



FRENCH: SECOND 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.

Text 1: Soyons prêt pour demain !

Listen to this extract from a talk given by a millennial about the future and answer Questions 1 to 3.

Question 1**(3 marks)**

What **three** factors have revolutionised the world of work?

| Description | Marks |
|---|----------|
| globalisation | 1 |
| international movement/movement between countries | 1 |
| technological advances | 1 |
| Total | 3 |

Question 2**(3 marks)**

State the **three** skills identified by the speaker as the most important for success in today's workplace.

| Description | Marks |
|-----------------------------------|----------|
| being able to think independently | 1 |
| solve problems quickly | 1 |
| being creative | 1 |
| Total | 3 |

Question 3**(1 mark)**

Tick (✓) to indicate the statement that **best** represents the speaker's position.

| Description | | Marks |
|--|---|----------|
| Statement | ✓ | |
| She is doing her best to be prepared but is afraid of the future. | | |
| She doesn't know how to prepare but is excited about the future. | | |
| She is doing all she can to prepare for and succeed in the future. | ✓ | 1 |
| Total | | 1 |

Text 2: Comprendre TikTok, l'application préférée des ados fans de play-back

Listen to this discussion on the TV channel M6 and answer Questions 4 to 7.

Question 4**(2 marks)**

According to Jérôme, why is *TikTok* a cool application?

| Description | Marks |
|--|----------|
| Because you can create and share short music videos. | 1 |
| | 1 |
| Total | 2 |

Question 5**(5 marks)**

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

| Description Statements | | | Marks |
|--|------|-------|----------|
| | True | False | |
| There is a limited choice of songs on <i>TikTok</i> . | | ✓ | 1 |
| You sing live over the song you have chosen. | | ✓ | 1 |
| You can alter the speed of your performance. | ✓ | | 1 |
| Jérôme loves the fact that you can add filters and visual effects to videos. | ✓ | | 1 |
| The videos you film are only available on your profile. | | ✓ | 1 |
| Total | | | 5 |

Question 6**(3 marks)**

How does Jérôme explain the popularity of *TikTok*?

| Description | Marks |
|--|----------|
| They (young people) love singing their favourite songs. | 1 |
| They organise <i>TikTok</i> evenings/parties where they have a lot of fun or where they laugh a lot. | 1 |
| | 1 |
| Total | 3 |

Question 7**(4 marks)**

Explain who Ibrahim is.

| Description | Marks |
|---|----------|
| Ibrahim is a 15-year-old American (musician) who started his music career thanks to <i>TikTok</i> or the App. | 1 |
| | 1 |
| | 1 |
| | 1 |
| Total | 4 |

Text 3: Deux histoires inspirantes

Listen to this interview with two immigrants and answer Questions 8 to 11.

Part (i)**Question 8****(2 marks)**

Why did the radio presenter choose Driss and Fatima to interview?

| Description | Marks |
|--|----------|
| To share two immigration success stories | 1 |
| of an everyday/ordinary man and woman or of ordinary/everyday people. | 1 |
| Total | 2 |

Part (ii)**Question 9****(3 marks)**

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

| Description | | | Marks |
|--|------|-------|----------|
| Statement | True | False | |
| Driss left Tunisia when he was a child. | ✓ | | 1 |
| Driss' family settled in the centre of Marseille. | | ✓ | 1 |
| Driss used to spend a lot of time loitering outside the housing project. | | ✓ | 1 |
| Total | | | 3 |

Question 10**(5 marks)**

(a) Complete the table below by providing the missing information

(2 marks)

| Description | | Marks |
|--------------|--|----------|
| Number | Facts to which the number refers | |
| 17 | <i>the age Driss graduated from school</i> | 1 |
| 8 | the number of years Driss studied at university/medical school | 1 |
| Total | | 2 |

(b) Describe Driss' current occupation.

