



FRENCH: SECOND LANGUAGE

ATAR course examination 2021

Written marking key

Marking keys are an explicit statement about what the examining panel expect of candidates when they respond to particular examination items. They help ensure a consistent interpretation of the criteria that guide the awarding of marks.

Section One
Response: Listening

30% (39 Marks)

Text 1: Victoire pour la France**Question 1**

(1 mark)

Where in France does Valentina come from?

Description	Marks
Brittany	1
Total	1

Question 2

(4 marks)

(a) How did Valentina feel before her performance?

(2 marks)

Description	Marks
She was stressed	1
but she couldn't wait/she was looking forward to it/she was eager/excited.	1
Total	2

(b) Who was there to support her?

(2 marks)

Description	Marks
Her (whole) team	1
and her parents.	1
Total	2

Question 3

(4 marks)

Tick (✓) to indicate whether the statements are true **or** false.

Description			Marks
Statements	True	False	
This was the first time France had won Junior Eurovision.	✓		1
Valentina had previously won The Voice Kids.		✓	1
Valentina sang John Lennon's <i>Imagine</i> in French to convey a positive message.		✓	1
The adult version of Eurovision took place in May 2019		✓	1
Total			4

Question 4

(2 marks)

What **two** hopes does the speaker have for next year?

Description	Marks
The adult Eurovision will be reinstated.	1
France will regain/keep the Junior title.	1
Total	2

Text 2: *Petits moments de bonheur avec Amélie*

Question 5

(3 marks)

(a) Tick (✓) to indicate the correct statement.

(1 mark)

Description		Marks
Statement	✓	
Amélie has just downloaded <i>Luminosity</i> and started using it a few days ago.		
Amélie downloaded <i>Luminosity</i> a few months ago but hadn't used it until recently.	✓	1
Amélie has downloaded <i>Luminosity</i> and has been using it for a few months.		
Total		1

(b) What type of people would like *Luminosity*, according to Amélie?

(2 marks)

Description	Marks
Those who like puzzles/brain teasers and like to stimulate their brains.	1
	1
Total	2

Question 6

(2 marks)

What **two** things does the application *Dormez-vous* do?

Description	Marks
analyses the phases of sleep	1
works out the best time to wake up	1
Total	2

Question 7

(1 mark)

What is the name of the application recommended for those who want to shape their body?

Description	Marks
12 minutes	1
Total	1

Question 8

(5 marks)

(a) Why does Amélie recommend *RespiMedi*?

(2 marks)

Description	Marks
It was named application of the year.	1
It's the only meditation app that is totally/truly/really free.	1
Total	2

(b) List **three** benefits that you could gain from using this application.

(3 marks)

Description	Marks
Any three of the following:	
only need a quarter of an hour daily	1-3
learn how to relax	
improve your concentration	
better manage your emotions	
attain inner peace	
Total	3

Text 3: Parlons de l'avenir

Listen to this conversation and answer Question 9 to 12.

Part (i)**Question 9****(6 marks)**

- (a) How long does Matthieu have to make a decision and why is the decision so important? (2 marks)

Description	Marks
Only two weeks	1
because it will determine his future.	1
Total	2

- (b) How does Zoé respond to Matthieu's dilemma? (4 marks)

Description	Marks
She says it's not easy.	1
What is positive is that in both/two cases/either case	1
he will have a secure/assured future	1
which is a luxury when you are 17/at 17.	1
Total	4

Question 10**(2 marks)**

- (a) What was Zoé hoping to do professionally after her planned year in Monaco? (1 mark)

Description	Marks
train to be an engineer	1
Total	1

- (b) What does Zoé need to achieve this goal? (1 mark)

Description	Marks
ten thousand euros	1
Total	1

Part (ii)**Question 11****(3 marks)**

What does Zoé tell Matthieu about tomorrow?

Description	Marks
She has a job interview	1
to be a lifeguard	1
at a swimming pool near her home/house.	1
Total	3

Question 12

(6 marks)

(a) Why does Zoé advise Matthieu to accept the officer position?

(4 marks)

Description	Marks
He can prepare for/study for a qualification/diploma/degree	1
while learning a job at the same time/learning a career/doing an apprenticeship.	1
He will have a meaningful/purposeful/rewarding career	1
in a dynamic environment.	1
Total	4

(b) What does Zoé tell Matthieu to do about his university offer, and what reason does she give for this advice?

