

2022 HSC French Continuers Marking Guidelines

Section I — Listening and Responding

Question 1

Criteria	Marks
• Provides what the speaker is looking forward to	2
• Provides some relevant information	1

Sample answer:

He is looking forward to spending time with his cousin (before the wedding) as well as meeting his niece who was born last week.

Question 2

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

Sample answer:

To inform candidates that the basketball teams selection will begin in 20 minutes. To instruct them to go to the gymnasium.

Question 3

Criteria	Marks
• Correctly completes the Visitor Feedback form	3
• Partially completes the form	2
• Provides some relevant information	1

Sample answer:

Visitor Feedback	
<i>Exhibition:</i>	French Impressionists
<i>Date of visit:</i>	01 October 2022
<i>Comments:</i>	
<i>Positive(s)</i>	<ul style="list-style-type: none"> • The audio/information guide was interesting and surprising • A good variety of artists (is included)
<i>Negative(s)</i>	<ul style="list-style-type: none"> • Expensive ticket/some people may not be able to afford it

Answer could include:

- Inconvenient/restricted hours of the guided tours

Question 4

Criteria	Marks
• Provides a summary of the speaker’s main points	3
• Provides details of the speaker’s points	2
• Provides some relevant information	1

Sample answer:

- People’s rubbish is endangering marine life
- People are responsible for keeping the beaches clean.

Question 5

Criteria	Marks
<ul style="list-style-type: none"> Provides a comprehensive comparison of how the speakers feel about their experiences 	4
<ul style="list-style-type: none"> Provides a sound comparison of how the speakers feel about their experiences 	3
<ul style="list-style-type: none"> Demonstrates some understanding of the comments made 	2
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

The speakers feel differently about their language/exchange program in France. Marc didn't like the very different lifestyle, while Alice feels her experience was enriching. Marc feels that the daily meals were overly long/he was bored with conversations about politics. He feels he has missed an opportunity to better his French. On the other hand, Alice enjoyed the meals with the whole family as an opportunity to chat in French with everyone (about different topics). Alice also liked the table etiquette whereas Marc found it annoying.

Question 6

Criteria	Marks
<ul style="list-style-type: none"> Demonstrates a perceptive understanding of the extent to which Laure believes Éric is ready for university with detailed reference to the text 	5
<ul style="list-style-type: none"> Demonstrates a sound understanding of the extent to which Laure believes Éric is ready for university with reference to the text 	4
<ul style="list-style-type: none"> Demonstrates some understanding of the extent to which Laure believes Éric is ready for university with some reference to the text 	3
<ul style="list-style-type: none"> Demonstrates some understanding of the conversation about Éric going to university 	2
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

Although Laure thinks that Éric is very sociable and is looking forward to studying with people from various backgrounds, she believes that Éric is not ready for university: he lacks autonomy and won't be able to cope on his own. She also mentions that he lacks time management skills as he needs reminding when tasks are due. She adds that he lacks evaluative/analytical skills which she knows are essential.

Question 7 (a)

Criteria	Marks
<ul style="list-style-type: none"> Identifies the correct answer 	1

Sample answer:

D

Question 7 (b)

Criteria	Marks
<ul style="list-style-type: none"> Demonstrates a perceptive understanding of the relationship between the male speaker and Laurent with detailed reference to the text 	5
<ul style="list-style-type: none"> Demonstrates a thorough understanding of the relationship between the male speaker and Laurent with reference to the text 	4
<ul style="list-style-type: none"> Demonstrates a sound understanding of the relationship between the male speaker and Laurent with some reference to the text 	3
<ul style="list-style-type: none"> Demonstrates some understanding of the relationship 	2
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

The male speaker and Laurent are seen to have a very close relationship as they have been best friends since high school and are now flatmates. The speaker will be supporting Laurent as he recovers from the injury. Their friendship is solid as it survived separation during their tertiary studies. They have a mutually trusting and supportive relationship. The male speaker helped Laurent with his problems and in turn, Laurent supported the male speaker when he had family troubles.

Section II — Reading and Responding

Part A

Question 8 (a)

Criteria	Marks
• Provides a sound explanation of what the author means	2
• Provides some relevant information	1

Sample answer:

This means we are far from the celebrations of yesteryear. Home parties were predictable and repeated annually, but nowadays customs have changed.

Question 8 (b)

Criteria	Marks
• Demonstrates a sound understanding of why present-day parents use services such as hers	2
• Provides some relevant information	1

Sample answer:

Parents use event planners because they feel stressed by a frenzied modern-day life and they have little time to prepare parties themselves.

Question 8 (c)

Criteria	Marks
• Demonstrates a thorough understanding of why the author is impressed with Alizée's events	3
• Demonstrates a sound understanding of why the author is impressed with Alizée's events	2
• Provides some relevant information	1

Sample answer:

Her events are original like the successful museum party focusing on a mummy. They also are unusual like the kids' party held in a DIY shop to make their own jewellery or toolbox. Such events are lots of fun and include surprise elements such as sweets on a conveyor belt.