(3 marks)

| Description | Marks |
|---|----------|
| He leads | 1 |
| the vascular surgery department or heart | 1 |
| at (Timone) hospital in Marseille. | 1 |
| Total | 3 |

Part (iii)

Question 11

(3 marks)

Tick (✓) to indicate the **three** statements relating to Fatima that are correct.

| Description | | Marks |
|---|---|----------|
| Statement | ✓ | |
| She immigrated to France from Cameroon. | ✓ | 1 |
| She immigrated at the age of eight. | | |
| She found it easy to adapt thanks to her perseverance and conviction. | | |
| Her perseverance and conviction helped her to obtain a place to study engineering. | ✓ | 1 |
| She graduated at the age of 35 as the top student in her year. | | |
| She is now the vice-president of one of the largest French civil engineering companies. | ✓ | 1 |
| Total | | 3 |

Text 4: *De plus en plus de chanteurs franchissent le cap du cinéma*

Question 12

(1 mark)

Is Patrick Bruel better known as a singer or an actor?

| Description | Marks |
|---|----------|
| neither one nor the other/it's hard to say/he's known just as well for both | 1 |
| Total | 1 |

Question 13

(3 marks)

What did Bruel achieve in the world of cinema in 2017?

| Description | Marks |
|---|----------|
| starred in several films | 1 |
| of different genres | 1 |
| including the historical drama <i>A Bag of Marbles/Un sac de billes</i> | 1 |
| Total | 3 |

Question 14

(4 marks)

Complete the table to show why each event was a success for Bruel.

| Description | | Marks |
|-----------------------------|--|----------|
| Event | Evidence for success | |
| His 2018 international tour | • it was a sell-out/tickets sold out | 1 |
| The film <i>Le Prénom</i> | • it received rave reviews/critical acclaim | 1 |
| | • earned Bruel a (César) nomination for best actor | 1 |
| | • brought in almost 5 million cinema goers | 1 |
| Total | | 4 |

Question 15

(4 marks)

Explain the plot of Bruel's latest film.

| Description | Marks |
|-------------------------------|----------|
| After a huge misunderstanding | 1 |
| two lifelong friends | 1 |
| decide to drop everything | 1 |
| and make up for lost time. | 1 |
| Total | 4 |

Text 5: *Qui sont les nouveaux jeunes génies ?*

Question 16

(2 marks)

According to the account, what do we often read about technology?

| Description | Marks |
|-------------------------|----------|
| It has a harmful effect | 1 |
| on the brain. | 1 |
| Total | 2 |

Question 17

(4 marks)

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

(2 marks)

| Description | | Marks |
|--|---|----------|
| Statement | ✓ | |
| Brittany Wenger invented a piece of software that can detect some cancers. | ✓ | 1 |
| Her invention has already saved thousands of lives. | | |
| She worked on her invention with more experienced scientists. | | |
| Brittany Wenger has just turned 18. | ✓ | 1 |
| Brittany Wenger has just achieved her baccalaureate. | | |
| Total | | 2 |

(b) Why did *Yahoo!* pay Nick D'Aloisio \$30 million?

(2 marks)

| Description | Marks |
|--|----------|
| Because he (recently) sold them an application | 1 |
| that can summarise news/press articles. | 1 |
| Total | 2 |

Question 18

(4 marks)

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

| Description | | | Marks |
|---|------|-------|----------|
| Statement | True | False | |
| Myriam Delacroix and Michel Serres hold similar views about new technology. | ✓ | | 1 |
| Barack Obama wrote a letter to Brittany Wenger. | | ✓ | 1 |
| Jack Andraka received a lot of money for his invention. | | ✓ | 1 |
| About half of the new inventions by young people are related to the Internet. | | ✓ | 1 |
| Total | | | 4 |

Question 19

(4 marks)

What are Jack Andraka's words of encouragement to other young people?

| Description | Marks |
|---|----------|
| If a kid of 15 | 1 |
| who didn't even know what a pancreas was | 1 |
| could find a way to detect cancer (of the pancreas) | 1 |
| imagine what you could do! | 1 |
| Total | 4 |

Text 6: *La cigarette électronique, véritable tremplin vers le tabagisme chez les jeunes*

Question 20

(2 marks)

Which event prompted the writing of this summary?

| Description | Marks |
|------------------|----------|
| World | 1 |
| anti-tobacco day | 1 |
| Total | 2 |

Question 21

(4 marks)

(a) Explain, in your own words, what is meant by *l'effet passerelle*. (2 marks)

| Description | Marks |
|--|----------|
| Vaping/e-cigarette consumption is a springboard/is likely to lead to | 1 |
| tobacco consumption/smoking (traditional cigarettes). | 1 |
| Total | 2 |

(b) What makes *l'effet passerelle* even more alarming? (2 marks)

| Description | Marks |
|--|----------|
| The transition to cigarettes/tobacco | 1 |
| takes only a year/occurs within one year only. | 1 |
| Total | 2 |

Question 22

(6 marks)

State **three** reasons given by the researchers for the occurrence of this phenomenon.

