

## 2014 HSC French Continuers Marking Guidelines

### Section I — Listening and Responding

#### Question 1

| Criteria   | Marks |
|--|-------|
| • Provides details of why Luc's mother is so angry | 2     |
| • Provides some relevant detail                    | 1     |

*Sample answer:*

Because he has not washed the car and he had promised to do it / she was relying on him.

#### Question 2

| Criteria   | Marks |
|--|-------|
| • Identifies main details of who this advertisement is targeting | 3     |
| • Identifies some details of who this advertisement is targeting | 2     |
| • Identifies some relevant information                           | 1     |

*Sample answer:*

Young people / under 18s, who are interested in free golf lessons, and who are available during the summer holidays / July and August.

**Question 3**

| Criteria  | Marks |
|---|-------|
| • Provides a detailed explanation as to why Alex has chosen this tour | 3     |
| • Provides some explanation as to why Alex has chosen this tour       | 2     |
| • Provides some relevant information                                  | 1     |

**Sample answer:**

Because he will feel safe as he will be on a group tour /not on his own. The tour is at night, and he thinks that seeing Bordeaux's monuments all lit up will be magical. He thinks that exploring Bordeaux by bike is different.

**Question 4**

| Criteria         | Marks |
|------------------|-------|
| • Correct answer | 1     |

**Sample answer:**

B

**Question 5**

| Criteria  | Marks |
|---|-------|
| • Demonstrates a full understanding of the extent to which Sebastien's decision has been influenced by his friend | 3     |
| • Demonstrates some understanding of the extent to which Sebastien's decision has been influenced by his friend   | 2     |
| • Provides some relevant information  | 1     |

**Sample answer:**

To a certain extent because his friend lives in Canada and helped him find a job there.

However he has always wanted to go to Canada and he likes the idea of adventure and the unexpected that Canada offers.

**Question 6**

| Criteria  | Marks |
|---|-------|
| <ul style="list-style-type: none"> <li>Provides a concise summary, rather than a full translation, of both positive and negative aspects of living in Paris mentioned by Loïc Marchand</li> </ul> | 4     |
| <ul style="list-style-type: none"> <li>Provides a satisfactory summary of both positive and negative aspects of living in Paris mentioned by Loïc Marchand</li> </ul>                             | 3     |
| <ul style="list-style-type: none"> <li>Summarises some positive and/or negative aspects of living in Paris mentioned by Loïc Marchand</li> </ul>  | 2     |
| <ul style="list-style-type: none"> <li>Identifies some relevant information</li> </ul>  | 1     |

**Sample answer:**

|                         |  |
|-------------------------|--|
| <i>Positive aspects</i> | <ul style="list-style-type: none"> <li>Paris has everything.</li> <li>Salaries in Paris are the highest in France.</li> </ul>                          |
| <i>Negative aspects</i> | <ul style="list-style-type: none"> <li>The cost of housing is highest in Paris.</li> <li>There are traffic/transport difficulties in Paris.</li> </ul> |

**Question 7**

| Criteria   | Marks |
|--|-------|
| <ul style="list-style-type: none"> <li>Demonstrates a full understanding of how Marc's feelings about his teacher's comments change</li> </ul> | 4     |
| <ul style="list-style-type: none"> <li>Demonstrates a good understanding of how Marc's feelings about his teacher's comments change</li> </ul> | 3     |
| <ul style="list-style-type: none"> <li>Demonstrates some understanding of Marc's feelings about his teacher's comments</li> </ul>              | 2     |
| <ul style="list-style-type: none"> <li>Identifies some relevant information</li> </ul>   | 1     |

**Sample answer:**

At first he feels angry because the science teacher has criticised his work.

He is also feeling lost because he doesn't know what to do now.

He is feeling down because his dreams are over.

However/At the end, Marc begins to feel better, as he thinks the teacher might have given him some good advice after all.

