

2024 HSC French Continuers Marking Guidelines

Section I — Listening and Responding

Question 1

Criteria	Marks
• Correctly completes the telephone message	2
• Provides some relevant information	1

Sample answer:

Telephone message from Pâtisserie Lebon To: <i>Mr Martin</i> Cake order: <i>Chocolate cake</i> Event: Son's birthday Total cost: € 45.70

Question 2

Criteria	Marks
• Explains Arthur's decision	2
• Provides some relevant information	1

Sample answer:

Arthur has decided to (drop tennis and) only continue with golf because he has received a golf scholarship offer from a university.

Question 3

Criteria	Marks
• Summarises the TWO main points of the announcement	3
• Provides details of the main points of the announcement	2
• Provides some relevant information	1

Sample answer:

- Tonight's concert has been cancelled
- Tickets will be refunded

Question 4

Criteria	Marks
• Provides a sound description of the intended audience of the advertisement	3
• Provides some description of the intended audience of the advertisement	2
• Provides some relevant information	1

Sample answer:

People wishing to take a break from the city/traffic/pollution. People who want to get in shape by looking after animals/repairing buildings. People who want to eat healthy meals using vegetables they help grow on the farm.

Question 5

Criteria	Marks
• Selects the correct response	1

Sample answer:

B

Question 6

Criteria	Marks
• Demonstrates a thorough understanding of how likely it is that Monique will quit her job with detailed reference to the text	4
• Demonstrates a sound understanding of how likely it is that Monique will quit her job with reference to the text	3
• Demonstrates some understanding of how likely it is that Monique will quit her job with some reference to the text	2
• Provides some relevant information	1

Sample answer:

Very likely. Monique's job is quite far away. Although she needs money to pay for her exchange to Spain, her parents have agreed to help her with the cost. She is anxious at work because her boss is horrible, for example he always criticises her/shouts at her when she makes mistakes/does not explain the work/gives her tasks others don't want. Quitting her job at the café will enable her to have more time for soccer, which relaxes her.

Question 7

Criteria	Marks
• Provides a perceptive comparison of Emma's and Paul's opinions of the topic being discussed	5
• Provides a thorough comparison of Emma's and Paul's opinions of the topic being discussed	4
• Provides a sound comparison of Emma's and Paul's opinions of the topic being discussed	3
• Demonstrates some understanding of Emma's and Paul's opinions of the topic being discussed	2
• Provides some relevant information	1

Sample answer:

Emma is for the use of artificial intelligence/text generators to do her history assignment/project. She finds them quick to do her research and says that you can learn lots of new things from them/students can produce a better-quality response. On the other hand, Paul is against their use. As they are banned at school, he does not want to get a bad mark for using a pre-written text. He says that you don't learn anything when not thinking for yourself/the use of AI is cheating. He thinks that it is unfair that students who work hard are getting the same marks as students who use artificial intelligence and do half the work.

Question 8

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a comprehensive understanding of how Amélie’s feelings change during the course of the conversation with detailed reference to language and content 	5
<ul style="list-style-type: none"> • Demonstrates a thorough understanding of how Amélie’s feelings change during the course of the conversation with reference to language and content 	4
<ul style="list-style-type: none"> • Demonstrates a sound understanding of how Amélie’s feelings change during the course of the conversation with some reference to language and/or content 	3
<ul style="list-style-type: none"> • Demonstrates some understanding of how Amélie’s feelings change 	2
<ul style="list-style-type: none"> • Provides some relevant information 	1

Sample answer:

At the start of the conversation, Amélie is upset that she did not get into her preferred local university for her journalism course. She uses emotive language to say that she is ‘distraught’/‘about to cry’. She then becomes furious that Louise got into the university even though she skipped most of the classes/doesn’t really want to be a journalist, exclaiming that it puts her into a ‘rage’. She then becomes excited at the idea of applying to a university in Melbourne because she has a friend going and she could have fun with her/share an apartment. At the end, she states positively that she ‘can’t wait!’ to apply.

Answers could include:

- She uses hyperbole to express how distraught she is, ‘I have never lived through anything so abominable!’
- She uses a superlative to convey her rage at Louise getting into the course, ‘The worst student in the class!’
- She becomes excited when she realises that the university in Melbourne is not too far, so she could travel back home quickly to visit.

Section II — Reading and Responding

Part A

Question 9 (a)

Criteria	Marks
• Demonstrates a sound understanding of what prompted the principal to write this notice	3
• Demonstrates some understanding of what prompted the principal to write this notice	2
• Provides some relevant information	1

Sample answer:

She has received complaints from the public, teachers and the parents of potential new students. She wants to protect the school's reputation.

Question 9 (b)

Criteria	Marks
• Demonstrates a sound understanding of the instructions given	3
• Demonstrates some understanding of the instructions given	2
• Provides some relevant information	1

Sample answer:

Stand up for elderly people/people with reduced mobility on the bus. Raise your hand/wait your turn (when you want to talk in class). Put your rubbish in the appropriate bins/encourage others to do the right thing with their rubbish.