| Description | Marks |
|---|----------|
| E-cigarettes also contain nicotine even if it's at a lower dose. | 1 |
| As nicotine is addictive, young vapers quickly become hooked. | 1 |
| And move up a gear/move to the next level or stage as a natural progression (and buy their first packet of cigarettes). | 1 |
| Total | 6 |

Question 23

(3 marks)

Tick (✓) to indicate the **three** statements below that are **not** correct.

| Description | | Marks |
|--|---|----------|
| Statement | ✓ | |
| The results of the survey are not surprising. | ✓ | 1 |
| The results of the survey are alarming. | | |
| The Macron government has just started looking at initiatives to combat this trend. | | |
| The Macron government has been looking at initiatives to combat this trend for a long time. | ✓ | 1 |
| The Macron government is planning a national public health program to encourage young people to stop smoking. | ✓ | 1 |
| The Macron government is planning a national public health program to make young people aware of the dangers of e-cigarette consumption. | | |
| Total | | 3 |

Text 7: *Les Mooks: le journalisme réinventé*

Question 24

(6 marks)

(a) In what way does the content in mooks stand out from the rest of the press? (3 marks)

| Description | Marks |
|---|----------|
| The authors find it or draw inspiration (their subject matter/content) on/from the fringes/edges/margins of the news | 1 |
| and deal with it in an original way. | 1 |
| Total | 3 |

(b) According to the text, what are the contributors to mooks reacting against? (3 marks)

| Description | Marks |
|--|----------|
| The disappearance of the printed press | 1 |
| due to competition from digital media | 1 |
| that is instant/immediate and free. | 1 |
| Total | 3 |

Question 25**(5 marks)**

- (a) What kind of readers are mooks likely to attract? (3 marks)

| Description | Marks |
|--|----------|
| Those who are looking for the pleasure of the story, | 1 |
| time to reflect, | 1 |
| and the space for long term enquiry/investigation. | 1 |
| Total | 3 |

- (b) State
- two**
- examples of the types of articles found in mooks. (2 marks)

| Description | Marks |
|---|----------|
| in-depth interviews/conversations/discussions | 1 |
| translations of foreign articles | 1 |
| Total | 2 |

Question 26**(4 marks)**

- (a) Why is the paper used in mooks of such high quality? (3 marks)

| Description | Marks |
|--------------------------------------|----------|
| Because great importance is given to | 1 |
| illustrations, photography | 1 |
| and cartoons/comic strips. | 1 |
| Total | 3 |

- (b) How do mooks retain their editorial independence? (1 mark)

| Description | Marks |
|-------------------------------|----------|
| by not having any advertising | 1 |
| Total | 1 |

Question 27**(3 marks)**

- (a) Give
- two**
- ways in which mooks can stay financially viable. (2 marks)

| Description | Marks |
|---------------|----------|
| sales | 1 |
| subscriptions | 1 |
| Total | 2 |

- (b) What must mooks do to survive? (1 mark)

| Description | Marks |
|---|----------|
| constantly evolve/renew/never stop reinventing themselves | 1 |
| Total | 1 |

Section Three: Written communication

40% (40 Marks)

Part A: Stimulus response

20% (20 marks)

Question 28

(20 marks)

You have just seen an advertisement encouraging young Senegalese students to return to Senegal to help the country's development. You are a Senegalese immigrant who studied at university in France. Write to your parents to inform them of your decision to return to Senegal and give:

- **two** reasons for your decision
- **two** ways in which you think this will help your country.

| Description | Marks |
|--|----------|
| Content and relevance of response to the question | |
| Provides all the required content and relates it strongly to the stimulus to inform their parents of their decision to return to Senegal and gives: <ul style="list-style-type: none"> • two reasons for making this choice (2) • two ways they think this will help their country (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 some details to elaborate. | 3 |
| Provides content that has superficial relevance to the question. | 2 |
| Provides content with little relevance to the question. | 1 |
| 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 some simple structures correctly. 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 |
| Subtotal | 6 |

| 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 |
| Subtotal | 5 |
| Text type and sequencing | |
| Writes a letter using all the key conventions of the text type and which <ul style="list-style-type: none"> • includes a salutation and sign-off • uses informal register • sequences information cohesively and coherently. | 3 |
| Uses most of the key conventions of the text type. Generally uses appropriate register. Sequences information to some extent. Connections are simple and straightforward. | 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 |
| Subtotal | 3 |
| Total | 20 |

