



FRENCH: BACKGROUND LANGUAGE

ATAR course examination 2017

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% (30 Marks)

Question 1

(14 marks)

Criteria	Marks
Response to text	6
Presents five pieces of information: <ul style="list-style-type: none"> only people with medical backgrounds are sent to do fieldwork. (Their work is paid.) (1) (as a civilian) one can help with the administration (in MSF's headquarters) (1) trainees can do a professional Baccalaureate internship (1) trainees can do an internship in a professional project (1) or trainees can do an internship in a post-BAC course. (1) <p>Outlines that friend should go to the website (for details of trainee positions) and keep an eye on MSF's website (for intern opportunities) (1).</p>	6
Presents five pieces of information from the above.	5
Presents four pieces of information from the above.	4
Presents three pieces of information from the above.	3
Presents two pieces of information from the above.	2
Presents one piece of information.	1
Provides little or no information.	0
Response in English	4
Shows an excellent command of the English language. Uses a broad range of context-relevant vocabulary, grammar and sentence structures, and stylistic techniques to engage interest.	4
Shows a good command of the English language. Uses a range of mostly context-relevant vocabulary, grammar and sentence structures to engage the reader's interest.	3
Shows a satisfactory command of the English language. Uses some vocabulary that is relevant to the context and attempts to include some simple stylistic techniques.	2
Uses a limited range of language, including vocabulary, grammar and sentence structures.	1
Ability to use language, including vocabulary and grammar, is limited.	0
Text type and sequencing	4
Writes an informative email to a friend. Uses all the key conventions accurately for the audience, context, purpose and text type, including informal register, a salutation, a sign-off and informative language. Content is very well organised and sequenced logically.	4
Writes an informative email to a friend. Uses all the key conventions accurately for the audience, context, purpose and text type, including informal register, a salutation, a sign-off and informative language. Content is organised and sequenced logically.	3
Uses the key conventions suitably for the audience, context, purpose and text type, including informal register, a salutation, a sign-off and uses informative language. Content shows some degree of organisation and logical sequencing.	2
Uses few of the key conventions suitably for the audience, context, purpose and text type. Little attempt to organise or sequence information.	1
Limited use of key conventions, organisation and sequencing of information.	0
Total	14

Question 2

(16 marks)

Criteria	Marks
Response to text	8
Describes: <ul style="list-style-type: none"> what the job entails - underwater gardening, growing (organic culinary) herbs (to sell) (1) how it is achieved – (bell) gardens at a low depth so plants have access to light (1) how the idea and business came about <ul style="list-style-type: none"> went underwater to avoid vermin (1) in the beginning for personal consumption (1) very expensive so founded his own company (1) and evaluates the idea of underwater gardening (1) evaluates whether such a business could work in Australia or not and provides two reasons (2).	8
Provides seven of the requirements as listed above.	7
Provides six of the requirements as listed above.	6
Provides five of the requirements as listed above.	5
Provides four of the requirements as listed above.	4
Provides three of the requirements as listed above.	3
Provides two of the requirements as listed above.	2
Provides one of the requirements as listed above.	1
Provides little or no information.	0
Linguistic resources (accuracy and range)	4
Uses a broad range of language accurately, including vocabulary, grammar and a variety of sentence structures appropriate to the context and purpose of writing.	4
Uses a range of language, including vocabulary, grammar and sentence structures, mostly accurately.	3
Uses language, including vocabulary, grammar and sentence structures, that is suitable and mostly accurate, but errors are evident.	2
Uses a limited range of language, including vocabulary, grammar and sentence structures, and the meaning is sometimes impeded.	1
Ability to use language, including vocabulary and grammar, is limited.	0
Text type, kind of writing and sequencing	4
Writes a blog post. Uses all the key conventions accurately for the audience, context, purpose and text type, including informal register, informative and evaluative language. Uses linking words and language that indicate judgments. Content is very well organised and sequenced logically.	4
Writes a blog post. Uses all the key conventions accurately for the audience, context, purpose and text type, including informal register, informative and evaluative language. Uses linking words and language that indicate judgment. Content is organised and sequenced logically.	3
Uses the key conventions suitably for the audience, context, purpose and text type, including informal register, informative and evaluative language. Content shows some degree of organisation and logical sequencing.	2
Uses few of the key conventions suitably for the audience, context, purpose and text type. Little attempt to organise or sequence them.	1
Limited use of key conventions, organisation and sequencing of ideas.	0
Total	16