**Question 8**

| <b>Criteria</b>  | <b>Marks</b> |
|--|--------------|
| • Demonstrates a thorough understanding of how the speaker engages the audience, with comprehensive reference to both content and language | 5            |
| • Demonstrates a good understanding of how the speaker engages the audience, with detailed reference to both content and language          | 4            |
| • Demonstrates some understanding of how the speaker engages the audience, with adequate reference to content and/or language              | 3            |
| • Demonstrates a limited understanding of how the speaker engages the audience, with some reference to content and/or language             | 2            |
| • Identifies some relevant information   | 1            |

***Sample answer:***

Content wise, Nicole attempts to engage her audience by talking about things relevant to their world eg mobile technology, internet, appearance/fashion, wanting to belong. She also deals with the influence of advertising on young people. She uses a statistic (80% of girls and boys) to show the power of brand names on young people.

Language wise, she uses expressions “like me” and words such as “we”, “our” to show a connection with her audience. She uses rhetorical questions (Who doesn’t want to be cool?, Do you find that acceptable?) to appeal directly to the audience. She uses the imperative to encourage students to resist the influence of advertising (Don't let yourself be manipulated!)

## Section II — Reading and Responding

### Part A

#### Question 9 (a)

| Criteria  | Marks |
|---|-------|
| • Shows good understanding of the feedback that the film has already received | 2     |
| • Provides some relevant information  | 1     |

*Sample answer:*

It has been highly recommended for young people on the internet and blogs. The two main actors have received great praise for their roles.

#### Question 9 (b)

| Criteria   | Marks |
|--|-------|
| • Explains in detail why Pierre says ‘Quelle perte de temps!’      | 3     |
| • Explains in some detail why Pierre says ‘Quelle perte de temps!’ | 2     |
| • Provides some relevant information                               | 1     |

*Sample answer:*

Pierre says this because he feels that:

- the plot is too infantile/predictable/humourless
- the actors’ performance is not convincing/robotic/stilted/off-putting
- the filmmakers underestimate people’s ability to tell the difference between good and bad quality films.

#### Question 9 (c)

| Criteria   | Marks |
|--|-------|
| • Provides a comprehensive analysis of whether Pierre has written this article with an open mind | 4     |
| • Provides a good analysis of whether Pierre has written this article with an open mind          | 3     |
| • Provides some details of whether Pierre has written this article with an open mind             | 2     |
| • Provides some relevant information   | 1     |

*Sample answer:*

No, he has not written with an open mind because he already has a negative opinion before seeing it. He dismisses his friend’s reaction and others laughing. He discounts positive reviews by others. He also maligns the actors.

**Question 10 (a)**

| Criteria   | Marks |
|--|-------|
| • Understands fully the change referred to         | 2     |
| • Understands one aspect of the change referred to | 1     |

**Sample answer:**

(France was once a country that its citizens did not leave.) Over the last 10 years the number of French people leaving France has been increasing, particularly young people.

**Question 10 (b)**

| Criteria  | Marks |
|---|-------|
| • Demonstrates a thorough understanding of the trends highlighted by the statistics given in paragraphs 2 and 3 | 3     |
| • Demonstrates some understanding of the trends highlighted by the statistics given in paragraphs 2 and 3       | 2     |
| • Provides some relevant information  | 1     |

**Sample answer:**

The statistics demonstrate the trends in the worsening employment situation in France from the 70s onwards. The statistics also highlight how bad the unemployment situation is for young people in particular. The unemployment situation is even worse for those young people who are unqualified.

**Question 10 (c)**

| Criteria  | Marks |
|---|-------|
| • Demonstrates a thorough understanding of how the information in paragraph 4 might influence a young French person | 3     |
| • Demonstrates some understanding of how the information in paragraph 4 might influence a young French person       | 2     |
| • Provides some relevant information from paragraph 4   | 1     |

**Sample answer:**

It might encourage them to come to Australia by pointing out some of the appealing features of Australia, such as the opportunities for work and to improve English, the relaxed lifestyle and mild climate.

