

2020 HSC French Continuers Marking Guidelines

Section I — Listening and Responding

Question 1

Criteria	Marks
• Identifies what Marc needs to do	2
• Provides some relevant information	1

Sample answer:

Marc needs to tidy the house and buy some bread.

Question 2

Criteria	Marks
• Demonstrates a sound understanding of the purpose of Anne's phone call	2
• Provides some relevant information	1

Sample answer:

To inform Paul about / invite Paul to her upcoming wedding and to ask him to bring the grandparents' photo album.

Question 3

Criteria	Marks
• Demonstrates a sound understanding of why Emma is suitable for this position	3
• Demonstrates some understanding of why Emma is suitable for this position	2
• Provides some relevant information	1

Sample answer:

She meets all the criteria: when she worked as a camp supervisor she showed she was responsible and she has a good reference letter from the director; she has a driving licence; and she is capable of supervising the kids' homework.

Question 4

Criteria	Marks
• Summarises the speaker's main points	3
• Provides details of what the speaker says	2
• Provides some relevant information	1

Sample answer:

- At work, adults are often accessing communication devices instead of giving work/colleagues their full attention
- At home, parents often use their mobile phones during dinner instead of giving their attention to their family.

Question 5

Criteria	Marks
• Identifies the correct answer: A	1

Question 6

Criteria	Marks
• Demonstrates a thorough understanding of how likely Marie is to take up boxing	4
• Demonstrates a sound understanding of how likely Marie is to take up boxing	3
• Demonstrates some understanding of how Marie is feeling	2
• Provides some relevant information	1

Sample answer:

It is unlikely that she would take up boxing. Even though she is tired/exhausted and stressed all the time and she thinks she could do with being more relaxed like her friend who is doing boxing, she hasn't done sport in a long time and although the time investment is little (only 10 minutes) she worries about needing to commit to doing it every hour.

Question 7

Criteria	Marks
• Demonstrates a comprehensive understanding of how the speaker tries to persuade the audience to purchase Prinsil, with extensive reference to content and language	5
• Demonstrates a sound understanding of how the speaker tries to persuade the audience to purchase Prinsil, with reference to content and language	4
• Demonstrates some understanding of how the speaker tries to persuade the audience to purchase Prinsil, with some reference to content and language	3
• Demonstrates some understanding of the features of Prinsil	2
• Provides some relevant information	1

Sample answer:

The speaker tries to persuade the audience to buy Prinsil by appealing to their conscience about the environment, saying that by using Prinsil to recycle silicone products they can stop contributing to polluting the planet. The speaker also tries to persuade them by implying that by doing this, the guilt associated with creating waste will be removed.

The speaker also appeals to people's creativity as they can create unique items using the printer.

Persuasive language is used throughout and this includes:

- using rhetorical questions to engage the audience, eg It's fabulous, isn't it?
- using the pronoun *vous*/you and imperatives, eg Hurry up!, to address and involve the audience directly
- using descriptions of feelings to appeal emotionally to the audience, eg felt guilty, relieved, pride.

Question 8

Criteria	Marks
• Demonstrates a comprehensive understanding of why Ludo is a good choice of speaker for this youth forum, with extensive reference to the text	5
• Demonstrates a sound understanding of why Ludo is a good choice of speaker for this youth forum, with reference to the text	4
• Demonstrates some understanding of why Ludo is a good choice of speaker for this youth forum, with some reference to the text	3
• Demonstrates some understanding of what Ludo has done	2
• Provides some relevant information	1

Sample answer:

Ludo is a good choice to speak at this youth forum because the theme is 'succeeding in the face of adversity' and he has been successful despite being a poor immigrant.

He is popular, having been voted 'best artist of the year' and so he has fans who might be inspired by him. His story of initially hating school to being inspired/pushed by his French teacher to work harder might motivate struggling school students. He is also a positive role model for young people/listeners as he is using his success to help others in adversity through his charity work.

Section II — Reading and Responding

Part A

Question 9 (a)

Criteria	Marks
• Demonstrates a sound understanding of why Mr Durand was asked to write this article	2
• Provides some relevant information	1

Sample answer:

As the principal of a school that has recently implemented a successful initiative to help manage behavioural problems, he has been invited to share his experience to help other principals.