Section Two
Response: Viewing and Reading

30% (63 Marks)

Question 3**(14 marks)**

Criteria	Marks
Response to text	6
<p>Outlines at least two ideas of what Emilie should do by referring to any four of the following:</p> <ul style="list-style-type: none"> • The minimum mark is 4.6/6 this year because last year too many people went into Maturité. • Emilie will not have the marks to do the Maturité as she didn't do much this year. • Doing the Bac in France is the same difficulty, but it is another system and Emilie would have to start again. • If you don't have the marks, you have to repeat the year because without the (professional) Maturité, you will not be able to go to university. • With the professional Maturité you can only follow a business/commercial course at university. • University is a waste of time as graduates cannot find good jobs. • There is no more opportunity in Europe. • Travelling as a tramp with a backpack and a tent. <p>writes persuasively (2).</p>	6
Presents five of the requirements as listed above.	5
Presents four of the requirements as listed above.	4
Presents three of the requirements as listed above.	3
Presents two of the requirements as listed above.	2
Presents one of the requirements as listed above.	1
Provides little or no information.	0
Linguistic resources (accuracy and range)	4
Uses a broad range of language accurately, including vocabulary, grammar and a variety of sentence structures appropriate to the context, audience and purpose of writing. Uses a variety of tenses correctly including future, conditional and present tenses.	4
Uses a range of language, including vocabulary, grammar and sentence structures, mostly accurately. Uses a variety of tenses correctly.	3
Uses language, including vocabulary, grammar and sentence structures, that is suitable and mostly accurate, but errors are evident.	2
Uses a limited range of language, including vocabulary, grammar and sentence structures, and the meaning is sometimes impeded.	1
Ability to use language, including vocabulary and grammar, is limited.	0
Text type, kind of writing and sequencing	4
Continues the dialogue with Mathilde and Emilie. Uses all the key conventions accurately for the audience, context, purpose and text type, including informal register, a three-way sustained interaction and discussion of ideas that includes persuasive language and linking words. Content is very well organised and sequenced logically.	4
Continues the dialogue with Mathilde and Emilie. Uses the key conventions appropriately for the audience, context, purpose and text type, including informal register, a three-way sustained interaction and discussion of ideas that persuasive language and linking words. Content is organised and sequenced logically.	3
Continues the dialogue with Mathilde and Emilie. Uses the key conventions suitably for the audience, context, purpose and text type, including informal register, a two or three-way sustained interaction and discussion of ideas. Content shows some degree of organisation and logical sequencing.	2
Continues the dialogue with Mathilde and Emilie. Uses few of the key conventions suitably for the audience, context, purpose and text type. Ideas are disjointed, with little attempt to organise or sequence them.	1
Limited use of key conventions, organisation and sequencing of ideas.	0
Total	14

Question 4

(18 marks)