Question 9 (c)

Criteria	Marks
• Demonstrates a comprehensive understanding of how the principal uses language to convince the students with detailed reference to the text	5
• Demonstrates a thorough understanding of how the principal uses language to convince the students with reference to the text	4
• Demonstrates a sound understanding of how the principal uses language to convince the students with some reference to the text	3
• Demonstrates some understanding of how the principal uses language to convince the students	2
• Provides some relevant information	1

Sample answer:

The principal uses high modality to prompt students to follow her instructions, eg 'It is essential that you give up your seat' (impersonal expression taking the subjunctive). She also uses the future tense to paint a positive image of the outcome if students follow her directions, eg 'you will help the planet'. A rhetorical question is used to force students to empathise with the people they should be giving their seats to by personifying them, eg 'Imagine your grandparents... you would like them to be helped too, no?'. The use of inclusive language 'our community' directly involves the students in the need to follow the directions to make positive changes in their school and their reputation. Finally, the use of hyperbole/descriptive language conveys the principal's disgust at the state of the rubbish in the playground and the need for students to put their rubbish in the bin — 'our school is neither a giant rubbish bin nor a rat den'.

Answers could include:

- The use of direct address when giving instructions to students prompts them to follow the directions, eg the use of 'you'/'your teachers'/'dear students'.
- The use of positive adjectives eg 'harmoniously', to encourage students to think about the result of following the directions and living together harmoniously in their community.

Question 10 (a)

Criteria	Marks
• Identifies how Sainte-Louison is described in the first paragraph	2
• Provides some relevant information	1

Sample answer:

It is described as an island/idyllic place (15,000 kilometres from mainland France). It has white sand beaches/turquoise waters and multicoloured fish/exotic parrots.

Question 10 (b)

Criteria	Marks
• Demonstrates a sound understanding of the sequence of events that led the author to become interested in the issue	3
• Demonstrates some understanding of the sequence of events that led the author to become interested in the issue	2
• Provides some relevant information	1

Sample answer:

He visited Sainte-Louison to show his childhood home to his children. He was shocked that there was a lot more pollution than there used to be. One of his children became sick while swimming in the polluted ocean.

Question 10 (c)

Criteria	Marks
• Demonstrates a sound understanding of how appropriate <i>phytodépollution</i> is to Sainte-Louison's current needs	3
• Demonstrates some understanding of how appropriate <i>phytodépollution</i> is to Sainte-Louison's current needs	2
• Provides some relevant information	1

Sample answer:

Phytodépollution is a process that uses indigenous aquatic plants to clean the water. (While it has been successful elsewhere), it is not very appropriate to Sainte-Louison as local plants have not yet been discovered, so it would take time to be effective.

Question 10 (d)

Criteria	Marks
<ul style="list-style-type: none"> Provides a comprehensive and perceptive explanation of the author's concluding statement <i>Travaillons ensemble pour que notre paradis oublié soit enfin retrouvé</i> 	6
<ul style="list-style-type: none"> Provides a comprehensive explanation of the author's concluding statement <i>Travaillons ensemble pour que notre paradis oublié soit enfin retrouvé</i> 	5
<ul style="list-style-type: none"> Provides a thorough explanation of the author's concluding statement <i>Travaillons ensemble pour que notre paradis oublié soit enfin retrouvé</i> 	4
<ul style="list-style-type: none"> Provides a sound explanation of the author's concluding statement <i>Travaillons ensemble pour que notre paradis oublié soit enfin retrouvé</i> 	3
<ul style="list-style-type: none"> Demonstrates some understanding of the author's concluding statement 	2
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

The author's concluding statement 'Let's all work together so that our lost paradise is finally recovered' highlights the collective responsibility to contribute solutions to the problems facing the island. The author encourages residents to adopt the simple habit of recycling their plastic bottles (at recycling depots), in an effort to reduce plastic pollution in the ocean. Due to the success of small-scale family farms producing organic produce to rejuvenate the soil, he also encourages more locals to adopt this practice. Civil servants are begged to immediately repair the sewerage system of the island, and to make compulsory the use of refillable bottles in the hotel industry. The concluding remark encourages everyone to take part in 'recovering' their 'paradise'.

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

2024 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	Personal identity — phone message	H3.1
2	2	Leisure and interests — dialogue	H3.1
3	3	Arts and entertainment — announcement	H3.2
4	3	Daily life/lifestyles — advertisement	H3.3
5	1	The young person's world — dialogue	H3.4
6	4	The world of work — dialogue	H3.5
7	5	Current issues — dialogue	H3.5
8	5	School life and aspirations — dialogue	H3.6

Section II — Reading and Responding

Part A

Question	Marks	Content	Syllabus outcomes
9 (a)	3	School life and aspirations — notice	H3.1
9 (b)	3	School life and aspirations — notice	H3.1
9 (c)	5	School life and aspirations — notice	H3.6
10 (a)	2	Current issues — article	H3.1
10 (b)	3	Current issues — article	H3.1
10 (c)	3	Current issues — article	H3.5
10 (d)	6	Current issues — article	H3.5

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, H3.4, H3.5

Section III — Writing in French

Question	Marks	Content	Syllabus outcomes
12	5	Daily life/lifestyles — message	H2.1, H2.2, H2.3
13 (a)	10	Travel and tourism — email	H2.1, H2.2, H2.3
13 (b)	10	Leisure and interests — email	H2.1, H2.2, H2.3