



FRENCH: BACKGROUND LANGUAGE

ATAR course examination 2019

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
Question 1

30% (27 Marks)
(13 marks)

Write an informative summary of the text you have just heard for the magazine *Living Abroad* which tells:

- why the writer left France for Austria
- why Switzerland suits her well
- why there are even more qualified young people leaving France today.

Criteria	Marks
Response to text	
why the writer left France for Austria	
Any two of:	
<ul style="list-style-type: none"> • difficult working conditions in France or better working conditions in Austria • for someone without a diploma • better salary in Austria • better quality of life in Austria. 	1–2
Subtotal	2
why Switzerland suits her well	
Any two of:	
<ul style="list-style-type: none"> • strict mentality • likes its democratic virtues • sense of responsibility • but with a Latin touch/close to her own culture • its pragmatic system • she is currently less than an hour away from her home in France. 	1–2
Subtotal	2
why there are even more qualified young people leaving France today.	
<ul style="list-style-type: none"> • to find a job that is well-paid • because they no longer feel at home 	1 1
Subtotal	2
Response in English	
Shows a range of vocabulary and grammar that is relevant to the context and a purposeful use of sentence structures for effect.	3
Shows evidence of using vocabulary and grammar that is relevant to the context and a variety of sentence structures.	2
Uses a limited range of vocabulary, grammar and sentence structures.	1
Subtotal	3
Kind of writing, text type and sequencing	
Writes an informative summary. Uses all the key conventions of a summary accurately including: informal or formal register, a title, an introduction, content and a conclusion and informative language. Ideas are organised and effectively sequenced throughout, for example, within and between paragraphs, and with cohesiveness in the writing as a whole.	4
Uses most of the key conventions of a summary accurately including: a title, an introduction, content and a conclusion. Ideas are well organised within and between paragraphs, and follow a logical sequence throughout.	3
Uses some of the key conventions of a summary accurately including: a title, an introduction, content and a conclusion. 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
Subtotal	4
Total	13

Question 2

(14 marks)

On the basis of the discussion you have just heard, imagine that you are a company director who has embraced new technologies. Write a persuasive speech for other company directors in which you:

- provide **two** pieces of information about how new technologies have had a positive impact on work habits
- outline **two** advantages of new technologies for the world of business
- explain the major drawback.

Criteria	Marks
Response to text	
provides two pieces of information about how new technologies have had a positive impact on work habits	
Any two of:	
<ul style="list-style-type: none"> • employees (with a family) can bring their laptop home to complete work • they can chat with colleagues remotely through instant messaging • connections are unlimited • and relationships (with colleagues) are present (available) remotely at any time. 	1–2
Subtotal	2
outlines two advantages of new technologies for the world of business	
Any two of:	
<ul style="list-style-type: none"> • faster access to information • cost reduction for the company • a clear improvement in working conditions • a better performance on the part of employees. 	1–2
Subtotal	2
explains the major drawback	
<ul style="list-style-type: none"> • employees are increasingly pushed to be contactable and available for work at any time of the day, and • this causes great stress. 	1–2
Subtotal	2
Linguistic resources (accuracy and range)	
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
Subtotal	4
Kind of writing, text type and sequencing	
Writes a persuasive speech. Uses all the key conventions of a speech accurately including: formal register, an address to the audience followed by a question or statement, and persuasive language. Ideas are organised and effectively sequenced throughout, for example, within and between paragraphs, and with cohesiveness in the writing as a whole.	4
Uses most of the key conventions of a speech accurately including: formal register, an address to the audience followed by a question or statement, and persuasive language. Ideas are well organised within and between paragraphs, and follow a logical sequence throughout.	3
Uses some of the key conventions of a speech accurately including: formal register, an address to the audience followed by a question or statement, and persuasive language. 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
Subtotal	4
Total	14

Section Two: Response: Viewing and Reading
Question 3

30% (47 Marks)
(16 marks)

You have read this interview with Jean Pierre Bonillo. Write a persuasive letter to the French President to convince him to provide governmental support to the World Bank to combat extreme world poverty, as explained in the interview. Your letter must include:

- why the French government should help the World Bank
- **five** main causes of extreme poverty
- **two** solutions to eradicate extreme poverty in the world.