(2 marks)

Description	Marks
Defer/postpone it	1
so he will have a backup plan/second option/plan B.	1
Total	2

Section Two

Response: Viewing and reading

30% (64 Marks)

Text 4: *Un email de Vanuatu*

Question 13

(2 marks)

What reason does Sébastien give for the delay in writing to his sister?

Description	Marks
Moving house/moving to Vanuatu	1
took him longer than he thought/predicted/foresaw/anticipated/expected.	1
Total	2

Question 14

(5 marks)

- (a) What positive aspects of the physical school environment helped Sebastian to find his feet at work? (3 marks)

Description	Marks
The classrooms are like those they know/are familiar	1
minus/without the offensive graffiti/tags.	1
The quad/playground/schoolyard is more pleasant, with coconut trees.	1
Total	3

- (b) How does Sebastien describe his students? (2 marks)

Description	Marks
Not exactly/without being hard-working	1
but eager to learn.	1
Total	2

Question 15

(6 marks)

- (a) Describe the accommodation that Sebastien chose. (2 marks)

Description	Marks
He rented a (little/small) house	1
By/close to/next to/beside the beach/sea/ocean.	1
Total	2

- (b) Give **two** advantages and **two** disadvantages of this choice. (4 marks)

Description	Marks
Advantages:	
he has a better lifestyle/quality of life only/just has to walk a few metres to swim	1–2
Disadvantages:	
further from the school more expensive than an apartment in town	1–2
Total	4

Question 16

(4 marks)

(a) Name **two** activities that Sebastian has started.

(2 marks)

Description	Marks
coaching/training (amateur) football/soccer	1
beginners classes in the third official language	1
Total	2

(b) Why does Sebastien want his sister to visit him soon?

(2 marks)

Description	Marks
(He can't wait) to show her/have her discover the archipelago of happiness.	1
	1
Total	2

Text 5: Call My Agent: A window into French cinema**Question 17****(3 marks)**What are the ideas behind the Netflix series *Dix Pour Cent*?

Description	Marks
It showcases/highlights/shows actors as themselves	1
having fun with/playing with the rules/codes of French cinema	1
in a self-deprecating/self-mocking way/while making fun of itself/themselves.	1
Total	3

Question 18**(5 marks)**

- (a) Why might it be assumed that foreign viewers would be reluctant to watch *Dix Pour Cent*? (3 marks)

Description	Marks
Because the stars/actors aren't well-known outside France	1
and the cynical humour and cultural references	1
could get lost in translation.	1
Total	3

- (b) Give **two** aspects of the series that interested Tom Jefferies. (2 marks)

Description	Marks
Whether the relationships between agents and actors were different in Europe	1
To see actors making fun of their own selfishness/self-absorption	1
Total	2

Question 19**(2 marks)**

Tick (✓) to indicate the **two** character types that are **not** mentioned as being portrayed in the series.

Description		Marks
Character types	✓	
the married couple going through a divorce	✓	1
the YouTube sensation wanting to be taken seriously		
the singer who has changed to a career in acting	✓	1
the aging actress hoping for a big come back		
Total		2

Question 20

(4 marks)

- (a) Why did the character played by Camille Cottin captivate audiences? (2 marks)

Description	Marks
because she's a strong woman/female character	1
who isn't afraid to say what she thinks	1
Total	2

- (b) What makes her a complex character, according to Aurélie Granier? (2 marks)

Description	Marks
Because she makes a mess of her private life/messes up/ruins her private life	1
while being successful at work/in her professional life.	1
Total	2

Text 6: *Le stress des jeunes à la loupe*

Question 21

(7 marks)

- (a) According to the report, what feelings have all young people experienced at some time in their lives? (2 marks)

Description	Marks
a knot/butterflies in the stomach/sick in the stomach	1
Breathlessness/out of breath	1
Total	2

- (b) State **five** possible reasons for such feelings. (5 marks)

Description	Marks
back to school/the start of the school year	1
an exam to sit /an upcoming exam	1
bad school results/marks	1
a new (part-time/casual) job	1
a bus that doesn't arrive when we/you are already late	1
Total	5

Question 22

(2 marks)

What does the brain do when a stressful situation occurs?

Description	Marks
Sends a warning sign/message/alert	1
so that the body finds balance once more/again.	1
Total	2

Question 23

(2 marks)

Tick (✓) to indicate the **two** correct statements.

