

2017 HSC French Continuers Marking Guidelines

Section I — Listening and Responding

Question 1

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

Sample answer:

They are talking about their favourite subjects and their future careers.

Question 2

Criteria	Marks
• Completes the notice correctly	2
• Provides some relevant information	1

Sample answer:

The music room is closed because of (*flooding / heavy rain*).

Students need to (*go to the library*).

Students **do not** need to bring their instruments, however (*they will need their music books*).

Question 3

Criteria	Marks
• Describes all the services offered by AUSéchange	3
• Describes some of the services offered by AUSéchange	2
• Provides some relevant information	1

Sample answer:

It organises homestays and excursions. It helps (international) students to make friends by organising social activities.

Question 4

Criteria	Marks
• Provides a thorough explanation of the speaker's disappointment	3
• Provides some explanation of the speaker's disappointment	2
• Provides some relevant information	1

Sample answer:

She had gone to great lengths, going to Grasse especially to buy the perfume for her daughter. However, all the shops and the post office were closed so she was unable to buy the perfume or send her postcards.

Question 5

Criteria	Marks
• Provides a thorough explanation of why the conversation is taking place	3
• Provides some explanation of why the conversation is taking place	2
• Provides some relevant information	1

Sample answer:

The speaker is seeking advice as to whether she should play with the band / in the concert, because the French exam has been rescheduled to the day after the performance. On the one hand she feels she will let the band down, but on the other, she will not be well rested for her exam.

Question 6

Criteria	Marks
• Demonstrates a thorough understanding of how the female speaker uses language to convey her point of view	3
• Demonstrates some understanding of how the female speaker conveys her point of view	2
• Provides some relevant information	1

Sample answer:

The female speaker is very much against these movie gossip magazines. She conveys this through her tone of sarcasm eg *tu ne vas quand même pas croire*; her choice of belittling words eg *histoires ridicules*; and her dismissive tone eg *il n'y a que de la pub là-dedans*.

Question 7

Criteria	Marks
• Provides a thorough explanation of why Stéphane is featured on the program	4
• Provides a satisfactory explanation of why Stéphane is featured on the program	3
• Demonstrates some understanding of what Stéphane has done	2
• Provides some relevant information	1

Sample answer:

He is featured because he has created a video of self-portraits which he had drawn on every birthday since the age of five. This unique artwork is being exhibited at a national gallery and he has also won a large sum.

Question 8

Criteria	Marks
• Provides a perceptive comparison of how the speakers view the situation with excellent reference to the text	5
• Provides a thorough comparison of how the speakers view the situation with excellent reference to the text	4
• Provides a satisfactory comparison of how the speakers view the situation with some reference to the text	3
• Demonstrates some understanding of the speakers' views	2
• Provides some relevant information	1

Sample answer:

The male speaker is unhappy as he will be having Madame Leblanc again for English next year, while the female speaker likes the teacher.

They both agree that the homework can be boring, however, he sees it as being repetitive/mindless (*Elle nous prend pour des robots*) whereas she sees it as a positive practice which prepares them well for exams.

They both agree that the teacher allows a lot of noise in the classroom, however, he sees it as distracting and she sees it as constructive as she likes discussions in class.

They also both agree that the teacher is late to class. He is critical of this, whereas she sees it as a sign of the teacher's dedication to students by helping them outside class time.

Section II — Reading and Responding

Part A

Question 9 (a)

Criteria	Marks
• Provides a good explanation of why the journalist has chosen to meet with Philippe Martin	2
• Provides a limited explanation of why the journalist has chosen to meet with Philippe Martin	1

Sample answer:

She has chosen to meet with Phippa (to interview him) because he grew up in the community and he has been newly appointed as director of the program 'Jeunesse'.

Question 9 (b)

Criteria	Marks
• Demonstrates a thorough understanding of Philippe's childhood	3
• Demonstrates a good understanding of Philippe's childhood	2
• Provides some relevant information	1

Sample answer:

Philippe lived on a farm, helping at home with the farm chores and the younger kids. He had to leave school to help pay the bills.

