

## 2019 HSC French Continuers Marking Guidelines

### Section I — Listening and Responding

#### Question 1

Criteria	Marks
• Identifies why Arnaud is leaving a message	2
• Provides some relevant information	1

**Sample answer:**

To remind his parents he is not dining at home tonight and he will spend the night at Jacques' place.

#### Question 2

Criteria	Marks
• Demonstrates a sound understanding of Théo and Marine's arrangement	2
• Provides some relevant information	1

**Sample answer:**

Théo will give the goggles back tomorrow morning in their class.

### Question 3

Criteria	Marks
• Completes the refund form correctly	3
• Completes most information correctly	2
• Provides some relevant information	1

**Sample answer:**

<p><b>Refund form</b></p> <p>Item: vacuum cleaner</p> <p>Serial number: <b>CK 79 25 01</b></p> <p>Reasons for returning the item:</p> <ul style="list-style-type: none"> <li>• <b>It spreads dust everywhere.</b></li> <li>• <b>Power cord is too short.</b></li> <li>• <b>It is heavy and difficult to push.</b></li> </ul>
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### Question 4

Criteria	Marks
• Identifies the correct answer	1

**Sample answer:**

A

### Question 5

Criteria	Marks
• Provides a sound explanation of why the speakers change their holiday plans	3
• Provides some explanation of why the speakers change their holiday plans	2
• Provides some relevant information	1

**Sample answer:**

To begin with, this couple wants to holiday on their own. However, she feels uneasy about leaving the kids with her parents again. They notice that train travel for children is discounted. Accommodation for seniors is at half price. They decide to holiday together as a family.

## Question 6

Criteria	Marks
• Provides a thorough description of the initiatives to be implemented in Paris	4
• Provides a sound description of the initiatives to be implemented in Paris	3
• Provides some understanding of the initiatives to be implemented in Paris	2
• Provides some relevant information	1

### **Sample answer:**

The Paris Town Hall wants to reduce pollution and improve the environment of the river Seine with the following initiatives: using clean-up boats to reduce the number of plastic bottles in the river, tripling the number of recycling bins, installing free sparkling water fountains and finally, planting trees along the river.

## Question 7

Criteria	Marks
• Demonstrates a comprehensive understanding of how Julien convinces his mother to change her mind, with extensive reference to content and language	5
• Demonstrates a thorough understanding of how Julien convinces his mother to change her mind, with reference to content and language	4
• Demonstrates a sound understanding of how Julien convinces his mother to change her mind, with some reference to content and language	3
• Demonstrates some understanding of how Julien convinces his mother to change her mind, with reference to content and/or language	2
• Provides some relevant information	1

### **Sample answer:**

Julien finds arguments to counter each of his mother's points. He asks if his friend Marc can stay over during the summer, but his mother says no as they don't have enough beds and will be repainting the house. He proposes camping in the garden. She likes this idea. His mother refuses to cook for them, so Julien offers to barbeque, which she willingly accepts. He further persuades her by offering to help with the painting.

Julien's persuasive use of language includes terms of endearment to bring around his mother eg 'darling mum' or use of the imperative 'be kind!', calming down strategies eg 'don't get upset'.

**Question 8**

<b>Criteria</b>	<b>Marks</b>
• Provides a comprehensive explanation of why Amélie might be an inspiration to others, with extensive reference to the text	5
• Provides a thorough explanation of why Amélie might be an inspiration to others, with reference to the text	4
• Provides a sound explanation of why Amélie might be an inspiration to others, with some reference to the text	3
• Provides some understanding of why Amélie might be an inspiration to others, with some reference to the text	2
• Provides some relevant information	1

**Sample answer:**

Amélie had the courage to step-up by taking over the station from her husband. She has managed to command respect in a male-dominated field. She is a hard-working and resilient woman as can be seen by her saying you must never give up even in times of dire circumstances, eg drought. All the while, she is conscious of being a role model for her girls hoping to inspire them to persevere in such situations in their lives.

## Section II — Reading and Responding

### Part A

#### Question 9 (a)

Criteria	Marks
• Identifies how Aurélien won fifty euros	2
• Provides some relevant information	1

**Sample answer:**

His story about a thief was the best story of the week for a magazine.

#### Question 9 (b)

Criteria	Marks
• Provides a correct explanation of the significance of <i>Mon coeur bat la chamade</i>	2
• Provides some relevant information	1

**Sample answer:**

His heart is pounding wildly because he has arrived at home to find the window half-opened. He is nervous.

#### Question 9 (c)

Criteria	Marks
• Provides a sound description of the actions which led to Fred Lacanaille's arrest	3
• Provides some description of the actions which led to Fred Lacanaille's arrest	2
• Provides some relevant information	1

**Sample answer:**

Fred stole his collection of ancient statues and uploaded photos of them on his social media site, which he left open on Aurélien's computer. Aurélien called the police who then arrested Fred.

### Question 9 (d)

Criteria	Marks
• Demonstrates a thorough understanding of Aurélien’s change of emotions throughout the course of his story	4
• Demonstrates a sound understanding of Aurélien’s change of emotions throughout the course of his story	3
• Demonstrates some understanding of Aurélien’s change of emotions	2
• Provides some relevant information	1

**Sample answer:**

At first, Aurélien feels everything is as usual. Then, he feels panic seeing the window ajar and asks himself a series of questions. His anxiety grows (his throat tightens) when he sees the mess in his lounge room. He is stunned when he sees his computer turned on. Then he flies into a rage at seeing the photos of his own statues on the robber’s social media site. Finally, he feels relieved when his statues are returned to him.

