

2020 HSC French Beginners Marking Guidelines

Section I — Listening

Question 1

| Criteria | Marks |
|--|-------|
| <ul style="list-style-type: none">Identifies the correct answer: C | 1 |

Question 2

| Criteria | Marks |
|---|-------|
| <ul style="list-style-type: none">Shows a sound understanding of the locations and instructions described | 3 |
| <ul style="list-style-type: none">Shows some understanding of the locations and instructions described | 2 |
| <ul style="list-style-type: none">Provides some relevant information | 1 |

Sample answer:

- At the bakery turn left
- Straight ahead until the chemist
- Take the second street on the right.

Question 3

| Criteria | Marks |
|---|-------|
| <ul style="list-style-type: none">Identifies the correct answer | 1 |

Sample answer:

Because he forgot to bring his permission note.

Question 4 (a)

| Criteria | Marks |
|--|-------|
| <ul style="list-style-type: none"> Demonstrates a correct understanding of who this announcement was addressed to | 1 |

Sample answer:

The passengers on the plane to Sydney.

Question 4 (b)

| Criteria | Marks |
|--|-------|
| <ul style="list-style-type: none"> Identifies what has been offered | 1 |

Sample answer:

Free breakfast.

Question 5

| Criteria | Marks |
|--|-------|
| <ul style="list-style-type: none"> Provides a relevant answer for each row | 3 |
| <ul style="list-style-type: none"> Provides a relevant answer for TWO of the rows | 2 |
| <ul style="list-style-type: none"> Provides one relevant answer for ONE row | 1 |

Sample answer:

| Luc's to do list for Saturday | |
|-------------------------------|------------------------|
| • Before 5pm | Get cake |
| • | Basketball match |
| • 6:30 pm | Pick up grandma |
| • 7 pm | Meet at the restaurant |

Question 6 (a)

| Criteria | Marks |
|---|-------|
| <ul style="list-style-type: none"> Identifies the purpose of this announcement | 1 |

Sample answer:

The purpose is to help protect koalas from extinction.

Question 6 (b)

| Criteria | Marks |
|--|-------|
| • Demonstrates a thorough understanding of the process | 4 |
| • Demonstrates a sound understanding of the process | 3 |
| • Demonstrates some understanding of the process | 2 |
| • Provides some relevant information | 1 |

Sample answer:

- Go on the website
- Then enter your email address
- Pick the amount you want to give
- Finally, you can choose the name of the koala.

Question 7

| Criteria | Marks |
|--|-------|
| • Demonstrates a thorough understanding of the requirements for this job | 4 |
| • Demonstrates a sound understanding of the requirements for this job | 3 |
| • Demonstrates some understanding of the requirements for this job | 2 |
| • Provides some relevant information | 1 |

Sample answer:

To be available on weekends, to have a motorbike or a car, to be punctual and diligent. To know the streets of your neighbourhood well.

Question 8 (a)

| Criteria | Marks |
|--|-------|
| • Identifies what decisions have been made | 2 |
| • Provides some relevant information | 1 |

Sample answer:

- To ban the use of mobile phones at school.
- They have to be kept in bags from 8 am to 4 pm.

Question 8 (b)

| Criteria | Marks |
|--|-------|
| • Provides a thorough understanding of what has led to these decisions | 3 |
| • Provides a sound understanding of what has led to these decisions | 2 |
| • Provides some relevant information | 1 |

Sample answer:

The decrease of attention in class, the decrease of physical activity and peer/social interaction.

Question 9

| Criteria | Marks |
|--|-------|
| • Provides a comprehensive understanding of the likelihood that he will go on schoolies with her | 6 |
| • Provides a thorough understanding of the likelihood that he will go on schoolies with her | 4–5 |
| • Provides a sound understanding of the likelihood that he will go on schoolies with her | 2–3 |
| • Provides limited understanding | 1 |

Sample answer:

Unlikely, even though he likes surfing.

He is not 18 and therefore cannot get into clubs. His parents might not agree as they think it is a dangerous destination. He doesn't have much money. He was invited by his cousin to go to NZ to have some adrenalin filled holidays.

Section II — Reading

Question 10

| Criteria | Marks |
|--|-------|
| • Describes the benefits of <i>le s'cool</i> bus | 2 |
| • Provides some relevant information | 1 |

Sample answer:

It's good for health and for the environment.

Question 11 (a)

| Criteria | Marks |
|---------------------------------|-------|
| • Identifies the correct answer | 1 |

Sample answer:

There are kangaroos.

Question 11 (b)

| Criteria | Marks |
|---|-------|
| • Fully explains what has led to this situation | 3 |
| • Partially explains what has led to this situation | 2 |
| • Provides some relevant information | 1 |

Sample answer:

Kangaroos escaped from the nearby zoo in the 1970s and have reproduced. They have found food and adapted to their new habitat.

Question 12 (a)

| Criteria | Marks |
|---|-------|
| • Provides a thorough comparison of French and Australian lunches | 3 |
| • Provides a sound comparison of French and Australian lunches | 2 |
| • Provides some relevant information | 1 |

Sample answer:

In France, they have canteens that provide a balanced menu created by nutritionists that consists of an entree, a main dish, a cheese and a dessert whereas, in Australia, most kids have to bring their own lunch to school.

Question 12 (b)

| Criteria | Marks |
|--|-------|
| • Provides a sound understanding of the aim of <i>tasting week</i> | 2 |
| • Provides some relevant information | 1 |

Sample answer:

The aim is to allow the students to discover new tastes through new recipes from other countries using new spices and flavours.

Question 12 (c)

| Criteria | Marks |
|--------------------------------------|-------|
| • Provides a correct explanation | 2 |
| • Provides some relevant information | 1 |

Sample answer:

- The taste buds are being educated
- Education goes beyond the classroom.

