

## **2011 HSC French Continuers Marking Guidelines — Written Examination**

### **Section I — Listening and Responding**

#### **Question 1**

<b>Criteria</b>	<b>Marks</b>
• Explains why Paul leaves this message for Christina	2
• Identifies some relevant information	1

#### **Question 2**

<b>Criteria</b>	<b>Marks</b>
• Identifies the reasons why Annie is surprised	2
• Identifies some relevant information	1

#### **Question 3**

<b>Criteria</b>	<b>Marks</b>
• Summarises the three main points of this news report	3
• Identifies some relevant information	1–2

**Question 4**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a full understanding of Céline’s concerns regarding the way Franck has filled out his form	3
• Demonstrates a good understanding of Céline’s concerns regarding the way Franck has filled out his form	2
• Identifies some relevant information	1

**Question 5**

<b>Criteria</b>	<b>Marks</b>
• (A)	1

**Question 6**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a full understanding of why M. Lambert reacts to his neighbour’s phone call the way he does	4
• Demonstrates a good understanding of why M. Lambert reacts to his neighbour’s phone call the way he does	2–3
• Identifies some relevant information	1

**Question 7**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a full understanding of why Nadine finds it difficult to make a decision about the trip to Tunisia	5
• Demonstrates a good understanding of why Nadine finds it difficult to make a decision about the trip to Tunisia	3–4
• Demonstrates some understanding of why Nadine finds it difficult to make a decision about the trip to Tunisia	2
• Identifies some relevant information	1

**Question 8**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a perceptive understanding of why Sébastien has been invited to give his speech	5
• Demonstrates a good understanding of why Sébastien has been invited to give this speech	3–4
• Demonstrates some understanding of why Sébastien has been invited to give this speech	2
• Identifies some relevant information	1

**Section II — Reading and Responding  
Part A****Question 9 (a)**

<b>Criteria</b>	<b>Marks</b>
• Identifies the reasons why this magazine sought an interview with Cy Adjah	2
• Identifies some relevant information	1

**Question 9 (b)**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a full understanding of the concerns held by the singer about the current situation in Africa	3
• Demonstrates a good understanding of the concerns held by the singer about the current situation in Africa	2
• Identifies some relevant information	1

**Question 9 (c)**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a full understanding of how the singer hopes to address these concerns	4
• Demonstrates a good understanding of how the singer hopes to address these concerns	3
• Demonstrates some understanding of how the singer hopes to address these concerns	2
• Identifies some relevant information	1

**Question 10 (a)**

Criteria	Marks
• Demonstrates a full understanding of what <i>A table!</i> is	2
• Identifies some relevant information	1

**Question 10 (b)**

Criteria	Marks
• Demonstrates a perceptive understanding of Gérard's reaction	4
• Demonstrates a good understanding of Gérard's reaction	3
• Demonstrates some understanding of Gérard's reaction	2
• Identifies some relevant information	1

**Question 10 (c)**

Criteria	Marks
• Demonstrates a perceptive understanding of what Mathieu's comments reveal about his personality	4
• Demonstrates a good understanding of what Mathieu's comments reveal about his personality	3
• Demonstrates some understanding of what Mathieu's comments reveal about his personality	2
• Identifies some relevant information	1

**Question 10 (d)**

Criteria	Marks
• Demonstrates a perceptive understanding of how David responds to Caroline's comments in both content and tone	6
• Demonstrates a good understanding of how David responds to Caroline's comments in both content and tone	4–5
• Demonstrates some understanding of how David responds to Caroline's comments	2–3
• Identifies some relevant information	1

## 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>• Authentically and creatively manipulates vocabulary, language structures and features 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

Criteria	Marks
<ul style="list-style-type: none"> <li>• Writes effectively and appropriately for the audience, purpose and context of the task</li> <li>• Authentically and creatively manipulates language structures 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

## 2011 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 message	H3.1
2	2	Relationships – conversation	H3.1
3	3	Current issues – news report	H3.2
4	3	The world of work – conversation	H3.1, H3.5
5	1	Current issues – radio announcement	H3.5
6	4	Daily life/lifestyles – conversation	H3.6
7	5	The young person’s world – conversation	H3.3, H3.5
8	5	School life and aspirations – speech	H3.3, H3.6

#### Section II — Reading and Responding

##### Part A

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

#### Section II — Reading and Responding

##### Part B

Question	Marks	Content	Syllabus outcomes
11	15	Young person’s world – chatroom entry	H1.2, H1.3, H3.1

#### Section III — Writing in French

Question	Marks	Content	Syllabus outcomes
12	5	Travel and tourism – postcard	H2.1, H2.2, H2.3
13 (a)	10	Leisure and interests – email	H2.1, H2.2, H2.3
13 (b)	10	Relationships – email	H2.1, H2.2, H2.3