

2016 HSC French Continuers Marking Guidelines

Section I — Listening and Responding

Question 1

Criteria	Marks
• Demonstrates a good understanding of what the speakers are discussing	2
• Provides some relevant information	1

Sample answer:

They are discussing that because there is nothing for young people to do on the weekend they could put on a performance in their neighbourhood.

Question 2

Criteria	Marks
• Provides all the information from the message	3
• Provides most of the information from the message	2
• Provides some relevant information	1

Sample answer:

<u>Message</u>
<p>For: Mr Laval</p> <p>From: Sara Rouge</p> <p>Message:</p> <p>Miss Rouge rang about her interview organised for <i>24 May</i></p> <p>She wanted to let you know that <i>..she cannot attend / she has an exam</i></p> <p><i>that day, however, she is still interested.</i></p>

Question 3

Criteria	Marks
• Identifies the correct answer	1

Sample answer:

(C) In a supermarket

Question 4

Criteria	Marks
• Summarises the main points of the announcement	3
• Provides details from the announcement	2
• Provides some relevant information	1

Sample answer:

- avoid driving to the beach
- stay on for the evening entertainment.

Question 5

Criteria	Marks
• Demonstrates a thorough understanding of the extent to which the program is able to meet its goal with excellent reference to the text	4
• Demonstrates a satisfactory understanding of the extent to which the program is able to meet its goal with some reference to the text	3
• Demonstrates a limited understanding of the extent to which the program is able to meet its goal	2
• Provides some relevant information	1

Sample answer:

The goal of the program is to allow underprivileged young people to learn to play an instrument for free. It has been successful in this only to some extent by providing lessons with professional mentors. However, even though the number of applicants has increased, it will not be able to offer as many places next year because it cannot afford to buy new or replace damaged instruments.

Question 6

Criteria	Marks
• Demonstrates a comprehensive understanding of how the speaker tries to persuade the audience to join him	5
• Demonstrates a thorough understanding of how the speaker tries to persuade the audience to join him	4
• Demonstrates a satisfactory understanding of how the speaker tries to persuade the audience to join him	3
• Demonstrates a limited understanding of how the speaker tries to persuade the audience	2
• Provides some relevant information	1

Sample answer:

He tries to persuade his audience of young people to join the circus by appealing to their passion and sense of adventure, for example; *'live their passion ...'*, rhetorical questions *'do you want to travel to the four corners of the world? What are you waiting for?'* which suggest that there is excitement waiting for them.

He describes his personal experience of the risk and adrenalin rush to entice his audience. He also mentions his two colleagues who are teaching him English and how to sew to show that there are other benefits.

He also points out the (financial) benefits such as accommodation, medical insurance and meals provided to further persuade his audience to join him.

He introduces the wide range of careers and interests involved to appeal to students with a range of professional interests, *'it's broader than just being an acrobat'*.

Question 7

Criteria	Marks
• Identifies the correct answer	1

Sample answer:

(A) Toi, tu ne comprends pas.

Question 8

Criteria	Marks
• Provides a perceptive comparison of how the speakers convey their points of view through their use of language	6
• Provides a comprehensive comparison of how the speakers convey their points of view through their use of language	5
• Provides a thorough comparison of how the speakers convey their points of view through their use of language	3–4
• Demonstrates some understanding of how the speakers convey their points of view	2
• Provides some relevant information	1

Sample answer:

The speakers have quite different/opposing views of the (drastic) measures imposed by the parents.

The male speaker's use of negative language, exaggeration (tyrannical, stink) and simile (living like 'cavemen') conveys how inflexible he is to the girl's reasoning and how he disapproves of the parents' rules. He also uses sarcasm to challenge her (*madame l'Ambassadrice de la Planète*).

By comparison, the girl uses positive language to convey her approval of the changes, for example, using attractive imagery such as white sand, turquoise sea. She uses inclusive language (*nous*) to emphasise the family goal. Future tense creates a sense of certainty about how the rules are achievable.

She also uses exclusive language (*tu ne penses qu'à toi/tu exagères*) to convey how unreasonable her brother is.

In order to convey their respective points of view, they both use the imperative voice to gain each other's attention, eg *attends, arrête, concentre-toi, écoute*.

Section II — Reading and Responding

Part A

Question 9 (a)

Criteria	Marks
• Explains in full what Jean-Paul hopes to achieve by posting on this forum	2
• Provides some relevant information	1

Sample answer:

Jean-Paul hopes to get help or advice about a problem with his daughter and have others share similar experiences.

Question 9 (b)

Criteria	Marks
• Demonstrates a thorough understanding of what Guy reveals about himself	3
• Demonstrates some understanding of what Guy reveals about himself	2
• Provides some relevant information	1

Sample answer:

Guy's response of '*welcome to the club*' reveals that he is a realist/a parent with a similar experience.

'*You are not the centre of her universe*!'/'*The earlier you accept it ...*' reveals that he is negative/condescending/impertinent/rude.

'*Are you always pleasant and full of energy?*' shows that he is confronting/provocative.

Question 9 (c)

Criteria	Marks
• Demonstrates a thorough understanding of why Lucie has contributed to the forum	3
• Demonstrates some understanding of why Lucie has contributed to the forum	2
• Provides some relevant information	1

Sample answer:

Lucie contributes to counter Guy's unhelpful comments. She hopes to support Jean-Paul and his daughter as she offers her first-hand experience and she wants to reassure him that there is hope.