Question 13 (a)

| Criteria | Marks |
|--------------------------------------|-------|
| • Describes the Christmas blues | 2 |
| • Provides some relevant information | 1 |

Sample answer:

The Christmas blues is a feeling of sadness caused by isolation/loneliness if you have to spend Christmas away from your family.

Question 13 (b)

| Criteria | Marks |
|---|-------|
| • Provides a comprehensive explanation of the benefits of watching Christmas movies supported by well-chosen examples from the text | 5 |
| • Provides a detailed explanation of the benefits of watching Christmas movies supported with relevant examples from the text | 4 |
| • Provides a sound explanation of the benefits of watching Christmas movies supported with some examples from the text | 3 |
| • Identifies some benefits of watching Christmas movies with limited examples from the text | 2 |
| • Provides relevant information about the text | 1 |

Sample answer:

There are both physical and emotional benefits of watching Christmas movies. They have a 'positive impact on the brain' as it releases positive hormones and this reduces stress and blood pressure. The emotional impact is also positive because the movies remind us of our childhood and this carefree period with no stress. This encourages us 'to reach out to our loved ones' and this helps to make us feel less lonely.

Question 14 (a)

| Criteria | Marks |
|---|-------|
| • Identifies the correct purpose of the article | 2 |
| • Provides some relevant information | 1 |

Sample answer:

To inform readers about the myths and solutions when a phone is water damaged.

Question 14 (b)

| Criteria | Marks |
|--------------------------------|-------|
| • Provides thorough comparison | 4 |
| • Provides sound comparison | 3 |
| • Provides some comparison | 2 |
| • Provides a relevant answer | 1 |

Sample answer:

| | <i>Pros</i> | <i>Cons</i> |
|-----------------------|-------------------------------|---|
| Repair shop | Technician's expertise | Expensive |
| Rice | 75% success rate | Waiting for 48 hrs |
| Vacuum cleaner | Eliminates water | Can suck up small parts of the phone |

Question 14 (c)

| Criteria | Marks |
|---|-------|
| <ul style="list-style-type: none"> Provides a thorough evaluation of the best and the worst solution supported with well-chosen examples from the text | 4 |
| <ul style="list-style-type: none"> Provides a sound evaluation of the best and/or the worst solution supported with relevant examples from the text | 3 |
| <ul style="list-style-type: none"> Provides a description of a solution with some reference to the text | 2 |
| <ul style="list-style-type: none"> Provides some relevant information | 1 |

Sample answer:

The best solution would be the insurance because you get a brand new replacement phone but you must buy it at the same time that you purchase the phone. The worst scenario is the hair dryer because it never works and can push the water further into the phone destroying the electronic components. It is a myth and never works.

Section III — Writing in French

Part A

Question 15

| 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 16

| 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 17 and 18

| 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 |

2020 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 |

Written Examination

Section I — Listening

| Question | Marks | Content | Syllabus outcomes |
|----------|-------|---|-------------------|
| 1 | 1 | People, places and communities – weather forecast | H2.2 |
| 2 | 3 | Family life, home and neighbourhood – answering machine message | H2.1 |
| 3 | 1 | Education and work – conversation | H2.2 |
| 4 (a) | 1 | Holidays, travel and tourism – loud speaker announcement | H2.5 |
| 4 (b) | 1 | Holidays, travel and tourism – loud speaker announcement | H2.2 |
| 5 | 3 | Family life, home and neighbourhood – phone conversation | H2.2 |
| 6 (a) | 1 | People, places and communities – radio ad | H2.5 |
| 6 (b) | 4 | People, places and communities – radio ad | H2.2 |
| 7 | 4 | Education and work – radio ad | H2.1 |
| 8 (a) | 2 | Education and work – principal's address | H2.1 |
| 8 (b) | 3 | Education and work – principal's address | H2.4 |
| 9 | 6 | Friends, recreation and pastimes – conversation | H2.4 |

Section II — Reading

| Question | Marks | Content | Syllabus outcomes |
|----------|-------|--|-------------------|
| 10 | 2 | Education and work – article | H2.1 |
| 11 (a) | 1 | Holidays, travel and tourism – announcement | H2.1 |
| 11 (b) | 3 | Holidays, travel and tourism – announcement | H2.4 |
| 12 (a) | 3 | Education and work – article | H2.1 |
| 12 (b) | 2 | Education and work – article | H2.2 |
| 12 (c) | 2 | Education and work – article | H2.1 |
| 13 (a) | 2 | Friends, recreation and pastimes – article | H2.1 |
| 13 (b) | 5 | Friends, recreation and pastimes – article | H2.4 |
| 14 (a) | 2 | Friends, recreation and pastimes – wikiHow article | H2.5 |
| 14 (b) | 4 | Friends, recreation and pastimes – wikiHow article | H2.4 |
| 14 (c) | 4 | Friends, recreation and pastimes – wikiHow article | H2.4 |

Section III — Writing in French
Part A

| Question | Marks | Content | Syllabus outcomes |
|-----------------|--------------|--|--------------------------|
| 15 | 4 | Friends, recreation and pastimes – email | H3.1, H3.2, H3.3 |
| 16 | 6 | World of work – informal letter | H3.1, H3.2, H3.3 |

Section III — Writing in French
Part B

| Question | Marks | Content | Syllabus outcomes |
|-----------------|--------------|--|--------------------------|
| 17 | 10 | Holiday travel and tourism – diary entry | H3.1, H3.2, H3.3 |
| 18 | 10 | Future plans and aspirations – diary entry | H3.1, H3.2, H3.3 |