

## 2015 HSC French Continuers Marking Guidelines

### Section I — Listening and Responding

#### Question 1

Criteria	Marks
• Explains why Robert is disappointed within the context of the text	2
• Provides some relevant information	1

*Sample answer:*

Robert is disappointed because he will be missing out on the music festival (in Paris) and has to change his plans to go to a family event.

#### Question 2

Criteria	Marks
• Provides all main points of the announcement	3
• Provides some main points of the announcement	2
• Provides some relevant information	1

*Sample answer:*

The main points are that (higher/further) education is accessible/available to everyone, that advice about the pathways is available, as is information about scholarships.

**Question 3**

Criteria	Marks
• Provides the reasons for Anne's choice in clothing style	3
• Provides some reasons for Anne's choice in clothing style	2
• Provides some relevant information	1

**Sample answer:**

Anne likes to be elegant/chic but does not want to look like everyone else. She likes to invent her own look by choosing unusual and casual things. She also likes comfort so does not wear things like high heels or scarves (which she finds restrictive). She also loves bright colours because she feels better when she wears them.

**Question 4**

Criteria	Marks
• Provides correct answer	1

**Answer:**

(C)

**Question 5**

Criteria	Marks
• Provides a detailed explanation of how Jack convinces his mother	3
• Provides an adequate explanation of how Jack convinces his mother	2
• Provides some relevant information	1

**Sample answer:**

Jack shows he is ready to learn to drive because he has been learning the road rules/has chosen a good driving instructor. He is not too young but is the legal age to drive. He disagrees that he is impulsive and challenges his mother to think of the last time he did anything impulsive.

**Question 6**

Criteria	Marks
• Provides a thorough explanation of how the advertisement encourages the audience to be involved in the project	4
• Provides a detailed explanation of how the advertisement encourages the audience to be involved in the project	3
• Provides an adequate explanation of how the advertisement encourages the audience to be involved in the project	2
• Provides some relevant information	1

**Sample answer:**

The advertisement encourages students to become involved in the project by helping to raise funds to provide clean water. It does this by evoking empathy in students by asking them to imagine a six-year-old child carrying contaminated water for two hours each day.

The advertisement encourages involvement by identifying practical ways students can help, eg « organise a barbecue / a concert ». The use of imperatives in short sentences reinforces that this is a combined and collective effort. Emotive language such as ‘you are the solution’, ‘nothing is impossible’ is used to empower and encourage the listener.

**Question 7**

Criteria	Marks
• Demonstrates a thorough understanding of how the holiday has had an impact on Sabine	4
• Demonstrates a sound understanding of how the holiday has had an impact on Sabine	3
• Demonstrates a limited understanding of how the holiday has had an impact on Sabine	2
• Provides some relevant information	1

**Sample answer:**

The impact that the holiday has had on Sabine is that her perception and appreciation of country life has been enhanced. She has realised that holidays in luxurious hotels are not able to offer her such a rich experience. The holiday has inspired her to eat better or live a healthier lifestyle. Her English language has improved (while meeting wonderful people).

**Question 8**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates an extensive understanding of the changes in Luc's feelings during the course of this conversation	5
• Demonstrates a thorough understanding of the changes in Luc's feelings during the course of this conversation	4
• Demonstrates a sound understanding of the changes in Luc's feelings during the course of this conversation	3
• Demonstrates a limited understanding of Luc's feelings during the course of this conversation	2
• Provides some relevant information	1

***Sample answer:***

At first, Luc feels angry and embarrassed because Julie has posted a photo of him at work. He feels betrayed/disappointed as he has always trusted Julie. Luc feels misrepresented as the photo doesn't reflect his personality.

He then calms down and becomes slightly relieved when he hears that other colleagues liked the photo, particularly Monique.

However, at the end of the conversation, Luc expresses concern/reservations about the photo, particularly how it will be perceived by his bosses and limit his future opportunities at work.

## Section II — Reading and Responding

### Part A

#### Question 9 (a)

Criteria	Marks
• Demonstrates understanding of what a <i>musicot fidèle</i> is	2
• Provides some relevant information	1

**Sample answer:**

It is someone who uses music to help people who have physical and psychological difficulties.

#### Question 9 (b)

Criteria	Marks
• Explains in detail why Amélie entered this profession	3
• Explains in some detail why Amélie entered this profession	2
• Provides some relevant information	1

**Sample answer:**

Amélie entered this profession because she was passionate about music and always wanted to work in the industry. She found a way to combine her two passions and was assisted by someone she met to help her launch this career.

#### Question 9 (c)

Criteria	Marks
• Provides a comprehensive analysis of why Amélie makes the statement	4
• Provides a thorough analysis of why Amélie makes the statement	3
• Demonstrates a limited understanding of what Amélie says	2
• Provides some relevant information	1

**Sample answer:**

Amélie says that music is a link/pathway between the therapist and the patient because she believes that it creates a positive psychological effect and it breaks the stigma that is associated with therapy: eg going to music, *not* going to therapy. She believes that a better connection is made with troubled patients through music as a tool as it facilitates interaction and communication where verbal language may be a barrier.