Question 9 (c)

Criteria	Marks
• Demonstrates a thorough understanding of the benefits program offers	3
• Demonstrates a good understanding of the benefits the program offers	2
• Provides some relevant information	1

Sample answer:

The program offers young people financial support for further studies for unemployed youth to find jobs. It enables the volunteers to inspire others who are less fortunate.

Question 9 (d)

Criteria	Marks
• Demonstrates a thorough understanding of what the article reveals about Philippe’s personality with excellent reference to the text	4
• Demonstrates a satisfactory understanding of what the article reveals about Philippe’s personality with some reference to the text	3
• Demonstrates a limited understanding of what the article reveals about Philippe’s personality	2
• Provides some relevant information	1

Sample answer:

The article reveals that Philippe is generous with his time and is energetic eg *donné de lui-même*. He is responsible, having looked after his siblings and giving up school to earn money eg *J’ai dû abandonner mes études pour aider ma famille financièrement*. He is grateful for his mother’s support *je lui dois mon succès* and humble about his success *ce qui compte ... pas le titre qu’on met sur sa carte de visite*.

Question 10 (a)

Criteria	Marks
• Identifies the purpose of this article	2
• Provides some relevant information	1

Sample answer:

The purpose of this article is to explain the changes to (Vendaur’s) office space. Workers will not have their own desk any more and standing workstations will be installed.

Question 10 (b)

Criteria	Marks
• Demonstrates a thorough understanding of who, according to Marc Thibault, would embrace the change	3
• Demonstrates some understanding of who, according to Marc Thibault, would embrace the change	2
• Provides some relevant information	1

Sample answer:

Someone who is flexible, collaborative and someone who can let go of personal belongings.

Question 10 (c)

Criteria	Marks
• Provides a thorough explanation of the consequences of the quote <i>injecter du sang neuf</i>	3
• Provides some explanation of the consequences	2
• Provides some relevant information	1

Sample answer:

‘Injecting new blood’ means that new, more suitable employees will be hired by the company which will enable it to become more valued and successful.

Question 10 (d)

Criteria	Marks
• Provides a perceptive explanation of the author’s point of view	5
• Provides a thorough explanation of the author’s point of view	4
• Provides a satisfactory explanation of the author’s point of view	3
• Provides a limited explanation of the author’s point of view	2
• Provides some relevant information	1

Sample answer:

The author is convinced that the changes will be positive for both the company and its employees.

He points out the health benefits for employees. He stresses that the communication among employees will increase because of improved interrelationships. The productivity will improve, as more impromptu discussions will allow for less time wasted in meetings. There will be cost savings for the company as fewer desks are needed and less office space is necessary.

**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

2017 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	School life and aspirations — face-to-face conversation	H3.1
2	2	School life and aspirations — announcement	H3.3
3	3	Travel and tourism — face-to-face conversation	H3.2
4	3	Travel and tourism — monologue	H3.3
5	3	Leisure and interests — face-to-face conversation	H3.3
6	3	The young person's world — face-to-face conversation	H3.4
7	4	Arts and entertainment — radio report	H3.5
8	5	School life and aspirations — face-to-face conversation	H3.6

Section II — Reading and Responding

Part A

Question	Marks	Content	Syllabus outcomes
9 (a)	2	Personal identity — article in a magazine	H3.3
9 (b)	3	Personal identity — article in a magazine	H3.6
9 (c)	3	Personal identity — article in a magazine	H3.5
9 (d)	4	Personal identity — article in a magazine	H3.6
10 (a)	2	The world of work — article in a magazine	H3.1
10 (b)	3	The world of work — article in a magazine	H3.4
10 (c)	3	The world of work — article in a magazine	H3.4
10 (d)	5	The world of work — article in a magazine	H3.6

Section II — Reading and Responding

Part B

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

Section III — Writing in French

Question	Marks	Content	Syllabus outcomes
12	5	Personal identity — email	H2.1, H2.2, H2.3
13 (a)	10	The young person's world — article	H2.1, H2.2, H2.3
13 (b)	10	Daily life/lifestyles — article	H2.1, H2.2, H2.3