Description		Marks
Statement	✓	
Julien's grandmother found the stress of life hard to bear.		
Julien's grandmother thought that stress could be beneficial.	✓	1
A small amount of stress for a short time helps us behave more sensibly.		
A small amount of stress for a short time makes us more aware of our surroundings.	✓	1
Total		2

Question 24

(5 marks)

- (a) Where can young people find the tools to manage their stress? (1 mark)

Description	Marks
within themselves	1
Total	1

- (b) List **four** strategies that would help young people experience joy and improve their mood. (4 marks)

Description	Marks
breathing	1
physical exertion/activity	1
seeing the good side/bright side of life	1
forsee/predict situations	1
Total	4

Text 7: La radio a-t-elle encore de l'avenir ?**Question 25****(3 marks)**

Why is Aline being interviewed on the radio?

Description	Marks
She is the creator of a podcast (Friends at all hours)	1
to explain the development of podcasts/online digital audio content	1
and what they offer to the public.	1
Total	3

Question 26**(6 marks)**

(a) According to Aline, what is a podcast?

(3 marks)

Description	Marks
Digital audio content on any topic	1
that can be listened to anywhere, anytime	1
on computers or smartphones through apps (such as Spotify and iTunes).	1
Total	3

(b) What advantages do independent podcasts have compared to those consisting of previously broadcast radio programs?

(3 marks)

Description	Marks
(They are) created directly online.	1
There are no constraints with regard to/with/about format	1
or editorial bias/slant/opinion.	1
Total	3

Question 27**(5 marks)**According to Aline, what are **five** advantages of podcasts over traditional radio?

Description	Marks
Any five of the following:	1–5
Traditional media only covers mainstream news.	
Podcasters can deal with niche subjects/target their audience.	
Anyone can create and broadcast/share/publish/send out one.	
Listeners can access/choose from a menu of content.	
They are often without advertising.	
They offer diversity.	
Total	5

Question 28**(3 marks)**

Tick (✓) to indicate whether the following statements below are true or false.

Description			Marks
	True	False	
The emergence of podcasts has meant that very few people now listen to the radio.		✓	1
Radio stations will need to diversify rather than only creating live content.	✓		1
It is important that podcasts be a trustworthy source of news.		✓	1
Total			3

Part A: Stimulus response

20% (20 Marks)

Question 29

(20 marks)

This message published on a blog inspires you. Write your response to this blog posting to indicate:

- **two** personal reasons why you would give up social media
- **two** practical measures that you would put in place to succeed in reducing your digital habit.

Description	Marks
Content and relevance of response to the question	
Provides all the required content and relates it strongly to the question by writing a blog posting in which the candidate shares: <ul style="list-style-type: none"> • two personal reasons why they would give up social media (2) • two practical measures that they would put in place to succeed in reducing their digital habit (2) • uses effective and relevant details to elaborate. (2) 	6
Provides most of the required content and relates it to the question. Uses relevant details to elaborate.	5
Provides mostly relevant content and relates it mostly to the question. Uses details to elaborate.	4
Provides generally relevant content and relates it somewhat to the question. Uses details to elaborate.	3
Provides content that has superficial relevance to the question.	2
Provides content with little relevance to the question.	1
Provides content with no relevance to the question.	0
Subtotal	6
Accuracy (grammar, syntax and spelling)	
Demonstrates a thorough knowledge of grammar (including parts of speech, agreements, objects, conjugation, tense and mood) and syntax. Uses a range of complex structures with some errors. Makes minor errors occasionally, but inaccuracies do not affect meaning or flow.	6
Demonstrates a sound knowledge of grammar (including parts of speech, agreements, conjugation, tense and mood) and syntax. Uses a range of structures with some errors. Makes errors occasionally, but inaccuracies do not affect meaning or flow.	5
Demonstrates a satisfactory knowledge of grammar (including agreements, tense and mood) and syntax. Uses a range of simple structures correctly. Makes errors, but inaccuracies do not affect meaning.	4
Demonstrates an imperfect knowledge of grammar (including agreements, tense and mood) and syntax. Uses simple structures correctly most of the time. Makes errors, with inaccuracies occasionally affecting meaning.	3
Demonstrates an inadequate knowledge of grammar (including agreements, tense and mood) and syntax. Uses a limited range of structures. Relies on syntax of another language. Makes errors, and inaccuracies impede understanding.	2
Demonstrates poor knowledge of grammar (including agreements, tense and mood) and syntax. Uses a limited range of structures. Relies heavily on syntax of another language. Makes frequent errors.	1
Does not observe the conventions of grammar.	0
Subtotal	6