Criteria	Marks
Response to text	10
<p>Outlines at least one thing that was surprising in the text (1) e.g.:</p> <ul style="list-style-type: none"> The great waves of immigration (following the Second World War) came from European countries and from 1965 onwards from the Maghreb and today from Asia. riots in suburbia are due to the recurring politics (against immigrants) and have been recurring for decades. The situation is not getting better. The problem is complex, cultural, social and (now) religious. It also comes from inherited habits of life. French society has become more tolerant and open during the 70s, the result is generally positive. Africans and Asians immigrated because they regarded Europe as an Eldorado <p>and explains why (1).</p> <p>Compares Benoît's family's integration in France with that of a non-European's. Any four of the following (one mark for each four of the five dot points and one mark for the comparison (8):</p> <ul style="list-style-type: none"> In the 30 glorious years after WW2, there was work for Europeans, however it was not as easy for other ethnicities to find work (or other comparison). At the beginning of their settlement in France, Europeans were despised. Today, they are not, however many French do not like African and/or Middle-Eastern immigrants and/or people of another religion, especially Islam (or other comparison). Europeans' Latin and Christian culture enabled them to integrate and be accepted fairly quickly, unlike African and/or Middle-Eastern culture and/or religion (or other comparison) even if they have kept their sense of community strong, just like African and/or Middle-Eastern immigrants (or other comparison). Nowadays no one discriminates against people with southern European-sounding names in contrast to people with an African and/or Middle-Eastern name (or other comparison). 	10
Presents nine of the requirements as listed above.	9
Presents eight of the requirements as listed above.	8
Presents seven of the requirements as listed above.	7
Presents six of the requirements as listed above.	6
Presents five of the requirements as listed above.	5
Presents four of the requirements as listed above.	4
Presents three of the requirements as listed above.	3
Presents two of the requirements as listed above.	2
Presents one of the requirements as listed above.	1
Provides little or no information.	0
Linguistic resources (Accuracy and range)	4
Uses a broad range of language accurately, including vocabulary, grammar and a variety of sentence structures appropriate to the context and purpose of writing, such as comparing and contrasting. Uses a variety of tenses correctly including present, perfect and imperfect.	4
Uses a range of language, including vocabulary, grammar and sentence structures, mostly accurately. Uses a variety of tenses correctly.	3
Uses language, including vocabulary, grammar and sentence structures, that is suitable and mostly accurate, but errors are evident.	2
Uses a limited range of language, including vocabulary, grammar and sentence structures, and the meaning is sometimes impeded.	1
Ability to use language, including vocabulary and grammar, is limited.	0
Text type, kind of writing and sequencing	4
Writes a letter using appropriate formal register. Uses all the key conventions of a letter accurately including: a date, the address of the sender and recipient, a formal salutation, sign-off and informative language. Content is very well organised and sequenced logically; for example, within and between paragraphs, and throughout the writing as a whole.	4
Uses the key conventions of a letter appropriately including: a date, the address of the sender, a formal salutation, sign-off and informative language. Content is organised and sequenced logically; for example, within and between paragraphs, and throughout the writing as a whole.	3
Uses the key conventions of a letter suitably, including informative language. Content shows some degree of organisation and logical sequencing.	2
Uses few of the key conventions of a letter suitably. Ideas are disjointed, with little attempt to organise or sequence them.	1
Limited use of key conventions, organisation and sequencing of ideas.	0
Total	18

Question 5

(15 marks)

Criteria	Marks
Response to text	7
Provides comprehensive information on: <ul style="list-style-type: none"> personal opinion about the media by commenting on at least 5 pieces of information from the text (any five of the following): <ul style="list-style-type: none"> the media creates trouble by wanting to make people have strong feelings and shock because people are voyeurs and it sells. mass media contributes to the detriment of the collective welfare of society by spreading fear rather than hope and acceptance no wonder that so many people are depressed or anxious. news on TV and women's magazines make people feel inadequate. mass media gives ideas to crazy people. some politicians spread racist messages to win votes. we live in an era of globalisation / Societies are increasingly becoming multicultural. one can travel through the internet. there is no excuse for not being well informed and not reviewing our judgments. we need to know how to discern the good from the bad. <p>at least two reasons why the candidate was persuaded or not that mass media has a bad influence on society. (2 marks)</p>	7
Presents six of the requirements as listed above.	6
Presents five of the requirements as listed above.	5
Presents four of the requirements as listed above.	4
Presents three of the requirements as listed above.	3
Presents two of the requirements as listed above.	2
Presents one of the requirements as listed above.	1
Provides little or no information.	0
Response in English	4
Shows an excellent command of the English language. Uses a broad range of context-relevant vocabulary, grammar and sentence structures, to engage interest.	4
Shows a good command of the English language. Uses a range of mostly context-relevant vocabulary, grammar and sentence structures to engage the reader's interest.	3
Shows a satisfactory command of the English language. Uses some vocabulary that is relevant to the context.	2
Uses a limited range of language, including vocabulary, grammar and sentence structures.	1
Ability to use language, including vocabulary and grammar, is limited.	0
Text type, kind of writing and sequencing	4
Writes a blog-posting message to friends using appropriate informal register and a greeting. Uses evaluative language. Content is very well organised and sequenced logically.	4
Writes a blog-posting message to friends using appropriate informal register and a greeting. Uses evaluative language. Content is organised and sequenced logically.	3
Writes a blog-posting message. Uses evaluative language. Content shows some degree of organisation and logical sequencing.	2
Writes a blog-posting or message. Ideas are disjointed, with little attempt to organise or sequence them.	1
Limited use of key conventions, organisation and sequencing of ideas.	0
Total	15

