

2016 HSC French Beginners Marking Guidelines

Section I — Listening

Question 1

| Criteria | Marks |
|---------------------------------------|-------|
| • Identifies what Philippe looks like | 2 |
| • Provides some relevant information | 1 |

Sample answer:

He has brown eyes and blond hair.

Question 2

| Criteria | Marks |
|--------------------------------------|-------|
| • Correctly completes the table | 2 |
| • Provides some relevant information | 1 |

Sample answer:

| | |
|-----------------------|---|
| Destination | Lyon |
| Departure Time | <i>9:00 am</i> |
| Type of ticket | <input type="checkbox"/> one way ✓ <i>return</i> |
| Cost of ticket | <i>110 euros</i> |

Question 3

| Criteria | Marks |
|--|-------|
| • Identifies the purpose of the announcement | 2 |
| • Provides some relevant information | 1 |

Sample answer:

To warn people about road closures in the town centre.

Question 4

| Criteria | Marks |
|-----------------------------------|-------|
| • Identifies the correct response | 1 |

Sample answer:

(B) They have Physical Education.

Question 5

| Criteria | Marks |
|--|-------|
| • Explains in detail Jérôme's change of feelings throughout the conversation | 3 |
| • Provides some explanation of Jérôme's feelings | 2 |
| • Provides some relevant information | 1 |

Sample answer:

He is happy because he bought something new. However, he is disappointed because Marie can't go over to see it. He is then pleased to send her a photo of it instead.

Question 6

| Criteria | Marks |
|---|-------|
| • Correctly completes the application form | 3 |
| • Correctly completes two pieces of information | 2 |
| • Provides some relevant information | 1 |

Sample answer:

| <i>Bibliothèque Montparnasse</i> | |
|----------------------------------|------------------------------|
| Surname | Marigny |
| First name | Alain |
| Address | 13, rue des Peupliers, Nîmes |
| Telephone number | 55 83 22 07 |
| Preferred reading | Historical novels |

Question 7

| Criteria | Marks |
|--|-------|
| • Provides a thorough explanation of why Marc and Amélie are arguing | 4 |
| • Provides a good explanation of why Marc and Amélie are arguing | 3 |
| • Provides a satisfactory explanation of why Marc and Amélie are arguing | 2 |
| • Provides some relevant information | 1 |

Sample answer:

They are arguing because they cannot agree on what TV program to watch. She thinks it is her turn because she did the washing up last night while he watched his program. He thinks that it should be his turn because Amélie always decides.

Question 8

| Criteria | Marks |
|---|-------|
| • Provides a thorough understanding of Guillaume's choice of career | 4 |
| • Provides a good understanding of Guillaume's choice of career | 3 |
| • Provides some understanding of Guillaume's choice of career | 2 |
| • Provides some relevant information | 1 |

Sample answer:

He did not follow his parent's advice to become an engineer because he finds it boring as a job. He prefers to follow his dream of playing music all the time by becoming a music teacher. This way he can combine his passion for music with a reliable job.

Question 9

| Criteria | Marks |
|--|-------|
| • Provides a thorough analysis of the reasons for the speech with detailed reference to the text | 4 |
| • Provides a sound analysis of the reasons for the speech with some reference to the text | 3 |
| • Provides a basic analysis of the reasons for the speech | 2 |
| • Provides some relevant information | 1 |

Sample answer:

To offer students a free breakfast, because she is concerned about her students skipping breakfast, going to bed late because they have jobs or spend too much time on computers.

Question 10

| Criteria | Marks |
|--|-------|
| • Provides a comprehensive analysis of whether Clarisse is likely to take part in the initiative with detailed reference to the text | 5 |
| • Provides a detailed analysis of whether Clarisse is likely to take part in the initiative with some reference to the text | 4 |
| • Provides a satisfactory understanding of whether Clarisse is likely to take part in the initiative with some reference to the text | 3 |
| • Shows some understanding of whether Clarisse is likely to take part in the initiative | 2 |
| • Provides some relevant information | 1 |

Sample answer:

Yes, she is, although at first her father's suggestion doesn't interest her for several reasons, she would prefer to listen to a guest speaker at school. However, she changes her mind because her father is making her an attractive offer: she can take a friend with her to her father's office and get free movie tickets afterwards. She thinks it is a good idea.

Section II — Reading

Question 11

| Criteria | Marks |
|---|-------|
| • Identifies what Jo's message is about | 2 |
| • Provides some relevant information | 1 |

Sample answer:

She is asking friends whether they are coming to her ice-skating competition and to reply by text.

Question 12 (a)

| Criteria | Marks |
|---|-------|
| • Explains the reason why schools and restaurants are involved in the event | 1 |

Sample answer:

They are involved because of the popularity of vegetarianism.

