

2018 HSC French Continuers Marking Guidelines

Section I — Listening and Responding

Question 1

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

Sample answer:

To inform her pupils that she is leaving the school/moving to France and to invite them to keep in contact/visit.

Question 2

Criteria	Marks
• Demonstrates a sound understanding of why the speakers enjoyed the show	2
• Provides some relevant information	1

Sample answer:

The audience was dressed up as characters from the show. There was an animal on stage.

Question 3

Criteria	Marks
• Identifies the correct answer	1

Sample answer:

D – A ticket office employee

Question 4

Criteria	Marks
• Provides a thorough explanation of why Sophie rejects Lucas's comments	3
• Provides a sound explanation of why Sophie rejects Lucas's comments	2
• Provides some relevant information	1

Sample answer:

Sophie rejects Lucas's comments that it is too dangerous to celebrate overseas because she says that the dangers overseas are the same as in Australia. Sophie also says that she will go sightseeing as well as celebrating. She rejects his comment that her mother won't approve as her mother has already bought the plane ticket for her.

Question 5

Criteria	Marks
• Summarises the main uses of the technology	3
• Attempts to summarise the main uses of the technology	2
• Provides some relevant information	1

Sample answer:

- To distribute medication
- To assist patients in moving around.

Question 6

Criteria	Marks
• Provides a comprehensive comparison of the attitudes of the two speakers	5
• Provides a thorough comparison of the attitudes of the two speakers	4
• Provides a sound comparison of the attitudes of the two speakers	3
• Demonstrates some understanding of the attitude of one or both speakers	2
• Provides some relevant information	1

Sample answer:

The father shows that he is committed to the environment by repairing grandma's solar panels and helping her plant vegetables. He is also thrilled to see that his daughter is showing a similar commitment by attempting to not drive, but instead, catch public transport.

The daughter on the other hand appears to be interested in the environment when it suits her. She will not inconvenience herself if public transport is too difficult so she encourages her father to give them a lift using the excuse that he needs to visit grandma.

Question 7

Criteria	Marks
• Provides a thorough explanation of the speaker's feelings about her grandfather with detailed reference to the text	4
• Provides a sound explanation of the speaker's feelings about her grandfather with reference to the text	3
• Provides some understanding of the speaker's feelings about her grandfather	2
• Provides some relevant information	1

Sample answer:

She admires him for his kindness and gentlemanly behaviour eg carrying her parcels. She has great fondness for him as she recalls nice moments they spend together when he tells her his stories. She is proud of him and in awe of his appreciation of other cultures and ability to continue learning eg Chinese at the age of 70.

Question 8

Criteria	Marks
• Demonstrates a comprehensive understanding of the extent to which the male speaker is satisfied with the changes	5
• Demonstrates a thorough understanding of the extent to which the male speaker is satisfied with the changes	4
• Demonstrates a sound understanding of how the male speaker feels about the changes	3
• Demonstrates some understanding of how the male speaker feels about the changes	2
• Provides some relevant information	1

Sample answer:

He is very satisfied with the changes. He thinks the pedestrian areas are good for the safety of schoolchildren. He feels the vitality the new shops have brought to the area is good for older people like him. He loves the relaxing atmosphere in the (sensory) garden.

However, there are too many big name stores that you find everywhere and he would have liked to have seen more local produce for sale in the new shops. The trees are too small so will not offer enough shade.

Section II — Reading and Responding

Part A

Question 9 (a)

Criteria	Marks
• Identifies the purpose of Luc's email	2
• Provides some relevant information	1

Sample answer:

To tell his sister that he met their cousins (for the first time) and to encourage her to attend the next family get-together.

Question 9 (b)

Criteria	Marks
• Provides a thorough explanation of Luc's comment: <i>il était mon portrait craché</i>	3
• Provides a sound explanation of Luc's comment: <i>il était mon portrait craché</i>	2
• Provides some relevant information	1

Sample answer:

Luc describes Julien as his spitting image (or double) because they have similar physical features (tall, slender, brunette); they walk in the same way and they think alike (laughing at each other's jokes).