Question 6

(16 marks)

Criteria	Marks
Response to text	8
Presents an article informing readers on: <ul style="list-style-type: none"> • how French culture began (2): <ul style="list-style-type: none"> - with oral traditions. - gesture songs of traveling musicians and poets. • the contribution to the arts of François 1st (2): <ul style="list-style-type: none"> - he commissioned works from Italy and - invited renowned artists (drawers, goldsmiths and sculptors). • the influence of Cardinal Richelieu on the French language (1): <ul style="list-style-type: none"> - (he founded the French academy which) unified and/or standardised/normalised the French language. • the impact of Louis XIV (2): <ul style="list-style-type: none"> - commissioned architectural achievements, the symmetrical gardens/construction of Versailles - interior decorations and furniture designs. • what the writer Jules Verne represented (1): <ul style="list-style-type: none"> - economical and cultural change. 	8
Presents seven pieces of information from the above.	7
Presents six pieces of information from the above.	6
Presents five pieces of information from the above.	5
Presents four pieces of information from the above.	4
Presents three pieces of information from the above.	3
Presents two pieces of information from the above.	2
Presents one piece of information from the above.	1
Provides little or no information.	0
Response in English	4
Shows an excellent command of the English language. Uses a broad range of context-relevant vocabulary, grammar and sentence structures to engage interest.	4
Shows a good command of the English language. Uses a range of mostly context-relevant vocabulary, grammar and sentence structures.	3
Shows a satisfactory command of the English language. Uses some vocabulary that is relevant to the context.	2
Uses a limited range of language, including vocabulary, grammar and sentence structures.	1
Ability to use language, including vocabulary and grammar, is limited.	0
Text type, kind of writing and sequencing	4
Uses all the key conventions of an article accurately, including: a title, a conclusion and formal, informative language. Content is very well organised and sequenced logically.	4
Uses the key conventions of an article accurately, including: a title, a conclusion and formal, informative language. Content is organised and sequenced logically.	3
Uses some of the key conventions of an article suitably. Content shows some degree of organisation and logical sequencing.	2
Uses few of the key conventions of an article suitably. Ideas are disjointed, with little attempt to organise or sequence them.	1
Limited use of key conventions, organisation and sequencing of ideas.	0
Total	16

Section Three

Written communication

40% (16 Marks)

Question 7

(16 marks)

Criteria	Marks
Content	8
Produces a sophisticated reflective response that: <ul style="list-style-type: none"> • considers our responsibilities as humans from industrialised countries towards those from developing countries (at least two) • envisages the future of humanity • describes intention(s) to contribute to the wellbeing of humanity and • explains how. while showing synthesis of ideas, a high degree of relevance and originality, and engagement with content.	7–8
Produces a sophisticated reflective response showing some synthesis of ideas, relevance and originality, and depth of content.	5–6
Produces a coherent reflective response showing partial synthesis of ideas, relevance and depth of content.	3–4
Produces a reflective response which summarises ideas, showing relevance and some depth of content.	1–2
Response shows limited originality and awareness of the kind of writing or content required for the task.	0
Linguistic resources (accuracy and range)	4
Uses a broad range of language, including vocabulary, expressions, grammar and sentence structures, with a very high level of accuracy. Uses a broad range of tenses correctly. Stylistic techniques are successfully used to engage the reader's interest.	4
Uses an appropriate range of language, including vocabulary, expressions, grammar, and stylistic techniques, with a high level of accuracy. Uses a broad range of tenses mostly correctly. Simple stylistic techniques are used to engage the reader's interest.	3
Uses language, including vocabulary, expressions, grammar, and stylistic techniques, that is suitable, with some accuracy. Some simple stylistic techniques appropriate to the task may be attempted.	2
Uses language, including vocabulary, grammar, and stylistic techniques that is usually suitable, with some accuracy.	1
Ability to use language, including vocabulary and grammar, with limited accuracy.	0
Text type, kind of writing and sequencing	4
Writes a blog post using all the textual conventions, including appropriate informal register and reflective language. Ideas are organised and effectively sequenced throughout, for example, within and between paragraphs, and with cohesiveness in the writing as a whole.	4
Writes a blog post using all the key conventions, including appropriate informal register and reflective language. Ideas are well organised within and between paragraphs, and follow a logical sequence throughout.	3
Writes a blog post using the textual conventions, including appropriate informal register and reflective language. Ideas are organised, follow a logical sequence, but may lack direction.	2
Uses few of the key conventions of a blog post suitably. Ideas may be disjointed with little attempt to organise or sequence them.	1
Limited use of key conventions, organisation and sequencing of ideas.	0
Total	16