Question 9 (b)

Criteria	Marks
• Provides a thorough explanation of the changes made at Lycée Courvoisier	4
• Provides a sound explanation of the changes made at Lycée Courvoisier	3
• Demonstrates some understanding of the changes made at Lycée Courvoisier	2
• Provides some relevant information	1

Sample answer:

The timetable has been changed so that the school day goes from 10 am till 6 pm, (with a two-hour lunch break). The later start is because, according to studies, teenagers' natural sleep patterns do not suit an early start to the school day. They are inattentive in class and behave badly. Students also have time to themselves in the middle of the day as well as Wednesday afternoons when they can do work experience.

Question 9 (c)

Criteria	Marks
• Demonstrates a comprehensive understanding of the extent to which this initiative has been positive for the school community	5
• Demonstrates a thorough understanding of the extent to which this initiative has been positive for the school community	4
• Demonstrates a sound understanding of the extent to which this initiative has been positive for the school community	3
• Demonstrates some understanding of the impact of the initiative	2
• Provides some relevant information	1

Sample answer:

The initiative has been positive to a certain extent. The results in HSC exams have improved, the behaviour problems have diminished and enrolments have increased/there is a waiting list for future years. Some students may find jobs as a result of their work experience. There have been some negatives however: travel to school has been complicated, some teachers with young children have resigned, and some parents are unhappy about the later start to the school day.

Question 10 (a)

Criteria	Marks
• Identifies the main findings of the research regarding Pailly schools	2
• Provides some relevant information	1

Sample answer:

It was found that two-thirds of schools had inadequate ventilation. Children's cognitive learning capacities were diminished.

Question 10 (b)

Criteria	Marks
• Provides a thorough understanding of why some citizens are against the <i>arbres artificiels</i>	3
• Provides some understanding of why some citizens are against the <i>arbres artificiels</i>	2
• Provides some relevant information	1

Sample answer:

They feel that artificial trees are ugly, they are an unnecessary expense and instead they want the elimination of main sources of pollutants from factories and worksites.

Question 10 (c)

Criteria	Marks
• Provides a thorough understanding of the arguments used by the mayor to convince council to follow his recommendation	4
• Provides a sound understanding of the arguments used by the mayor to convince council to follow his recommendation	3
• Demonstrates some understanding of the arguments used by the mayor to convince council to follow his recommendation	2
• Provides some relevant information	1

Sample answer:

The mayor has convinced his council to put air purifiers in schools / to carry out a free trial of air purifiers in classrooms by explaining that total elimination of pollution cannot happen overnight. He stressed that the council has a duty to improve the environment in schools for the health of future generations and that everyone is entitled to clean air.

Question 10 (d)

Criteria	Marks
• Provides a comprehensive explanation of the author's statement	5
• Provides a thorough explanation of the author's statement	4
• Provides a sound explanation of the author's statement	3
• Provides some understanding of the author's statement	2
• Provides some relevant information	1

Sample answer:

'It is up to Pailly businesses to follow the example of the mayor and to take up the challenge!' By this last sentence, the author is urging businesses to follow the example from the mayor/council and take up the challenge of investing in clean air. The author is supportive of the mayor's actions to improve conditions in the streets and schools and of the mayor's idea that the citizens of Pailly deserve to breathe clean air everywhere including offices. The author initially quoted from the research study that air pollution reduces the productivity of office workers by 10%, and that air not adequately filtered affects the health of workers. The author thus believes that businesses should have an economic interest in investing in clean/purified air for the workers.

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

2020 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	Daily life and lifestyle — phone message	H3.1
2	2	Personal identity — phone conversation	H3.3
3	3	World of work — dialogue	H3.5
4	3	Young person's world — report	H3.2
5	1	Travel and tourism — news item	H3.5
6	4	Leisure and interests — conversation	H3.4
7	5	Current issues — advertisement	H3.6
8	5	Arts and entertainment — interview	H3.5

Section II — Reading and Responding

Part A

Question	Marks	Content	Syllabus outcomes
9 (a)	2	School life and aspirations — article	H3.3
9 (b)	4	School life and aspirations — article	H3.5
9 (c)	5	School life and aspirations — article	H3.4
10 (a)	2	Current issues — article	H3.1
10 (b)	3	Current issues — article	H3.1
10 (c)	4	Current issues — article	H3.5
10 (d)	5	Current issues — article	H3.4

Section II — Reading and Responding

Part B

Question	Marks	Content	Syllabus outcomes
11	15	Email — young person's world — 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	Travel and tourism — message	H2.1, H2.2, H2.3
13 (a)	10	World of work — diary entry	H2.1, H2.2, H2.3
13 (b)	10	Relationships — diary entry	H2.1, H2.2, H2.3