams. Paul can have the bigger room when she goes to university.

## Section II — Reading

### Question 11

Criteria	Marks
• Identifies ALL dishes included in the fixed price menu	2
• Shows some understanding of what is included in the fixed price menu	1

*Sample answer:*

Onion soup and trout with almonds

### Question 12 (a)

Criteria	Marks
• Correctly identifies the event that they will attend	1

*Sample answer:*

A birthday

### Question 12 (b)

Criteria	Marks
• Correctly identifies when the event will take place	1

*Sample answer:*

Saturday

### Question 12 (c)

Criteria	Marks
• Clearly explains why Claudine is writing the email	3
• Shows some understanding of why Claudine is writing the email	2
• Provides some relevant information	1

*Sample answer:*

To ask Louise to buy a gift because she does not have time.

**Question 13 (a)**

Criteria	Marks
• Identifies ALL activities offered on a Sunday	2
• Identifies an activity offered on a Sunday	1

**Sample answer:**

Zumba and Pilates

**Question 13 (b)**

Criteria	Marks
• Identifies qualities of the instructors which may attract members to the activities	2
• Identifies a quality of an instructor which may attract members to an activity	1

**Sample answer:**

Instructors are qualified and experienced.

**Question 13 (c)**

Criteria	Marks
• Shows a clear understanding of the health benefits from the training programs	3
• Identifies some benefits from the training programs	2
• Provides some relevant information	1

**Sample answer:**

You can find inner peace with Pilates, or be trained by a boxing champion and maintain your physical fitness and reduce stress.

**Question 14 (a)**

Criteria	Marks
• Shows a clear understanding of Antoine's opinion on tattoos	2
• Shows some understanding of Antoine's opinion on tattoos	1

**Sample answer:**

Antoine is against tattoos as they are permanent. He believes they look okay when a person is young but not when the person gets older.

**Question 14 (b)**

Criteria	Marks
• Provides a full description of Jeannette's and Luc's tattoos	2
• Provides some detail about Jeannette's and/or Luc's tattoos	1

**Sample answer:**

Jeannette has a flower with her boyfriend's name inside. Luc has the Chinese symbol for friendship.

**Question 14 (c)**

Criteria	Marks
• Shows a thorough understanding of how Sabine could use the arguments suggested by the other bloggers to convince her parents	4
• Shows some understanding of the arguments that Sabine could use	2–3
• Provides some relevant information	1

**Sample answer:**

Sabine could tell her parents that she would put her tattoo in a discreet place so finding employment will not be a problem. She could tell them that she will get a design that can be altered if she were to break up with her boyfriend.



**Question 15 (a)**

Criteria	Marks
• Clearly justifies what makes Jacques Vartan the right person to help school leavers with reference to the first two paragraphs	3
• Shows a good understanding of what makes Jacques Vartan the right person to help school leavers	2
• Provides some relevant information	1

**Sample answer:**

Jacques Vartan is an experienced careers advisor with proven success in helping school leavers to find work. He also has knowledge of the career market.

**Question 15 (b)**

Criteria	Marks
• Shows a thorough understanding of the advice given by Jacques Vartan about future employment	5
• Shows a good understanding of the advice given by Jacques Vartan about future employment	4
• Shows some understanding of the advice given by Jacques Vartan about future employment	2–3
• Provides some relevant information	1

**Sample answer:**

Jacques Vartan states that it is difficult to choose a career and that some jobs are disappearing. He believes there will always be possibilities in certain fields as some careers cannot be replaced by robots. He suggests students think carefully about choosing a career.

## Section III — Writing in French

### Part A

#### Question 16

Criteria	Marks
<ul style="list-style-type: none"> <li>Communicates ideas and information appropriate to audience, purpose and context</li> <li>Applies knowledge of vocabulary, language structures and features to the task</li> </ul>	4
<ul style="list-style-type: none"> <li>Communicates with some awareness of audience, purpose and context</li> <li>Demonstrates some knowledge of vocabulary, language structures and features</li> </ul>	2–3
<ul style="list-style-type: none"> <li>Produces some comprehensible language related to the task</li> </ul>	1