Question 9 (c)

Criteria	Marks
• Demonstrates a thorough understanding of what is learnt about Elise from the email	3
• Demonstrates a sound understanding of what is learnt about Elise from the email	2
• Provides some relevant information	1

Sample answer:

We learn that Elise has moved out of home and that she is studying at university. We also learn that she plays musical instruments and she likes having fun, as the photos of her making funny faces with her friends show.

Question 9 (d)

Criteria	Marks
• Provides a thorough understanding of how language and content are used to convey Luc's feelings	4
• Provides a sound understanding of how language and content are used to convey Luc's feelings	3
• Provides some understanding of how language and/or content are used to convey Luc's feelings	2
• Provides some relevant information	1

Sample answer:

Luc shows he is amazed by the similarity of his cousins by using emotive language like the simile (*comme deux gouttes d'eau* – like two drops of water/peas in a pod). He is excited about having met this side of the family reflected in the positive content he includes such as his cousin's smile.

He is happy to have them, reflected in positive adverbs such as *gentiment* (kindly).

His enthusiasm for his sister to meet the family next time is evident in his insistent tone, eg *il faut absolument* (you absolutely have to).

Question 10 (a)

Criteria	Marks
• Demonstrates a thorough understanding of why Sandrine has written the letter	4
• Demonstrates a sound understanding of why Sandrine has written the letter	3
• Demonstrates some understanding of why Sandrine has written the letter	2
• Provides some relevant information	1

Sample answer:

To participate in the ideas competition. She is passionate about the health of young people. She has noticed that students at her school are eager to skip at recess and lunch. Teachers have commented that students work more efficiently after breaks, individually and in groups.

Question 10 (b)

Criteria	Marks
• Demonstrates a thorough understanding of what Sandrine is proposing	3
• Demonstrates a sound understanding of what Sandrine is proposing	2
• Provides some relevant information	1

Sample answer:

Sandrine is proposing a school skipping competition. There will be a sponsored 8-hour marathon event. There will also be a acrobatics section to be judged by the Head of Gymnastics. Funds raised from registrations and sponsors will go to the organisation.

Question 10 (c)

Criteria	Marks
• Demonstrates a comprehensive understanding of how likely Sandrine is to receive a favourable response with detailed reference to the text	6
• Demonstrates a thorough understanding of how likely Sandrine is to receive a favourable response with reference to the text	5
• Demonstrates a sound understanding of how likely Sandrine is to receive a favourable response with some reference to the text	3–4
• Demonstrates some understanding of how likely Sandrine is to receive a favourable response	2
• Provides some relevant information	1

Sample answer:

Sandrine is likely to receive a favourable response. The event is very likely to go ahead because the proposal addresses the charity's conditions. Sandrine and her two best friends form a tight team, are keen and highly capable of implementing the event. The gymnasium is available so weather will not be an issue. The event has also been approved by the school principal provided the school is permitted to hold the competition a week later than the suggested date as there is a clash with exams.

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 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

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

2018 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	The world of work — speech	H3.1
2	2	Arts and entertainment — face-to-face conversation	H3.1
3	1	Travel and tourism — monologue	H3.3
4	3	School life and aspirations — face-to-face conversation	H3.4
5	3	Current issues — interview	H3.2
6	5	Current issues — face-to-face conversation	H3.6
7	4	Relationships — monologue	H3.5
8	5	Daily life/lifestyle — interview	H3.5

Section II — Reading and Responding

Part A

Question	Marks	Content	Syllabus outcomes
9 (a)	2	Personal identity — email	H3.3
9 (b)	3	Personal identity — email	H3.5
9 (c)	3	Personal identity — email	H3.4
9 (d)	4	Personal identity — email	H3.6
10 (a)	4	The young person's world — formal letter	H3.3
10 (b)	3	The young person's world — formal letter	H3.1
10 (c)	6	The young person's world — formal letter	H3.4

Section II — Reading and Responding

Part B

Question	Marks	Content	Syllabus outcomes
11	15	The world of work — email	H2.1, H2.2, H2.3, H3.1, H3.3, H3.5

Section III — Writing in French

Question	Marks	Content	Syllabus outcomes
12	5	Personal identity — diary entry	H2.1, H2.2, H2.3
13 (a)	10	School life and aspirations — script of interview	H2.1, H2.2, H2.3
13 (b)	10	Daily life/lifestyles — script of interview	H2.1, H2.2, H2.3