

2015 HSC French Beginners Marking Guidelines

Section I — Listening

Question 1

Criteria	Marks
• Correctly identifies the purpose of the message	2
• Provides some relevant information	1

Sample answer:

To remind Marie to meet him at the restaurant at midday.

Question 2

Criteria	Marks
• Correctly identifies why Paul can't go out tonight	2
• Provides some relevant information	1

Sample answer:

Paul's grandfather is coming for dinner and he has to stay home.

Question 3

Criteria	Marks
• Correctly completes the booking form	3
• Correctly completes the majority of the details	2
• Provides a piece of relevant information	1

Sample answer:

Youth Club		
<i>Name</i>	<i>Activities</i>	<i>Days</i>
Catherine	Computers (IT)	Tuesday
	Chess	Friday
Arnaud	Art	Wednesday

Question 4

Criteria	Marks
• Identifies the correct answer	1

Sample answer:

(C)

Question 5

Criteria	Marks
• Explains fully why Marc is surprised at the news	3
• Shows some understanding of why Marc is surprised at the news	2
• Provides some relevant information	1

Sample answer:

Sophie wants to buy a car and Marc doesn't think she needs it or can afford it.

Question 6

Criteria	Marks
• Provides a full explanation of the popularity of Vitabio	3
• Shows some understanding of the popularity of Vitabio	2
• Provides some relevant information	1

Sample answer:

It reduces stress, helps them sleep and focus better on studies and is affordable.

Question 7

Criteria	Marks
• Explains fully why Louis and his mother are arguing	3
• Shows some understanding of why Louis and his mother are arguing	2
• Provides some relevant information	1

Sample answer:

He wants more pocket money for a new mobile. His mother will not give it to him for jobs he already does around the house.

Question 8

Criteria	Marks
• Provides comprehensive explanation of why the speaker is sad	4
• Provides good explanation of why the speaker is sad	3
• Provides some understanding of why the speaker is sad	2
• Provides some relevant information	1

Sample answer:

She is sad because she will miss her parents who are returning to China to live. She is sad to leave her friends because she has to change schools and live with her strict aunt.

Question 9

Criteria	Marks
• Provides a thorough comparison of Corinne's and Pierre's opinions about the apartment	4
• Shows a good understanding of Corinne's and/or Pierre's opinions	2–3
• Provides some relevant information	1

Sample answer:

Pierre likes the apartment because it is in their favourite suburb and not expensive. Corinne is against taking it because they need a second bedroom for the baby and space for her to work from home. It will be too difficult to get to on the fifth floor without a lift.

Question 10

Criteria	Marks
• Provides a thorough analysis of whether Suzanne is likely to go overseas with detailed reference to the text	5
• Shows a sound understanding of whether Suzanne is likely to go overseas	4
• Shows some understanding of whether Suzanne is likely to go overseas	2–3
• Provides some relevant information	1

Sample answer:

Suzanne is likely to go overseas because she has been offered a job in South America. This will provide her with experience and she will learn Spanish. Technology will enable her to see her sister's wedding and communicate with her boyfriend even though he has concerns about her going away.

Section II — Reading

Question 11 (a)

Criteria	Marks
• Identifies the purpose of the text message	1

Sample answer:

To ask her mother to pick her up.

Question 11 (b)

Criteria	Marks
• Identifies the mother's response	1

Sample answer:

She told her to take the bus.

Question 12

Criteria	Marks
• Identifies three reasons why Patrick wants to go home	3
• Identifies two reasons why Patrick wants to go home	2
• Provides some relevant information	1

Sample answer:

Nothing to do in Cabourg. His cousin can't go out with him. He can't go to the beach because it is raining.

Question 13 (a)

Criteria	Marks
• Shows a clear understanding of why the writer was looking forward to the opening of the store	2
• Provides some relevant information	1

Sample answer:

The store is well known for its quality of clothes, reasonable prices and service.

Question 13 (b)

Criteria	Marks
• Provides a thorough explanation of why the writer is unsure about returning to the store	4
• Shows a good understanding of why the writer is unsure about returning to the store	3
• Shows some understanding of why the writer is unsure about returning to the store	2
• Provides some relevant information	1

Sample answer:

The writer is unsure because he/she liked certain aspects of the store and disliked others. He/she liked the modern look, the presentation of the merchandise and it was easy to find your way around because the sections were well marked. The store offered a large range of clothes for all ages and in all sizes.

He/she didn't like the fact that it was difficult to access, parking was far away, music was too loud, the special offers were only for clothes for young people, the staff were not helpful, and it was difficult to find someone to serve her/him.