Description	Marks
Style (vocabulary, range and impact of language)	
Uses an extensive, contextually relevant vocabulary and a wide range of expressions. Effectively engages the audience.	5
Uses contextually relevant vocabulary and a range of expressions. Engages the audience.	4
Uses relevant vocabulary and a few expressions. Engages the audience somewhat.	3
Uses mostly relevant vocabulary and expressions.	2
Uses repetitive, basic vocabulary. Relies on cognates.	1
No evidence of this criterion.	0
Subtotal	5
Text type and sequencing	
Uses all the key conventions of the text, including appropriate register. Sequences information cohesively and coherently. Writes a blog, which includes: a salutation and sign-off, informal and colloquial language.	3
Uses most of the key conventions of the text type. Generally uses appropriate register. Sequences information to some extent. Connections are simple and straight-forward.	2
Uses few of the key conventions of the text type. Shows some consideration of the audience or the purpose for writing. Limited organisation impedes the flow and understanding. The connection between the ideas is sometimes unclear.	1
Does not observe the conventions of the text type. Shows lack of consideration of the audience or the purpose for writing. Does not sequence ideas.	0
Subtotal	3
Total	20

Question 30

(20 marks)

This advertisement has been posted on social media. Write a discussion between two French speaking immigrants, recently arrived in Toulon, about their difficulties integrating and their reaction to the advertisement. You must include:

- **two** reasons why each of them is thinking of joining the collective
- how **two** of the proposed activities could help them to integrate.

Description	Marks
Content and relevance of response to the question	
Provides all the required content and relates it strongly to the question by writing a discussion in which the immigrants share: <ul style="list-style-type: none"> • two reasons why each of them is thinking of joining the collective (2) • how two of the proposed activities could help them to integrate (2) • uses effective and relevant details to elaborate. (2) 	6
Provides most of the required content and relates it to the question. Uses relevant details to elaborate.	5
Provides mostly relevant content and relates it mostly to the question. Uses details to elaborate.	4
Provides generally relevant content and relates it somewhat to the question. Uses details to elaborate.	3
Provides content that has superficial relevance to the question.	2
Provides content with little relevance to the question.	1
Provides content with no relevance to the question.	0
Subtotal	6
Accuracy (grammar, syntax and spelling)	
Demonstrates a thorough knowledge of grammar (including parts of speech, agreements, objects, conjugation, tense and mood) syntax and spelling. Uses a range of complex structures with some errors. Makes minor errors occasionally, but inaccuracies do not affect meaning or flow.	6
Demonstrates a sound knowledge of grammar (including parts of speech, agreements, conjugation, tense and mood) and syntax. Uses a range of structures with some errors. Makes errors occasionally, but inaccuracies do not affect meaning or flow.	5
Demonstrates a satisfactory knowledge of grammar (including agreements, tense and mood) and syntax. Uses a range of simple structures correctly. Makes errors, but inaccuracies do not affect meaning.	4
Demonstrates an imperfect knowledge of grammar (including agreements, tense and mood) and syntax. Uses simple structures correctly most of the time. Makes errors, with inaccuracies occasionally affecting meaning.	3
Demonstrates an inadequate knowledge of grammar (including agreements, tense and mood) and syntax. Uses a limited range of structures. Relies on syntax of another language. Makes errors, and inaccuracies impede understanding.	2
Demonstrates poor knowledge of grammar (including agreements, tense and mood) and syntax. Uses a limited range of structures. Relies heavily on syntax of another language. Makes frequent errors.	1
Does not observe the conventions of grammar.	0
Subtotal	6

Description	Marks
Style (vocabulary, range and impact of language)	
Uses an extensive, contextually relevant vocabulary and a wide range of expressions. Effectively engages the audience.	5
Uses contextually relevant vocabulary and a range of expressions. Engages the audience.	4
Uses relevant vocabulary and a few expressions. Engages the audience somewhat.	3
Uses mostly relevant vocabulary and expressions.	2
Uses repetitive, basic vocabulary. Relies on cognates.	1
No evidence of this criterion.	0
Subtotal	5
Text type and sequencing	
Uses all the key conventions of the text, including appropriate register. Sequences information cohesively and coherently. Writes a discussion between two people using comparison and contrast words, linking words, and language that indicates judgements and/or values.	3
Uses most of the key conventions of the text type. Generally uses appropriate register. Sequences information to some extent. Connections are simple and straight-forward.	2
Uses few of the key conventions of the text type. Shows some consideration of the audience or the purpose for writing. Limited organisation impedes the flow and understanding. The connection between the ideas is sometimes unclear.	1
Does not observe the conventions of the text type. Shows lack of consideration of the audience or the purpose for writing. Does not sequence ideas.	0
Subtotal	3
Total	20

Part B: Extended response

20% (20 Marks)

Question 31

(20 marks)

This year, you have modified your personal and professional future plans to adapt them to the global context. Write an article for a student magazine in which you explain:

- how you have adapted or changed **each** of your plans
- **two** positive aspects of these changes.