### Question 10 (a)

Criteria	Marks
• Provides a sound explanation of what the first paragraph reveals about the French people	2
• Provides some relevant information	1

**Sample answer:**

They admit to liking gardening and many visit nurseries every weekend to satisfy their passion.

### Question 10 (b)

Criteria	Marks
• Provides a thorough description of the evolution of the modern gardener and their garden	4
• Provides a sound description of the evolution of the modern gardener and their garden	3
• Provides some understanding of the evolution of the modern gardener and/or their garden	2
• Provides some relevant information	1

**Sample answer:**

The majority of modern gardeners are no longer just from the countryside and have developed their gardening interest during their adult life. It is the second most important living space where families and friends can be entertained. The garden has become a relaxing place to overcome stress.

**Question 10 (c)**

Criteria	Marks
• Provides a sound explanation of how urban communities are applying the findings regarding <i>jardinothérapie</i> with evidence from the text	3
• Provides some explanation of how urban communities are applying the findings regarding <i>jardinothérapie</i> with some evidence from the text	2
• Provides some relevant information	1

**Sample answer:**

To fight the harmful effects of modern society, urban communities now have created sustainable programs respecting biodiversity. There is greater access to community gardens as well as therapeutic gardening sessions in schools, charities and retirement homes.

**Question 10 (d)**

Criteria	Marks
• Provides a comprehensive understanding of how the writer emphasises the importance of the garden in modern society, with detailed reference to both content and language	5
• Provides a thorough understanding of how the writer emphasises the importance of the garden in modern society, with reference to both content and language	4
• Provides a sound understanding of how the writer emphasises the importance of the garden in modern society, with some reference to the content and/or language	3
• Provides some understanding of the garden in modern society	2
• Provides some relevant information	1

**Sample answer:**

The writer uses statistics and survey information and refers to an expert (G. Duzolier) as reliable references to lend credibility and authenticity to the claims. He uses positive expressions to stress emotions of pleasure associated with gardening and explaining the importance of the garden, eg to satisfy one's passion, healthy and zen and anti-stress cure. He uses a rhetorical question to tease the reader's curiosity and an imperative 'don't be mistaken' to debunk the myth. He uses the term *jardinothérapie* twice for emphasis as well as playing on words such as 'collective gardens are flourishing'.

**Answers could include:**

- The writer mentions the influence of the media in popularising gardening shows.
- He has also chosen a title referring to happiness in the garden thus summarising his main point about this topic.

## Section II — Reading and Responding

### Part B

#### Question 11

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates an excellent understanding of the whole text</li> <li>• Manipulates language authentically and creatively to meet the requirements of the task</li> <li>• Organises information and ideas to meet the requirements of the task</li> </ul>	13–15
<ul style="list-style-type: none"> <li>• Demonstrates a good understanding of the text</li> <li>• Manipulates language with some degree of authenticity and creativity to meet the requirements of the task</li> <li>• Organises information and ideas to meet the requirements of the task</li> </ul>	10–12
<ul style="list-style-type: none"> <li>• Responds to some of the questions, statements, comments and/or specific information in the text</li> <li>• Demonstrates a satisfactory knowledge and understanding of vocabulary and sentence structures</li> <li>• Attempts to structure relevant information and ideas</li> </ul>	7–9
<ul style="list-style-type: none"> <li>• Responds to some of the questions, statements, comments and/or specific information in the text</li> <li>• Demonstrates a basic knowledge and understanding of vocabulary and sentence structures</li> <li>• Demonstrates limited ability to link information and ideas or structure text</li> </ul>	4–6
<ul style="list-style-type: none"> <li>• Responds to isolated elements in the text</li> <li>• Uses single words or set formulae to express information</li> </ul>	1–3

## Section III — Writing in French

### Question 12

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

## Section III (continued)

### Question 13

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

# 2019 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	Relationships — voicemail message	H3.3
2	2	School life and aspirations — telephone conversation	H3.1
3	3	Current issues — face-to-face conversation	H3.1
4	1	Daily lifestyles — radio advertisement	H3.5
5	3	Travel and tourism — face-to-face conversation	H3.5
6	4	Current issues — announcement	H3.1
7	5	The young person's world — face-to-face conversation	H3.6
8	5	World of work — interview	H3.4

### Section II — Reading and Responding

#### Part A

Question	Marks	Content	Syllabus outcomes
9 (a)	2	Personal identity — recount	H3.1
9 (b)	2	Personal identity — recount	H3.4
9 (c)	3	Personal identity — recount	H3.1
9 (d)	4	Personal identity — recount	H3.6
10 (a)	2	Leisure and interests — article	H3.1
10 (b)	4	Leisure and interests — article	H3.1
10 (c)	3	Leisure and interests — article	H3.5
10 (d)	5	Leisure and interests — article	H3.6

### Section II — Reading and Responding

#### Part B

Question	Marks	Content	Syllabus outcomes
11	15	Email — relationships — 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	Leisure and interests — message	H2.1, H2.2, H2.3
13 (a)	10	Daily life / lifestyles — script of a speech	H2.1, H2.2, H2.3
13 (b)	10	School life and aspirations — script of a speech	H2.1, H2.2, H2.3