Question 9 (d)

Criteria	Marks
• Provides a thorough explanation of the impact that the contributions have on Jean-Paul in making his decision	4
• Provides a satisfactory explanation of the impact that the contributions have on Jean-Paul in making his decision	3
• Provides a limited explanation of the impact that the contributions have on Jean-Paul	2
• Provides some relevant information	1

Sample answer:

Jean-Paul feels insulted by Guy's post and therefore decides to ignore it. He simply replies '*charming*' in a sarcastic tone.

He is grateful for Lucie's input but wonders if he will be as strong as Lucie's mother. He thinks that her advice may be too restrictive for his daughter/he doesn't want to impose strict rules on his daughter, which will '*clip her wings*'.

He thinks Cecile's comments about psychological issues may be alarmist eg '*you're a bit over the top*' but her support of Lucie's mother's measures prompts him to reconsider.

As a result of the two women's input he decides to discuss and outline some rules with his daughter.

Question 10 (a)

Criteria	Marks
• Identifies what we learn about the author's family in paragraph 1	2
• Provides some relevant information	1

Sample answer:

His family has lived in the area for three generations and they have been fighting to improve their environment.

Question 10 (b)

Criteria	Marks
• Describes the tradition to which the author refers	2
• Provides some relevant information	1

Sample answer:

Some passers-by/theatre-goers have been sticking/gluing their old chewing gum on the walls of the alley.

Question 10 (c)

Criteria	Marks
• Provides a thorough explanation of what the author means when he says ' <i>contraire au bien de la communauté</i> '	4
• Provides a satisfactory explanation of what the author means when he says ' <i>contraire au bien de la communauté</i> '	3
• Provides some explanation of what the author means when he says ' <i>contraire au bien de la communauté</i> '	2
• Provides some relevant information	1

Sample answer:

By saying '*... contrary to the good of the community ...*' the author means that the practice of sticking the gum on the wall is unhygienic as it is infested with germs, hazardous because it becomes slippery when hot, and damaging to the local environment as the plants are dying.

Question 10 (d)

Criteria	Marks
• Demonstrates a comprehensive and perceptive understanding of how the author's use of language engages his audience	5
• Demonstrates a thorough understanding of how the author's use of language engages his audience	4
• Demonstrates a satisfactory understanding of how the author's use of language engages his audience	3
• Demonstrates a limited understanding of the author's use of language	2
• Provides some relevant information	1

Sample answer:

He expects his audience to attend a meeting and share their disapproval of the council's decision. He uses inclusive language so that they will want to come/be there eg *'my dear fellow citizens, our life depends on it'*.

He uses rhetorical questions to engage the audience to sympathise with and agree with him eg *'who would accept living in such a place? Haven't the residents suffered enough?'*

He uses emotive and sarcastic language eg a metaphor *'this giant rubbish bin, the "artwork" made of rubbish'* to encourage a sensory response from the audience eg *'feeling like vomiting, extreme heat and viscous waste'* and to undermine the council's view that it is an 'artwork'.

Answers could include:

The audience feels his passionate tone through the punctuation *'it's insane! Not I! ... it's not hygienic!'*

To share the audience's concern for the environment, he uses exaggeration in his comments *'plants in the street have all died, suffocated'*.

The use of the imperfect tense *'where is the greenery of which we were once so proud'* makes the audience feel nostalgic.

Section II — Reading and Responding

Part B

Question 11

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates an excellent understanding of the whole text • 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"> • Demonstrates a good understanding of the text • 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 questions, statements, comments and/or specific information in the text • Demonstrates a satisfactory knowledge and understanding of vocabulary and sentence structures • Attempts to structure relevant information and ideas 	7–9
<ul style="list-style-type: none"> • Responds to some of the questions, statements, comments and/or specific information in the text • Demonstrates a basic knowledge and understanding of vocabulary and sentence structures • Demonstrates limited ability to link information and ideas or structure text 	4–6
<ul style="list-style-type: none"> • Responds to isolated elements in the text • Uses single words or set formulae to express information 	1–3

Section III — Writing in French**Question 12**

Criteria	Marks
<ul style="list-style-type: none">• Writes effectively and appropriately in relation to the audience, purpose and context of the task• Manipulates 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 task• Demonstrates 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 task• Demonstrates 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**

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

2016 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	Leisure and interests — conversation	H3.1
2	3	School life and aspirations — telephone message	H3.1
3	1	Daily life/lifestyles — conversation	H3.3
4	3	Current issues — announcement	H3.2
5	4	Arts and entertainment — interview	H3.4
6	5	The world of work — speech	H3.5
7	1	Relationships — conversation	H3.4
8	6	Daily life/lifestyles — conversation	H3.4

Section II — Reading and Responding

Part A

Question	Marks	Content	Syllabus outcomes
9 (a)	2	Young person's world — forum	H3.1
9 (b)	3	Young person's world — forum	H3.1
9 (c)	3	Young person's world — forum	H3.4
9 (d)	4	Young person's world — forum	H3.6
10 (a)	2	Current issues — article	H3.1
10 (b)	2	Current issues — article	H3.1
10 (c)	4	Current issues — article	H3.2
10 (d)	5	Current issues — article	H3.6

Section II — Reading and Responding

Part B

Question	Marks	Content	Syllabus outcomes
11	15	School life and aspirations — email	H1.2, H1.3, H3.1

Section III — Writing in French

Question	Marks	Content	Syllabus outcomes
12	5	Travel and tourism — message	H2.1, H2.2, H2.3
13 (a)	10	Personal identity — diary entry	H2.1, H2.2, H2.3
13 (b)	10	Leisure and interests — diary entry	H2.1, H2.2, H2.3