**Question 10 (a)**

Criteria	Marks
• Identifies the evidence from paragraph 1 that depicts Clocheville as a city of contrasts	3
• Identifies some evidence from paragraph 1 that depicts Clocheville as a city of contrasts	2
• Provides some relevant information	1

**Sample answer:**

The evidence which depicts Clocheville as a city of contrasts is: its position between the mountains and the plains; the large public gardens vs the small vegetable gardens; and the historical architecture vs the modern commercial skyscrapers.

**Question 10 (b)**

Criteria	Marks
• Demonstrates a comprehensive understanding of how the author's intent in paragraph 4 is expressed	4
• Demonstrates a sound understanding of how the author's intent in paragraph 4 is expressed	3
• Demonstrates a limited understanding of paragraph 4	2
• Provides some relevant information	1

**Sample answer:**

In paragraph 4, the author's intent is to emphasise/show off that the town attracts a variety of people, both nature lovers and lovers of sport. The author uses the image of a green oasis to show tranquility and a relaxed atmosphere (eg *le sentiment de tranquillité*).

The author describes various water sports, such as the rowing championships (*les championnats d'aviron*) and describes a picturesque scene using emotive language such as 'a true place of worship' which brings people together with common interests (*véritable lieu de culte, les gens raffolent du kayak*).

**Question 10 (c)**

Criteria	Marks
• Demonstrates a comprehensive understanding of the extent to which the title is appropriate for this article	4
• Demonstrates a sound understanding of the extent to which the title is appropriate for this article	3
• Demonstrates a limited understanding of the title	2
• Provides some relevant information	1

**Sample answer:**

The title ‘A showcase/window display of high culture – Clocheville’ is very appropriate. The title (a pun on ‘high culture’ vs ‘high fashion’ / *haute culture* vs *haute couture*) refers to the town as representing excellence and distinction in culture. Like a display window, the town is very attractive. It offers visual beauty and cultural richness eg through its modernity and artistic traditions. Like a display window, the town has been positively and beautifully presented in its best light.

**Question 10 (d)**

Criteria	Marks
• Demonstrates extensive understanding of how the concept of <i>patrimoine</i> is conveyed in the text	5
• Demonstrates comprehensive understanding of how the concept of <i>patrimoine</i> is conveyed in the text	4
• Demonstrates some understanding of how the concept of <i>patrimoine</i> is conveyed in the text	3
• Demonstrates limited understanding of the concept of <i>patrimoine</i>	2
• Provides some relevant information	1

**Sample answer:**

The importance of heritage is conveyed throughout the text. The continued value and preservation of buildings, nature, art, music and family traditions is passed on through the generations eg « the glorious past » beside the « practical modern structures ».

The old buildings sit beside the new, thanks to the « clear-sighted planning », creating « close-knit neighbourhoods » showing heritage as an integral part of the city’s planning process.

Different language techniques are used to show the beauty and importance that this heritage holds for the residents. For example, emotive language (eg go crazy about, its charm), descriptions (eg richness of artistic traditions), hyperbole (eg overflowing with produce), personification (eg the skyscrapers flaunt themselves).

Residents are very attached to their hometown. The town has grown, with many young people coming back after having studied elsewhere, because they value the blend of traditions and modern life which the town offers. They « understand the importance of preserving their past to enrich their future ».

## 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

# 2015 HSC French Continuers 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	Personal identity — face-to-face conversation	H3.1
2	3	The world of work — radio advertisement	H3.3
3	3	Leisure and interest — face-to-face conversation	H3.4
4	1	The young person's world — face-to-face conversation	H3.5
5	3	Daily life/lifestyles — conversation	H3.6
6	4	Current issues — radio advertisement	H3.6
7	4	Travel and tourism — conversation	H3.5
8	5	Relationships — conversation	H3.6

### Section II — Reading and Responding

#### Part A

Question	Marks	Content	Syllabus outcomes
9 (a)	2	The world of work — article	H3.5
9 (b)	3	The world of work — article	H3.2
9 (c)	4	The world of work — article	H3.5
10 (a)	3	Daily life/lifestyles — review	H3.1
10 (b)	4	Daily life/lifestyles — review	H3.6
10 (c)	4	Daily life/lifestyles — review	H3.3
10 (d)	5	Daily life/lifestyles — review	H3.3

### Section II — Reading and Responding

#### Part B

Question	Marks	Content	Syllabus outcomes
11	15	Personal identity — email	H1.2, H1.3, H3.1

### Section III — Writing in French

Question	Marks	Content	Syllabus outcomes
12	5	Leisure and interests — notice	H2.1, H2.2, H2.3
13 (a)	10	Current issues — letter	H2.1, H2.2, H2.3
13 (b)	10	The young person's world — letter	H2.1, H2.2, H2.3