Question 8 (d)

Criteria	Marks
• Demonstrates a comprehensive understanding of the skills which have contributed to Alizée's success	4
• Demonstrates a sound understanding of the skills which have contributed to Alizée's success	3
• Demonstrates some understanding of the skills which have contributed to Alizée's success	2
• Provides some relevant information	1

Sample answer:

Alizée has demonstrated people/communication skills through her work with people of all ages such as parents and children as well as dealing with staff at venues.

She has also shown strong business skills, being able to identify and respond to customers' needs. She also understands the latest social trends.

Answers could include:

Alizée has effective organisational skills as seen in organising a party in unusual venues such as a museum.

Question 9 (a)

Criteria	Marks
• Demonstrates a sound understanding of what prompted Leo to write to Yann	2
• Provides some relevant information	1

Sample answer:

Leo wants to take his girlfriend on a weekend away to celebrate their six-month anniversary. He is asking Yann to suggest a destination.

Question 9 (b)

Criteria	Marks
• Demonstrates a thorough understanding of what attracted Yann's grandparents to the island	3
• Demonstrates a sound understanding of what attracted Yann's grandparents to the island	2
• Provides some relevant information	1

Sample answer:

The island is flat, small/easy to walk around for Grandma. Granddad had a passion for the grey seals that reproduce on the island. Grandma found the freshness of the seafood on the island beyond compare.

Question 9 (c)

Criteria	Marks
• Demonstrates a thorough understanding of how Yann conveys how he feels about the island with reference to language and content	4
• Demonstrates a sound understanding of how Yann conveys how he feels about the island with reference to language and content	3
• Demonstrates some understanding of Yann’s feelings	2
• Provides some relevant information	1

Sample answer:

He feels nostalgia for the island because of his grandparents’ attachment to it, (which they pass on to him) eg ‘if only I could relive these moments’ or ‘I have unforgettable memories’.

He loves the island which he calls ‘a magical place’, a hyperbolic term. This is also obvious through his use of metaphors eg ‘jewel in the Atlantic Ocean’ and ‘a pearl in the Iroise Sea’. In the entire email, he makes no negative comment about the island.

Answers could include:

- Emotive language such as ‘unforgettable’, ‘marvellous’ etc
- A question to trigger the readers’ curiosity about the island ‘Did you know ... where they reproduce?’ showing he is fascinated by it.

Question 9 (d)

Criteria	Marks
• Demonstrates a perceptive understanding of how likely Leo is to take up Yann’s suggestion with reference to the text	5
• Demonstrates a thorough understanding of how likely Leo is to take up Yann’s suggestion with reference to the text	4
• Demonstrates a sound understanding of how likely Leo is to take up Yann’s suggestion with some reference to the text	3
• Demonstrates some understanding of Yann’s suggestion and/or Leo’s requirements	2
• Provides some relevant information	1

Sample answer:

Although Leo wants to go somewhere remote (and the island is sparsely populated with very few tourists), he is not very likely to follow Yann’s suggestion because the island does not fit the following criteria/points.

Marianne loves climbing but the island is very flat. Leo was looking to treat Marianne to a five-star hotel but there are only average B&Bs on the island.

They are pressed for time. They may lose time as the transport to and from the island is weather dependent.

With respect to activities, Marianne could go kayaking but 17 degrees in the water is well below the tropical temperatures she likes.

Section II — Reading and Responding

Part B

Question 10

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 11

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 12

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

2022 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 — phone message	H3.1
2	2	Leisure and interests — announcement	H3.3
3	3	Arts and entertainment — conversation/interview	H3.1
4	3	Current issues — radio announcement	H3.2
5	4	Daily life/lifestyles — conversation	H3.5
6	5	School life and aspirations — conversation	H3.4
7 (a)	1	Relationships — conversation	H3.1
7 (b)	5	Relationships — conversation	H3.5

Section II — Reading and Responding

Part A

Question	Marks	Content	Syllabus outcomes
8 (a)	2	The world of work — article	H3.1
8 (b)	2	The world of work — article	H3.1
8 (c)	3	The world of work — article	H3.5
8 (d)	4	The world of work — article	H3.5
9 (a)	2	Travel and tourism — email	H3.1
9 (b)	3	Travel and tourism — email	H3.1
9 (c)	4	Travel and tourism — email	H3.6
9 (d)	5	Travel and tourism — email	H3.4

Section II — Reading and Responding

Part B

Question	Marks	Content	Syllabus outcomes
10	15	Email — school life and aspirations — email	H2.1, H2.2, H2.3, H3.1, H3.3, H3.5

Section III — Writing in French

Question	Marks	Content	Syllabus outcomes
11	5	Personal identity — message	H2.1, H2.2, H2.3,
12 (a)	10	The young person's world — script of a speech	H2.1, H2.2, H2.3
12 (b)	10	School life and aspirations — script of a speech	H2.1, H2.2, H2.3