



B O A R D O F S T U D I E S
NEW SOUTH WALES

2009 HSC French Continuers Marking Guidelines — Written Examination

Section I — Listening and Responding

Question 1

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies the reasons for Vincent's phone call to Léa	2
• Identifies some relevant information	1

Question 2

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Identifies the reasons why Lucie is attracted to playing football	3
• Identifies some of the reasons why Lucie is attracted to playing football	2
• Identifies some relevant detail	1

Question 3*Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a full understanding of why Christiane left the phone message	3
• Demonstrates a good understanding of why Christiane left the phone message	2
• Provides some relevant detail	1

Question 4*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a full understanding of the main points of the news item	3
• Demonstrates a good understanding of the main points of the news item	2
• Identifies some relevant detail	1

Question 5*Outcomes assessed: H3.4***MARKING GUIDELINES**

Criteria	Marks
• (B)	1

Question 6*Outcomes assessed: H3.4***MARKING GUIDELINES**

Criteria	Marks
• Ticks both correct boxes in top section of survey form • Identifies fully the reasons why this person is not at risk of abusing alcohol	4
• Ticks at least one correct box in top section of survey form • Identifies some of the reasons why this person is not at risk of abusing alcohol	2–3
• Provides some relevant information	1

Question 7*Outcomes assessed: H3.5***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a full understanding of the differences and similarities between Elodie and Carla	4
• Demonstrates some understanding of the differences and similarities between Elodie and Carla	2–3
• Provides some relevant detail	1

Question 8*Outcomes assessed: H3.6***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a perceptive understanding of the extent to which Estelle is or is not justified in withdrawing the news report and supports it with relevant examples	5
• Demonstrates a good understanding of the extent to which Estelle is or is not justified in withdrawing the news report	3–4
• Demonstrates some understanding of the extent to which Estelle is or is not justified in withdrawing the news report	1–2

Section II — Reading and Responding

Part A

Question 9 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies the problems that may be solved by taking up the advertisement.	2
• Identifies some relevant detail	1

Question 9 (b)

Outcomes assessed: H3.2, H3.3

MARKING GUIDELINES

Criteria	Marks
• Identifies the reasons why André is writing the email	2
• Identifies some relevant detail	1

Question 9 (c)

Outcomes assessed: H3.4, H3.5

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive understanding of whether André's parents would think the advertisement lived up to its claims	5
• Demonstrates a good understanding of whether André's parents would think the advertisement lived up to its claims	4
• Demonstrates some understanding of whether André's parents would think the advertisement lived up to its claims	3
• Provides some relevant information	1–2

Question 10 (a)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Identifies fully the news item in the online newspaper	2
• Identifies some relevant detail	1

Question 10 (b)*Outcomes assessed: H3.1, H3.5, H3.6***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a thorough understanding of what Josette's comments reveal about her background and attitudes	4
• Demonstrates a good understanding of what Josette's comments reveal about her background and attitudes	2–3
• Demonstrates some understanding of what Josette's comments reveal about her background and attitudes	1

Question 10 (c)*Outcomes assessed: H3.4, H3.5***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a thorough understanding of the socio-economic make-up of Beaumont	4
• Demonstrates a good understanding of the socio-economic make-up of Beaumont	2–3
• Identifies some relevant information	1

Question 10 (d)*Outcomes assessed: H3.4, H3.5, H3.6***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a perceptive understanding of the extent to which Zora, Josette and Thierry's concerns are valid	6
• Demonstrates a good understanding of the extent to which Zora, Josette and Thierry's concerns are valid	4–5
• Demonstrates some understanding of the extent to which Zora, Josette and Thierry's concerns are valid	2–3
• Identifies some relevant information	1

Section II — Reading and Responding

Part B

Question 11

Outcomes assessed: H1.2, H1.3, H3.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Responds to the information, ideas and/or opinions of the text (includes main points)• Demonstrates depth in the treatment of the task through the development of relevant information, ideas and/or opinions relating to text• Demonstrates extensive knowledge and understanding of vocabulary and sentence structures• Manipulates language authentically and creatively to meet the requirements of the task• Organises information and ideas to meet the requirements of the task	13–15
<ul style="list-style-type: none">• Responds to most of the information, ideas and/or opinions of the text (includes main points)• Demonstrates depth in the treatment of the task through the development of some relevant information, ideas and/or opinions• Demonstrates a thorough knowledge and understanding of vocabulary and sentence structures• Manipulates language with some degree of authenticity and creativity to meet the requirements of the task• Organises information and ideas to meet the requirements of the task	10–12
<ul style="list-style-type: none">• Responds to some of the information, ideas and/or opinions of the text (includes points)• Demonstrates a satisfactory knowledge and understanding of vocabulary and sentence structures• Organises information and ideas to meet the requirements of the task	7–9
<ul style="list-style-type: none">• Responds to some of the information, ideas and/or opinions of the text• Demonstrates a basic knowledge and understanding of vocabulary and sentence structures• Demonstrates limited evidence of the ability to organise information and ideas	4–6
<ul style="list-style-type: none">• Demonstrates a limited understanding of the text• Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax• Uses single words and set formulae to express information	1–3

Section III — Writing in French

Question 12

Outcomes assessed: H2.1, H2.2, H2.3

MARKING GUIDELINES

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

Section III (continued)

Question 13

Outcomes assessed: H2.1, H2.2, H2.3

MARKING GUIDELINES

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

French Continuers

2009 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Oral Examination			
	20	Conversation — covering student's personal world	H1.1, H1.2, H1.3, H1.4, H2.1, H2.3
Written Examination			
Section I — Listening and Responding			
1	2	The young person's world – conversation	H3.1
2	3	Leisure and interests – conversation	H3.1, H3.2
3	3	Travel and tourism – phone message	H3.1, H3.2, H3.3
4	3	Current issues – news item	H3.1, H3.2
5	1	Relationships – conversation	H3.4
6	4	Current issues – conversation	H3.4
7	4	Arts and entertainment – interview	H3.5
8	5	The world of work – conversation	H3.6
Section II — Reading and Responding			
Part A			
9 (a)	2	Personal identity – advertisement + email	H3.1
9 (b)	2	Personal identity – advertisement + email	H3.2, H3.3
9 (c)	5	Personal identity – advertisement + email	H3.4, H3.5
10 (a)	2	The young person's world – web page	H3.1
10 (b)	4	The young person's world – web page	H3.1, H3.5, H3.6
10 (c)	4	The young person's world – web page	H3.4, H3.5
10 (d)	6	The young person's world – web page	H3.4, H3.5, H3.6
Section II — Reading and Responding			
Part B			
11	15	Daily life / lifestyles – blog / message	H1.2, H1.3, H3.1
Section III — Writing in French			
12 (a)	5	Leisure and interests – note	H2.1, H2.2, H2.3
12 (b)	5	Travel and tourism – postcard	H2.1, H2.2, H2.3
13 (a)	10	Relationships – email	H2.1, H2.2, H2.3
13 (b)	10	School life and aspirations – letter	H2.1, H2.2, H2.3