Question 12 (b)

| Criteria | Marks |
|--|-------|
| • Demonstrates a thorough understanding of why health experts consider this event is important | 3 |
| • Demonstrates a sound understanding of why this event is important | 2 |
| • Provides limited understanding | 1 |

Sample answer:

Health experts consider this event important because you need to eat less meat and more vegetables and it supports the fight against cancer.

Question 13 (a)

| Criteria | Marks |
|---|-------|
| • Demonstrates a good understanding of how the writer feels | 2 |
| • Provides some relevant information | 1 |

Sample answer:

She feels happy because it is sunny, and she has seven days without her parents.

Question 13 (b)

| Criteria | Marks |
|---|-------|
| • Provides a comprehensive analysis of how the writer enjoyed her holiday | 4 |
| • Provides a thorough understanding of how the writer enjoyed her holiday | 3 |
| • Provides some understanding of how the writer enjoyed her holiday | 2 |
| • Provides some relevant information | 1 |

Sample answer:

Despite the fact that it rained for four days and she didn't like her roommate singing all night, overall she enjoyed her holiday because it ended up being nice weather, she could surf and she met a nice boy.

Question 14 (a)

| Criteria | Marks |
|---|-------|
| <ul style="list-style-type: none"> Gives the reason why Pascal is writing this email | 1 |

Sample answer:

He is seeking advice on making friends in the small village he has moved to.

Question 14 (b)

| Criteria | Marks |
|--|-------|
| <ul style="list-style-type: none"> Demonstrates a good understanding of what the first email reveals about Pascal | 2 |
| <ul style="list-style-type: none"> Provides some relevant explanation | 1 |

Sample answer:

He is interested in sport, cycling and football. He is used to spending time chatting with friends. He is now shy.

Question 14 (c)

| Criteria | Marks |
|---|-------|
| <ul style="list-style-type: none"> Provides a concise summary of the advice in Adogourou's response | 4 |
| <ul style="list-style-type: none"> Demonstrates thorough understanding of Adogourou's advice but not in summary form | 3 |
| <ul style="list-style-type: none"> Demonstrates some understanding of Adogourou's advice | 2 |
| <ul style="list-style-type: none"> Provides some relevant information | 1 |

Sample answer:

Adogourou advises to be patient, to pluck up courage, to speak to the young people from the café, to play a game of football. She also advises him to get a small job at the baker's so he can meet people.

Question 15 (a)

| Criteria | Marks |
|--|-------|
| • Identifies what prompted Elise to write her blog | 2 |
| • Provides some relevant information | 1 |

Sample answer:

Her parents are going to take away her phone and stop her activities.

Question 15 (b)

| Criteria | Marks |
|--|-------|
| • Provides a thorough comparison of Valérie's and Sylvain's advice | 4 |
| • Provides a sound comparison of Valérie's and Sylvain's advice | 3 |
| • Shows some understanding of Valérie's and/or Sylvain's advice | 2 |
| • Provides some relevant information | 1 |

Sample answer:

Both Valerie and Sylvain agree she should chat less on the phone and go out with her friends less. So she can do her homework, Valerie recommends a routine and to limit herself to one sport whereas Sylvain thinks that maintaining a routine is not easy. He says she must instead have a strong mental attitude and reward herself at times so as to work more.

Question 15 (c)

| Criteria | Marks |
|--|-------|
| <ul style="list-style-type: none">• Provides a perceptive analysis of the likelihood of Elise making any changes• Provides detailed reference to the text | 5 |
| <ul style="list-style-type: none">• Provides a thorough analysis of the likelihood of Elise making any changes• Provides reference to the text | 4 |
| <ul style="list-style-type: none">• Demonstrates a sound understanding of whether Elise will make any changes• Provides some reference to the text | 3 |
| <ul style="list-style-type: none">• Demonstrates some understanding of whether Elise will make any changes | 2 |
| <ul style="list-style-type: none">• Provides some relevant information | 1 |

Sample answer:

Yes and no. She is not convinced about giving up sport because she wants to keep seeing her friends. She admits that she is not organised so she is turning down the idea of implementing a routine. Yet she is swayed by the idea of a reward after effort and decides to speak to her parents about going away with friends after the final exams.