#### Question 17

Criteria	Marks
<ul style="list-style-type: none"> <li>Communicates relevant ideas and information appropriate to audience, purpose and context</li> <li>Organises information and ideas coherently</li> <li>Applies knowledge of a variety of vocabulary, language structures and features to the task</li> </ul>	6
<ul style="list-style-type: none"> <li>Communicates with some awareness of audience, purpose and context</li> <li>Organises ideas and information</li> <li>Demonstrates knowledge of vocabulary, language structures and features</li> </ul>	4–5
<ul style="list-style-type: none"> <li>Demonstrates some understanding of the requirements of the task</li> <li>Demonstrates limited evidence of the ability to organise ideas</li> <li>Demonstrates some knowledge of vocabulary, language structures and features</li> </ul>	2–3
<ul style="list-style-type: none"> <li>Produces some comprehensible language related to the task</li> </ul>	1

## Section III — Writing in French

### Part B

#### Questions 18 and 19

Criteria	Marks
<ul style="list-style-type: none"> <li>• Presents and develops original ideas, information, and/or opinions relevant to context, purpose and audience</li> <li>• Organises information and ideas coherently</li> <li>• Demonstrates knowledge of a variety of vocabulary, language structures and features</li> </ul>	9–10
<ul style="list-style-type: none"> <li>• Presents and develops original ideas, information, and/or opinions mostly relevant to context, purpose and audience</li> <li>• Organises information and ideas</li> <li>• Demonstrates some knowledge of a variety of vocabulary, language structures and features</li> </ul>	7–8
<ul style="list-style-type: none"> <li>• Presents and develops some ideas, information, and/or opinions relevant to context, purpose and audience</li> <li>• Organises information and ideas with some coherence</li> <li>• Demonstrates some knowledge of vocabulary, language structures and features</li> </ul>	5–6
<ul style="list-style-type: none"> <li>• Presents some information relevant to the task</li> <li>• Demonstrates elementary knowledge of vocabulary, language structures and features</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Produces some comprehensible language related to the task</li> </ul>	1–2

# French Beginners

## 2014 HSC Examination Mapping Grid

### Oral Examination

Question	Marks	Content	Syllabus outcomes
	20	Conversation covering the candidate's personal world as it relates to the prescribed topics	H1.1, H1.2, H1.3

### Written Examination

#### Section I — Listening

Question	Marks	Content	Syllabus outcomes
1	2	Friends, recreation and pastimes — conversation	H2.2
2	1	Friends, recreation and pastimes — telephone message	H2.2
3	2	People, places and communities — conversation	H2.2
4	3	Education and work — telephone message	H2.5
5	3	Holidays, travel and tourism — telephone conversation	H2.2
6 (a)	2	Holidays, travel and tourism — radio advertisement	H2.5
6 (b)	3	Holidays, travel and tourism — radio advertisement	H2.1
7	4	Family life, home and neighbourhood — conversation	H2.1
8	4	People, places and communities — speech	H2.3
9	1	Family life, home and neighbourhood — conversation	H2.4
10	5	Family life, home and neighbourhood — conversation	H2.4

#### Section II — Reading

Question	Marks	Content	Syllabus outcomes
11	2	People, places and communities — menu	H2.1
12 (a)	1	Friends, recreation and pastimes — email	H2.2
12 (b)	1	Friends, recreation and pastimes — email	H2.1
12 (c)	3	Friends, recreation and pastimes — email	H2.5
13 (a)	2	Friends, recreation and pastimes — brochure	H2.1
13 (b)	2	Friends, recreation and pastimes — brochure	H2.2
13 (c)	3	Friends, recreation and pastimes — brochure	H2.4
14 (a)	2	People, places and communities — blog	H2.2
14 (b)	2	People, places and communities — blog	H2.1
14 (c)	4	People, places and communities — blog	H2.4
15 (a)	3	Future plans and aspirations — article	H2.1
15 (b)	5	Future plans and aspirations — article	H2.1

**Section III — Writing in French****Part A**

<b>Question</b>	<b>Marks</b>	<b>Content</b>	<b>Syllabus outcomes</b>
16	4	People, places and communities — note	H3.1, H3.2, H3.3
17	6	Friends, recreation and pastimes — email	H3.1, H3.2, H3.3

**Section III — Writing in French****Part B**

<b>Question</b>	<b>Marks</b>	<b>Content</b>	<b>Syllabus outcomes</b>
18	10	Education and work — article	H3.1, H3.2, H3.3
19	10	Education and work — article	H3.1, H3.2, H3.3