Question 29

(20 marks)

You have seen these images in a blog contrasting the causes of stress among young people in first world countries and the developing world. Write a response to the blog in which you:

- give your reaction to the pictures and captions
- express your opinion on the different causes of stress among young people in the world.

| Description | Marks |
|---|----------|
| Content and relevance of response to the question | |
| Provides all the required content and relates it strongly to the stimulus by writing a response which: <ul style="list-style-type: none"> • gives their reaction to the pictures and captions (2) • expresses their opinion on the different causes of stress in the world (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 some details to elaborate. | 3 |
| Provides content that has superficial relevance to the question. | 2 |
| Provides content with little relevance to the question. | 1 |
| 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 some simple structures correctly. 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 |
| Subtotal | 6 |
| 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 |
| Subtotal | 5 |

| Text type and sequencing | |
|--|-----------|
| Uses all the key conventions of the text type. Writes a response to the blog that includes appropriate register and informal language. Sequences information cohesively and coherently. | 3 |
| Uses most of the key conventions of the text type. Generally uses appropriate register. Sequences information to some extent. Connections are simple and straightforward. | 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 |
| Subtotal | 3 |
| Total | 20 |

Part B: Extended response

20% (20 marks)

Question 30

(20 marks)

You are going to participate in a debate on the following question: In the future, will going to the cinema remain an activity that is enjoyed by French and Francophone people? Write the script of a speech that includes:

- at least **two** reasons why you think the cinema will or will not remain popular in the future
- at least **two** examples of contemporary French films to support your argument.

| Description | Marks |
|---|----------|
| Content and relevance of response to the question | |
| Provides all the required content and relates it strongly to the question by writing the script of a speech which: <ul style="list-style-type: none"> • gives two reasons why they think the cinema will or will not remain popular (2) • gives two examples of contemporary French movies that support their argument (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 some details to elaborate. | 3 |
| Provides content that has superficial relevance to the question. | 2 |
| Provides content with little relevance to the question. | 1 |
| 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 some simple structures correctly. 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 |
| Subtotal | 6 |

| 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 |
| Subtotal | 5 |
| Text type and sequencing | |
| Uses all the key conventions of the text type, including appropriate register. Sequences information cohesively and coherently. Writes a speech which includes clear arguments and persuasive 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 straightforward. | 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 |
| Subtotal | 3 |
| Total | 20 |

Question 31

20% (20 marks)

Write a summary about the way in which the media has evolved since your parents were young, reflecting on:

- the changes in the way information is transmitted
- the ability (or not) of the different forms of media to bring people together.

| 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: <ul style="list-style-type: none"> • reflects on the changes in the way information is transmitted (2) • reflects on the ability (or not) of the different forms of media to bring people together (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 some details to elaborate. | 3 |
| Provides content that has superficial relevance to the question. | 2 |
| Provides content with little relevance to the question. | 1 |
| 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 some simple structures correctly. 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 |
| Subtotal | 6 |
| 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 |
| Subtotal | 5 |

| Text type and sequencing | |
|--|-----------|
| Uses all the key conventions of the text type, including appropriate register. Sequences information cohesively and coherently. Writes a summary, which includes a title, an introduction, content and a conclusion. | 3 |
| Uses most of the key conventions of the text type. Generally uses appropriate register. Sequences information to some extent. Connections are simple and straightforward. | 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 |
| Subtotal | 3 |
| Total | 20 |

Question 32

20% (20 marks)

Write an account of your future aspirations in which you:

- describe your professional and personal goals
- reflect on what you would do to overcome any difficulties you might encounter in achieving your goals.

| 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 account of their future aspirations in which they: <ul style="list-style-type: none"> • describe their professional and personal goals (2) • reflect on what they will do to overcome any difficulties they may encounter (2) • use 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 some details to elaborate. | 3 |
| Provides content that has superficial relevance to the question. | 2 |
| Provides content with little relevance to the question. | 1 |
| 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 some simple structures correctly. 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 |
| Subtotal | 6 |
| 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 |
| Subtotal | 5 |

| Text type and sequencing | |
|--|-----------|
| Uses all the key conventions of an account including an introduction, conclusion and formal register. Sequences information cohesively and coherently. | 3 |
| Uses most of the key conventions of the text type. Generally uses appropriate register. Sequences information to some extent. Connections are simple and straightforward. | 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 |
| Subtotal | 3 |
| Total | 20 |

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