Description	Marks
Content and relevance of response to the question	
Provides all the required content and relates it strongly to the question by writing an article in which the candidate: <ul style="list-style-type: none"> • explains how they have adapted or changed each of their plans (2) • provides two positive aspects of these changes (2) • provides effective and relevant details to elaborate. (2) 	6
Provides most of the required content and relates it to the question. Uses relevant details to elaborate.	5
Provides mostly relevant content and relates it mostly to the question. Uses details to elaborate.	4
Provides generally relevant content and relates it somewhat to the question. Uses details to elaborate.	3
Provides content that has superficial relevance to the question.	2
Provides content with little relevance to the question.	1
Provides content with no relevance to the question.	0
Subtotal	6
Accuracy (grammar, syntax and spelling)	
Demonstrates a thorough knowledge of grammar (including parts of speech, agreements, objects, conjugation, tense and mood) syntax and spelling. Uses a range of complex structures with some errors. Makes minor errors occasionally, but inaccuracies do not affect meaning or flow.	6
Demonstrates a sound knowledge of grammar (including parts of speech, agreements, conjugation, tense and mood) and syntax. Uses a range of structures with some errors. Makes errors occasionally, but inaccuracies do not affect meaning or flow.	5
Demonstrates a satisfactory knowledge of grammar (including agreements, tense and mood) and syntax. Uses a range of simple structures correctly. Makes errors, but inaccuracies do not affect meaning.	4
Demonstrates an imperfect knowledge of grammar (including agreements, tense and mood) and syntax. Uses simple structures correctly most of the time. Makes errors, with inaccuracies occasionally affecting meaning.	3
Demonstrates an inadequate knowledge of grammar (including agreements, tense and mood) and syntax. Uses a limited range of structures. Relies on syntax of another language. Makes errors, and inaccuracies impede understanding.	2
Demonstrates poor knowledge of grammar (including agreements, tense and mood) and syntax. Uses a limited range of structures. Relies heavily on syntax of another language. Makes frequent errors.	1
Does not observe the conventions of grammar.	0
Subtotal	6

Description	Marks
Style (vocabulary, range and impact of language)	
Uses an extensive, contextually relevant vocabulary and a wide range of expressions. Effectively engages the audience.	5
Uses contextually relevant vocabulary and a range of expressions. Engages the audience.	4
Uses relevant vocabulary and a few expressions. Engages the audience somewhat.	3
Uses mostly relevant vocabulary and expressions.	2
Uses repetitive, basic vocabulary. Relies on cognates.	1
No evidence of this criterion.	0
Subtotal	5
Text type and sequencing	
Uses all the key conventions of the text, including appropriate register. Sequences information cohesively and coherently. Writes an article which includes: a title, paragraphing, a conclusion, formal register and formal language.	3
Uses most of the key conventions of the text type. Generally uses appropriate register. Sequences information to some extent and uses paragraphing. Connections are simple and straight-forward.	2
Uses few of the key conventions of the text type. Shows some consideration of the audience or the purpose for writing. Limited organisation impedes the flow and understanding. The connection between the ideas is sometimes unclear.	1
Does not observe the conventions of the text type. Shows lack of consideration of the audience or the purpose for writing. Does not sequence ideas.	0
Subtotal	3
Total	20

Question 32

(20 marks)

On the occasion of Dependence Prevention Week, the Minister of Education is launching a campaign to raise awareness in schools. To this end, they are asking young people to contribute a summary of their perspective. Write your summary, including:

- **two** reasons why so many young people are tempted by alcohol and other substances
- **two** ways to help young people protect themselves and make good choices.