Question 8

(16 marks)

Criteria	Marks
Content	8
Produces a sophisticated, informative and reflective response that discusses: <ul style="list-style-type: none"> the quote the evolving nature of technology and communication plans to follow one of the professions hopes and fears about the future career alternative career choices and their advantages and disadvantages. while showing synthesis of ideas, a high degree of relevance and originality, and engagement with content.	7–8
Produces a sophisticated, informative and reflective response showing some synthesis of ideas, relevance and originality, and depth of content.	5–6
Produces a coherent informative or reflective response, showing partial synthesis of ideas, relevance and depth of content.	3–4
Produces an informative or reflective response which summarises ideas, showing relevance and some depth of content.	1–2
Response shows limited originality and awareness of the kind of writing or content required for the task.	0
Linguistic resources (accuracy and range)	4
Uses a broad range of language, including vocabulary, expressions, grammar and sentence structures, with a very high level of accuracy. Uses a broad range of tenses correctly. Stylistic techniques are successfully used to engage the reader's interest.	4
Uses an appropriate range of language, including vocabulary, expressions, grammar, and stylistic techniques, with a high level of accuracy. Uses a broad range of tenses mostly correctly. Simple stylistic techniques are used to engage the reader's interest.	3
Uses language, including vocabulary, expressions, grammar, and stylistic techniques, that is suitable, with some accuracy. Some simple stylistic techniques appropriate to the task may be attempted.	2
Uses language, including vocabulary, grammar, and stylistic techniques that is usually suitable, with some accuracy.	1
Ability to use language, including vocabulary and grammar, with limited accuracy.	0
Text type, kind of writing and sequencing	4
Writes a letter to a family member using informal register and reflective language. Uses all the key conventions of a letter accurately including: a date, a salutation and a sign-off. Ideas are organised and effectively sequenced throughout, for example, within and between paragraphs, and with cohesiveness in the writing as a whole.	4
Writes a letter to a family member using informal register and reflective language. Uses all the key conventions of a letter accurately including: a date, a salutation and a sign-off. Ideas are well organised within and between paragraphs, and follow a logical sequence throughout.	3
Uses the key conventions of a letter suitably including: a salutation and a sign-off. Ideas are organised, follow a logical sequence, but may lack direction.	2
Uses few of the key conventions suitably. Ideas may be disjointed with little attempt to organise or sequence them.	1
Limited use of key conventions, organisation and sequencing of ideas.	0
Total	16

This document – apart from any third party copyright material contained in it – may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that it is not changed and that the School Curriculum and Standards Authority is acknowledged as the copyright owner, and that the Authority's moral rights are not infringed.

Copying or communication for any other purpose can be done only within the terms of the *Copyright Act 1968* or with prior written permission of the School Curriculum and Standards Authority. Copying or communication of any third party copyright material can be done only within the terms of the *Copyright Act 1968* or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the Creative Commons [Attribution 4.0 International \(CC BY\)](https://creativecommons.org/licenses/by/4.0/) licence.

*Published by the School Curriculum and Standards Authority of Western Australia
303 Sevenoaks Street
CANNINGTON WA 6107*