**Question 10 (d)**

| Criteria  | Marks |
|---|-------|
| • Identifies a range of desirable qualities based on the advice and referring to the text | 3     |
| • Identifies some desirable qualities based on the advice and referring to the text       | 2     |
| • Provides some relevant information  | 1     |

**Sample answer:**

They should be well organised/ thorough/ show initiative by doing research.  
 They should not be insular / should be open-minded by mixing with locals.  
 They should be flexible / adaptable to be able to deal with being in a new country.

**Question 10 (e)**

| Criteria   | Marks |
|--|-------|
| • Demonstrates a comprehensive understanding of how the last paragraph offers hope, referring to both language and content | 5     |
| • Demonstrates a good understanding of how the last paragraph offers hope, referring to both language and content          | 4     |
| • Demonstrates some understanding of how the last paragraph offers hope, referring to both language and content            | 3     |
| • Demonstrates a limited understanding of how the last paragraph offers hope, referring to language and/or content         | 2     |
| • Identifies some relevant information   | 1     |

**Sample answer:****Content**

- An optimistic perspective is given through anecdotes about successes eg waiters becoming famous restaurant owners and entrepreneurs who made fortunes from their own initiatives. Anybody can succeed.
- There are many positives presented about the country – eg multicultural success/people from everywhere live in Australia/ dreams can come true/ without discrimination, without social class, without limits.

In the last paragraph, exclamations are used to highlight the writer's positive convictions: 'everything is possible', 'dreams can come true'.

The repetition of the word 'without' emphasises the lack of problems in Australia.

The superlative 'one of the most successful countries...' offers hope.

**Answers could include:**

- Listing of success stories
- Positive description: 'rich history', 'achieve one's dreams'

## Section II — Reading and Responding

### Part B

#### Question 11

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



## Section III — Writing in French

### Question 12

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

**Section III (continued)****Question 13**

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

# French Continuers

## 2014 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     | Relationships               | H3.1              |
| 2        | 3     | Leisure and interests       | H3.1, H3.3        |
| 3        | 3     | Travel and tourism          | H3.1              |
| 4        | 1     | Relationships               | H3.4              |
| 5        | 3     | World of work               | H3.1, H3.4        |
| 6        | 4     | Daily life and lifestyles   | H3.2              |
| 7        | 4     | School life and aspirations | H3.3, H3.5, H3.6  |
| 8        | 5     | Young person’s world        | H3.5, H3.6        |

#### Section II – Reading and Responding

##### Part A

| Question | Marks | Content                              | Syllabus outcomes |
|----------|-------|--------------------------------------|-------------------|
| 9 (a)    | 2     | Arts and entertainment – film review | H3.1              |
| 9 (b)    | 3     | Arts and entertainment – film review | H3.4              |
| 9 (c)    | 4     | Arts and entertainment – film review | H3.5, H3.6        |
| 10 (a)   | 2     | Current issues – article             | H3.1              |
| 10 (b)   | 3     | Current issues – article             | H3.1              |
| 10 (c)   | 3     | Current issues – article             | H3.1, H3.4        |
| 10 (d)   | 3     | Current issues – article             | H3.4, H3.5        |
| 10 (e)   | 5     | Current issues – article             | H3.6              |

#### Section II – Reading and Responding

##### Part B

| Question | Marks | Content                    | Syllabus outcomes |
|----------|-------|----------------------------|-------------------|
| 11       | 15    | Travel and tourism – email | H2.1, H2.2, H2.3  |

#### Section III – Writing in French

| Question | Marks | Content                       | Syllabus outcomes |
|----------|-------|-------------------------------|-------------------|
| 12       | 5     | Leisure and interests – email | H2.1, H2.2, H2.3  |
| 13 (a)   | 10    | Personal identity – speech    | H2.1, H2.2, H2.3  |
| 13 (b)   | 10    | Young person’s world – speech | H2.1, H2.2, H2.3  |