Section III — Writing in French

Part A

Question 16

| Criteria | Marks |
|---|-------|
| <ul style="list-style-type: none"> Communicates ideas and information appropriate to audience, purpose and context Organises ideas and information Applies knowledge of vocabulary and language structures to the task | 4 |
| <ul style="list-style-type: none"> Communicates with some awareness of audience, purpose and context Demonstrates some knowledge of vocabulary and language structures | 2–3 |
| <ul style="list-style-type: none"> Produces some comprehensible language related to the task | 1 |

Question 17

| Criteria | Marks |
|--|-------|
| <ul style="list-style-type: none"> Communicates ideas and information appropriate to audience, purpose and context Organises ideas and information coherently Applies knowledge of vocabulary and language structures to the task | 6 |
| <ul style="list-style-type: none"> Communicates with some awareness of audience, purpose and context Organises ideas and information with some coherence Demonstrates knowledge of vocabulary and language structures | 4–5 |
| <ul style="list-style-type: none"> Demonstrates some understanding of the requirements of the task Demonstrates some ability to organise information Demonstrates some knowledge of vocabulary and language structures | 2–3 |
| <ul style="list-style-type: none"> Produces some comprehensible language related to the task | 1 |

Section III — Writing in French

Part B

Questions 18 and 19

| Criteria | Marks |
|---|-------|
| <ul style="list-style-type: none"> • Presents ideas and information relevant to audience, purpose and context • Organises ideas and information coherently • Demonstrates control of a range of vocabulary and language structures | 9–10 |
| <ul style="list-style-type: none"> • Presents ideas and information mostly relevant to audience, purpose and context • Organises ideas and information with some coherence • Demonstrates knowledge of vocabulary and language structures | 7–8 |
| <ul style="list-style-type: none"> • Presents some ideas and information relevant to audience, purpose and context • Demonstrates some ability to organise information • Demonstrates some knowledge of vocabulary and language structures | 5–6 |
| <ul style="list-style-type: none"> • Presents some information relevant to the task • Demonstrates a basic knowledge of vocabulary and language structures | 3–4 |
| <ul style="list-style-type: none"> • Produces some comprehensible language related to the task | 1–2 |

2016 HSC French Beginners

Mapping Grid

Oral Examination

| Question | Marks | Content | Syllabus outcomes |
|----------|-------|---|-------------------|
| | 20 | Conversation covering the candidate's personal world as it relates to the prescribed topics | H1.1, H1.2, H1.3 |

Written Examination

Section I — Listening

| Question | Marks | Content | Syllabus outcomes |
|----------|-------|--|-------------------|
| 1 | 2 | Family life, home, neighbourhood – conversation | H2.2 |
| 2 | 2 | Holidays, travel and tourism – conversation | H2.2 |
| 3 | 2 | People, places and communities – radio announcement | H2.5 |
| 4 | 1 | Education and work – loudspeaker announcement | H2.2 |
| 5 | 3 | Friends, recreation, pastimes – telephone conversation | H2.1 |
| 6 | 3 | People, places, communities – conversation | H2.2 |
| 7 | 4 | Family life, home, neighbourhood – conversation | H2.1 |
| 8 | 4 | Future aspirations – interview | H2.1 |
| 9 | 4 | People, places and communities – speech | H2.5 |
| 10 | 5 | Education and work – conversation | H2.4 |

Section II — Reading

| Question | Marks | Content | Syllabus outcomes |
|----------|-------|---|-------------------|
| 11 | 2 | Friends, recreations, pastimes – SMS text message | H2.2 |
| 12 (a) | 1 | People, places and communities – magazine article | H2.1 |
| 12 (b) | 3 | People, places and communities – magazine article | H2.1 |
| 13 (a) | 2 | Holidays, travel and tourism – diary entry | H2.1 |
| 13 (b) | 4 | Holidays, travel and tourism – diary entry | H2.4 |
| 14 (a) | 1 | Friends, recreation and pastimes – email | H2.5 |
| 14 (b) | 2 | Friends, recreation and pastimes – email | H2.2 |
| 14 (c) | 4 | Friends, recreation and pastimes – email | H2.3 |
| 15 (a) | 2 | Education and work – blog | H2.5 |
| 15 (b) | 4 | Education and work – blog | H2.1 |
| 15 (c) | 5 | Education and work – blog | H2.4 |

Section III — Writing in French

Part A

| Question | Marks | Content | Syllabus outcomes |
|----------|-------|--|-------------------|
| 16 | 4 | Family life, home and neighbourhood – message | H3.1, H3.2, H3.3 |
| 17 | 6 | Friends, recreations, pastimes – informal letter | H3.1, H3.2, H3.3 |

Section III — Writing in French
Part B

| Question | Marks | Content | Syllabus outcomes |
|-----------------|--------------|--|--------------------------|
| 18 | 10 | Holidays, travel and tourism – email | H3.1, H3.2, H3.3 |
| 19 | 10 | Friends, recreations, pastimes – email | H3.1, H3.2, H3.3 |