Description	Marks
Content and relevance of response to the question	
Provides all the required content and relates it strongly to the question by writing a summary which includes: <ul style="list-style-type: none"> • two reasons why so many young people are tempted by alcohol and other substances. (2) • two ways to help young people protect themselves and make good choices. (2) • effective and relevant details to elaborate. (2) 	6
Provides most of the required content and relates it to the question. Uses relevant details to elaborate.	5
Provides mostly relevant content and relates it mostly to the question. Uses details to elaborate.	4
Provides generally relevant content and relates it somewhat to the question. Uses details to elaborate.	3
Provides content that has superficial relevance to the question.	2
Provides content with little relevance to the question.	1
Provides content with no relevance to the question.	0
Subtotal	6
Accuracy (grammar, syntax and spelling)	
Demonstrates a thorough knowledge of grammar (including parts of speech, agreements, objects, conjugation, tense and mood) syntax and spelling. Uses a range of complex structures with some errors. Makes minor errors occasionally, but inaccuracies do not affect meaning or flow.	6
Demonstrates a sound knowledge of grammar (including parts of speech, agreements, conjugation, tense and mood) and syntax. Uses a range of structures with some errors. Makes errors occasionally, but inaccuracies do not affect meaning or flow.	5
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Demonstrates poor knowledge of grammar (including agreements, tense and mood) and syntax. Uses a limited range of structures. Relies heavily on syntax of another language. Makes frequent errors.	1
Does not observe the conventions of grammar.	0
Subtotal	6

Description	Marks
Style (vocabulary, range and impact of language)	
Uses an extensive, contextually relevant vocabulary and a wide range of expressions. Effectively engages the audience.	5
Uses contextually relevant vocabulary and a range of expressions. Engages the audience.	4
Uses relevant vocabulary and a few expressions. Engages the audience somewhat.	3
Uses mostly relevant vocabulary and expressions.	2
Uses repetitive, basic vocabulary. Relies on cognates.	1
No evidence of this criterion.	0
Subtotal	5
Text type and sequencing	
Uses all the key conventions of the text, including appropriate register. Sequences information cohesively and coherently. Writes a summary, which includes: a title, an introduction, content, a conclusion, formal register and formal language.	3
Uses most of the key conventions of the text type. Generally uses appropriate register. Sequences information to some extent. Connections are simple and straight-forward.	2
Uses few of the key conventions of the text type. Shows some consideration of the audience or the purpose for writing. Limited organisation impedes the flow and understanding. The connection between the ideas is sometimes unclear.	1
Does not observe the conventions of the text type. Shows lack of consideration of the audience or the purpose for writing. Does not sequence ideas.	0
Subtotal	3
Total	20

Question 33

(20 marks)

In a publication that you usually consult to keep abreast of current news, you want to share your thoughts with the editor. You decide to write him/her a letter in which you:

- share **two** reasons why you follow the news in this publication
- suggest **two** improvements which would retain the young audience.

Description	Marks
Content and relevance of response to the question	
Provides all the required content and relates it strongly to the question by writing a letter in which the candidates:	
• share two reasons why they follow the news in this publication	(2) 6
• suggest two improvements which would retain the young audience	(2)
• provide effective and relevant details to elaborate.	(2)
Provides most of the required content and relates it to the question. Uses relevant details to elaborate.	5
Provides mostly relevant content and relates it mostly to the question. Uses details to elaborate.	4
Provides generally relevant content and relates it somewhat to the question. Uses details to elaborate.	3
Provides content that has superficial relevance to the question.	2
Provides content with little relevance to the question.	1
Provides content with no relevance to the question.	0
Subtotal	6
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Demonstrates poor knowledge of grammar (including agreements, tense and mood) and syntax. Uses a limited range of structures. Relies heavily on syntax of another language. Makes frequent errors.	1
Does not observe the conventions of grammar.	0
Subtotal	6

Description	Marks
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Uses relevant vocabulary and a few expressions. Engages the audience somewhat.	3
Uses mostly relevant vocabulary and expressions.	2
Uses repetitive, basic vocabulary. Relies on cognates.	1
No evidence of this criterion.	0
Subtotal	5
Text type and sequencing	
Uses all the key conventions of the text, including appropriate register. Sequences information cohesively and coherently. Writes a letter, which includes: the date, a formal greeting to the recipient and phrase of farewell from the sender, formal register and formal language.	3
Uses most of the key conventions of the text type. Generally uses appropriate register. Sequences information to some extent. Connections are simple and straight-forward.	2
Uses few of the key conventions of the text type. Shows some consideration of the audience or the purpose for writing. Limited organisation impedes the flow and understanding. The connection between the ideas is sometimes unclear.	1
Does not observe the conventions of the text type. Shows lack of consideration of the audience or the purpose for writing. Does not sequence ideas.	0
Subtotal	3
Total	20

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