Question 14 (a)

Criteria	Marks
• Correctly identifies the reason for starting the blog	1

Sample answer:

Jean-Luc is asking for help because he is a hopeless cook.

Question 14 (b)

Criteria	Marks
• Provides a full analysis of whether Marlène's comment is helpful to Jean-Luc	3
• Shows some understanding of Marlène's comment	2
• Provides some relevant information	1

Sample answer:

Her comment is helpful because she advises him to join a cooking class – it is easier and fun to learn in a group and no one criticises you.

Question 14 (c)

Criteria	Marks
• Provides a thorough comparison of the opinions put forward by Rose and Jacques	4
• Shows a good understanding of the opinions of Rose and Jacques	3
• Shows some understanding of the opinions of Rose and/or Jacques	2
• Provides some relevant information	1

Sample answer:

Rose finds cooking too long and complicated but Jacques thinks its important to learn how to cook. Rose relies on take-away which is convenient to access whereas Jacques thinks take-away is too expensive for students, and not good for their health.

Question 15 (a)

Criteria	Marks
• Clearly identifies why people left Caudry and returned	2
• Provides some relevant information	1

Sample answer:

There was a lack of work and people left the town. Now, because of new industries, families have come back to live in Caudry.

Question 15 (b)

Criteria	Marks
• Shows a thorough understanding of how Aline's and Roger's opinions differ about living in Caudry	5
• Shows a good understanding of how Aline's and Roger's opinions differ about living in Caudry	4
• Shows some understanding of Aline's and/or Roger's opinions about living in Caudry	2–3
• Provides some relevant information	1

Sample answer:

Roger thinks the town has lost its good atmosphere. It's polluted and there is lots of traffic and there are lots of people he doesn't know. Aline finds living in Caudry interesting. There is a shopping centre, a cinema and plenty of work and lots of things to do for everyone.

Question 15 (c)

Criteria	Marks
• Provides a thorough analysis of Aline's explanation of Roger's attitude	4
• Provides some explanation of Roger's attitude	2–3
• Provides some relevant information	1

Sample answer:

Roger has always lived in Caudry and is attached to his past and has lots of good memories and he finds it difficult to accept change. He forgets the hard times ie he was unemployed.

Section III — Writing in French

Part A

Question 16

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

Question 17

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

Section III — Writing in French

Part B

Questions 18 and 19

Criteria	Marks
<ul style="list-style-type: none"> • Presents ideas and information relevant to audience, purpose and context • Organises ideas and information coherently • Demonstrates control of a range of vocabulary and language structures 	9–10
<ul style="list-style-type: none"> • Presents ideas and information mostly relevant to audience, purpose and context • Organises ideas and information with some coherence • Demonstrates knowledge of vocabulary and language structures 	7–8
<ul style="list-style-type: none"> • Presents some ideas and information relevant to audience, purpose and context • Demonstrates some ability to organise information • Demonstrates some knowledge of vocabulary and language structures 	5–6
<ul style="list-style-type: none"> • Presents some information relevant to the task • Demonstrates a basic knowledge of vocabulary and language structures 	3–4
<ul style="list-style-type: none"> • Produces some comprehensible language related to the task 	1–2

2015 HSC French Beginners

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, H1.4

Written Examination

Section I — Listening

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

Section II — Reading

Question	Marks	Content	Syllabus outcomes
11 (a)	1	Family life, home and neighbourhood — text message	H2.2
11 (b)	1	Family life, home and neighbourhood — text message	H2.2
12	3	Holiday, travel and tourism — postcard	H2.2
13 (a)	2	People, places and communities — review	H2.1
13 (b)	4	People, places and communities — review	H2.4
14 (a)	1	Friends, recreation and pastimes — blog	H2.1
14 (b)	3	Friends, recreation and pastimes — blog	H2.4
14 (c)	4	Friends, recreation and pastimes — blog	H2.1
15 (a)	2	Family life, home and neighbourhood — interview	H2.2
15 (b)	5	Family life, home and neighbourhood — interview	H2.1
15 (c)	4	Family life, home and neighbourhood — interview	H2.4

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

Question	Marks	Content	Syllabus outcomes
16	4	Friends, recreation and pastimes — email	H3.1, H3.2, H3.3
17	6	Education and work — note	H3.1, H3.2, H3.3

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

Question	Marks	Content	Syllabus outcomes
18	10	Friends, recreation and pastimes	H3.1, H3.2, H3.3
19	10	Friends, recreation and pastimes	H3.1, H3.2, H3.3