Criteria	Marks
Response to text	
why the French government should help the World Bank	
<ul style="list-style-type: none"> • although immense progress has been made (in the fight against poverty), the number of people reduced to live poorly remains intolerable. 	1
Subtotal	1
five main causes of extreme poverty	
Any five of:	
<ul style="list-style-type: none"> • affected by many wars • Nature is very hostile • there is the lack of financial means and infrastructure • the lack of <u>agricultural</u> infrastructure • overcrowding population • the huge debt issue. 	1–5
Subtotal	5
two solutions to eradicate extreme poverty in the world	
Any two of:	
<ul style="list-style-type: none"> • tackling the causes • investing in the development of infrastructure • thinking about how to put an end to the wars devastating this part of the world. 	1–2
Subtotal	2
Linguistic resources (accuracy and range)	
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
Subtotal	4
Kind of writing, text type and sequencing	
Writes a persuasive letter to the French President. Uses all the key conventions of a letter accurately including: formal register, the date, the address of the sender and recipient, a formal greeting and phrase of farewell and persuasive language. Ideas are organised and effectively sequenced throughout, for example, within and between paragraphs, and with cohesiveness in the writing as a whole.	4
Uses most of the key conventions of a letter accurately including: formal register, the date, the address of the sender and recipient, a formal greeting and phrase of farewell. Ideas are well organised within and between paragraphs, and follow a logical sequence throughout.	3
Uses some of the key conventions of a letter accurately including formal register, the date, the address of the sender and recipient, a formal greeting and phrase of farewell. 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
Subtotal	4
Total	16

Question 4

(16 marks)

Your friend has shown you this letter, which she intends to give to her mother. Write the script of the dialogue you have with your friend, reflecting on:

- **four** of her priorities
- **three** things she wants to accomplish before starting a career
- what would make her happy.

Criteria	Marks
Response to text	
four of the friend's priorities	
Any four of:	
<ul style="list-style-type: none"> • finding meaning in life • reaching one's potential/achieve personal goals/finding personal fulfillment or becoming accomplished as a person • sharing with others • the acquisition of social consciousness • environmental awareness. 	1–4
Subtotal	4
three things the friend wants to accomplish before starting a career	
Any three of:	
<ul style="list-style-type: none"> • experience adventures • develop herself on a human level • grow spiritually • the development of her inner wisdom. 	1–3
Subtotal	3
what would make her happy	
<ul style="list-style-type: none"> • to be in harmony with herself. 	1
Subtotal	1
Linguistic resources (accuracy and range)	
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
Subtotal	4
Kind of writing, text type and sequencing	
Writes the script of a reflective dialogue with a friend. Uses all the key conventions of a script accurately including: beginning with an exchange of opening salutations, followed by a question or statement, and then a two-way sustained interaction. The language is authentic, informal and conversational in style, sometimes with interjections, in complete sentences, and pauses and fillers, to maintain the conversation.	4
Uses most of the key conventions of a script accurately including: beginning with an exchange of opening salutations, followed by a question or statement, and then a two-way sustained interaction. Ideas are well organised and follow a logical sequence throughout.	3
Uses some of the key conventions of a script accurately including: beginning with an exchange of opening salutations, followed by a question or statement, and then a two-way sustained interaction. 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
Subtotal	4
Total	16

Question 5

(15 marks)

Write an informative note to your friends to encourage them to use the Culture Pass when you go to France together. Your note must include:

- what the Culture Pass is and how it works
- the reasons why the Culture Pass was created
- **two** examples of what you and your friends will be able to do with the Culture Pass, according to the text.

Criteria	Marks
Response to text	
what the Culture Pass is	
<ul style="list-style-type: none"> • a pass that gives people over 18 access to a variety of cultural events and activities 	1
Subtotal	1
how it works	
Any three of:	
<ul style="list-style-type: none"> • the pass works through an application credited with 500 euros • users enter their ID/personal details on the application • they are offered a range of cultural options with a price and distance to travel • users swipe up to see more or left to move to the next option • users manage their spending and can make independent choices. 	1–3
Subtotal	3
the reasons why the Culture Pass was created	
Any two of:	
<ul style="list-style-type: none"> • to break down financial and social barriers • to fight inequality • to give access to cultural events and activities regardless of income or social status. 	1–2
Subtotal	2
two examples of what you and your friends will be able to do with the Culture Pass	
Any two of:	
<ul style="list-style-type: none"> • a hip-hop class • an exhibition • a film session • the purchase of a book • a week of archaeology • the discovery of an artistic craft/skill • a subscription to digital press. 	1–2
Subtotal	2
Response in English	
Shows a range of vocabulary and grammar that is relevant to the context and a purposeful use of sentence structures for effect.	3
Shows evidence of using vocabulary and grammar that is relevant to the context and a variety of sentence structures.	2
Uses a limited range of vocabulary, grammar and sentence structures.	1
Subtotal	3
Kind of writing, text type and sequencing	
Writes an informative note. Uses all the key conventions of a note accurately including: informal register, a salutation, a signing off, informative and persuasive language. Ideas are organised and effectively sequenced throughout, for example, within and between paragraphs, and with cohesiveness in the writing as a whole.	4
Uses most of the key conventions of a note accurately including: informal register, a salutation, a signing off, informative and persuasive language. Ideas are well organised within and between paragraphs, and follow a logical sequence throughout.	3
Uses some of the key conventions of a note accurately including: informal register, a salutation, a signing off, informative and persuasive language. 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
Subtotal	4
Total	15

Section Three: Written communication

40% (16 Marks)

Question 6

(16 marks)

Write an article for a French-language youth magazine in which you evaluate **two** aspects of the changing nature of work.

Criteria	Marks
Content	
Writes an article which presents a balanced view of, and weighs up two different aspects of the changing nature of work while showing synthesis of ideas, a high degree of relevance and originality, and engagement with content.	7–8
Writes an article which presents a balanced view of, and weighs up two different aspects of the changing nature of work while showing some synthesis of ideas, relevance and originality, and depth of content.	5–6
Writes an article which presents a balanced view of, and weighs up two different aspects of the changing nature of work while showing partial synthesis of ideas, relevance and depth of content.	3–4
Writes an article which presents a balanced view of, and weighs up two different aspects of the changing nature of work which summarises ideas, showing relevance and some depth of content.	2
The article shows limited originality and awareness of the kind of writing, narrative perspective or content required for the task.	1
Subtotal	8
Linguistic resources (accuracy and range)	
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 and grammar, with limited accuracy.	1
Subtotal	4
Kind of writing, text type and sequencing	
Writes an evaluative article. Uses all the key conventions of an article accurately, including: a title, formal register, a conclusion and objective language. Ideas are organised and effectively sequenced throughout, for example, within and between paragraphs, and with cohesiveness in the writing as a whole.	4
Uses most of the key conventions of an article accurately, including: a title formal register, a conclusion and objective language. Ideas are well organised within and between paragraphs, and follow a logical sequence throughout.	3
Uses some of the key conventions of an article accurately, including: a title, formal register, a conclusion and objective language. 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
Subtotal	4
Total	16

Question 7

(16 marks)

Write an article for a French-language youth magazine in which you evaluate **two** ways to help improve the world.

Criteria	Marks
Content	
Writes an article which presents a balanced view of, and weighs up two different ways to help improve the world while showing synthesis of ideas, a high degree of relevance and originality, and engagement with content.	7–8
Writes an article which presents a balanced view of, and weighs up two different ways to help improve the world while showing some synthesis of ideas, relevance and originality, and depth of content.	5–6
Writes an article which presents a balanced view of, and weighs up two different ways to help improve the world while showing partial synthesis of ideas, relevance and depth of content.	3–4
Writes an article which presents a balanced view of, and weighs up two different ways to help improve the world which summarises ideas, showing relevance and some depth of content.	2
The article shows limited originality and awareness of the kind of writing, narrative perspective or content required for the task.	1
Subtotal	8
Linguistic resources (accuracy and range)	
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 and grammar, with limited accuracy.	1
Subtotal	4
Kind of writing, text type and sequencing	
Writes an evaluative article. Uses all the key conventions of an article accurately, including: a title, formal register, a conclusion and objective language. Ideas are organised and effectively sequenced throughout, for example, within and between paragraphs, and with cohesiveness in the writing as a whole.	4
Uses most of the key conventions of an article accurately, including: a title formal register, a conclusion and objective language. Ideas are well organised within and between paragraphs, and follow a logical sequence throughout.	3
Uses some of the key conventions of an article accurately, including: a title, formal register, a conclusion and objective language. 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
Subtotal	4
Total	16

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