



FRENCH: SECOND LANGUAGE

ATAR course examination 2017

Written marking key

Marking keys are an explicit statement about what the examiner expects of candidates when they respond to a question. They are essential to fair assessment because their proper construction underpins reliability and validity.

Section One
Response: Listening

30% (42 Marks)

Text 1: La publicité géo-localisée**Question 1****(5 marks)**

Carine and Marc are discussing a nearby clothes shop. Tick (✓) the correct statements below.

Description		Marks
Carine sees a shop with discounts of up to 62%.		
Both friends want to try things on in the shop.		
Carine thinks the shop can read her mind.	✓	1
Marc thinks this new advertising technology is stupid.		
Marc thinks geo-localised advertising is a form of harassment.	✓	1
Carine asks Marc if the shop knows where they are.	✓	1
Marc explains that one receives an SMS at a certain distance from the shop.	✓	1
Shops can now access your information through your GPS.		
Carine likes the idea because she will never miss a bargain.	✓	1
Marc thinks that this kind of advertising should not be allowed.		
Total		5

Text 2: Deux films classiques**Question 2****(3 marks)**

- (a) How is *Les 400 Coups* described? (2 marks)

Description	Marks
(as a film that is both) raw	1
and sensitive	1
Total	2

- (b) What inspired Truffaut to make this film? (1 mark)

Description	Marks
his (own) childhood	1
Total	1

Question 3**(3 marks)**

- (a) What are we told about Antoine Doisnel's family? (2 marks)

Description	Marks
his mother is neglectful/negligent	1
his step-father is indifferent	1
Total	2

- (b) What is described as being absurd and difficult to understand? (1 mark)

Description	Marks
the adult world/the world of adults	1
Total	1

Question 4 (4 marks)

Indicate with a tick (✓) whether the following statements about Antoine are true or false.

Description			Marks
	True	False	
Antoine has no close friends.		✓	1
During lessons, Antoine dreams about escaping his daily life.		✓	1
In the final scene, Antoine runs desperately toward the ocean.	✓		1
Antoine had only been to the ocean once before.		✓	1
Total			4

Question 5 (8 marks)

- (a) In the film *Monsieur Lazhar*, what nationality is the actor who plays the main character? (1 mark)

Description	Marks
French-Algerian	1
Total	1

- (b) What else do we learn about Bashir Lazhar? (4 marks)

Description	Marks
(he is) full of compassion	1
(despite) his personal suffering/has suffered a lot	1
only person to understand	1
the children's feelings (after the death of one of their teachers)	1
Total	4

- (c) Identify the **two** themes that are explored in the film, *Monsieur Lazhar*. (3 marks)

Description	Marks
One: cultural differences (between people from different backgrounds)	1
Two: the evolution of a society as it looks for ways to help new residents integrate	1
Total	3

Text 3: Des conseils pour l'avenir**Part (i)****Question 6****(3 marks)**

According to the counsellor, what will be the **three** key jobs of the future?

Description	Marks
One: data base management	1
Two: cybersecurity/safety	1
Three: well-being in the workplace	1
Total	3

(Part ii)**Question 7****(3 marks)**

Tick (✓) the skills that the counsellor states will be sought after in the future.

Description		Marks
being a team player		
problem solving	✓	1
interpersonal skills	✓	1
critical thinking	✓	1
leadership skills		
Total		3

Question 8**(2 marks)**

Why is Aurélia disappointed?

Description	Marks
because (jobs in/the field of) accounting/accountants	1
will be less in demand	1
Total	2

(Part iii)**Question 9****(11 marks)**

- (a) Why does Aurélia want to take a gap year? (2 marks)

Description	Marks
because she likes travelling	1
and wants to improve her language skills/linguistic competence	1
Total	2

- (b) What would life with a host family be like for Aurélia? (5 marks)

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

Description			Marks
	True	False	
She would get board and lodging.	✓		1
She would have to do her own laundry.		✓	1
She would have language classes every afternoon.		✓	1
She would have to do household chores.	✓		1
She would have to arrange activities for the children every day.		✓	1
Total			5

- (c) Give
- four**
- reasons why the counsellor thinks taking a gap year would be a good experience for Aurélia. (4 marks)

Description	Marks
One: she is open-minded	1
Two: has a sense of initiative	1
Three: is sufficiently mature/mature enough	1
Four: (a gap year would allow her) to reflect on her future career	1
Total	4

Section Two

Response: Viewing and reading

30% (72 Marks)

Text 4: *Le stress chez les jeunes*

Question 10

(4 marks)

Identify the phenomenon caused by increasing dependence on social networks and its effects on young people.

Description	Marks
Phenomenon: fear of missing out/missing something	1
Effects: (young people) can't enjoy the present moment/can't make the most of the present/can't be in the present	1
(they) live in constant anxiety because they are always looking into the immediate future	1 1
Total	4

Question 11

(4 marks)

Complete the table below to show the results of a 2016 French study about anxiety in young people.

Description		Marks
Study conducted in France 2016		
Proportion of young people	Results	
• almost/nearly half	anxious about having less-rewarding experiences than their friends	1
• a third	(anxious about) the idea of not knowing what their friends are doing, have done and will do (must specify any 2 out of 3 tenses to receive 2 marks)	1 1 1
Total		4

Question 12

(3 marks)

List the **three** types of feelings this phenomenon might induce in young people.

Description	Marks
One: resentment/a sense of grudge/hard feelings	1
Two: isolation	1
Three: loss of self-confidence	1
Total	3

Question 13

(6 marks)

(a) Why is the situation in Japan so extreme?

(3 marks)

Description	Marks
there are/some young people who no longer leave their house	1
who no longer open the door to anyone	1
and who live through their social network profile	1
Total	3

- (b) According to the philosopher, what must young people learn to do? (3 marks)

Description	Marks
be happy for others	1
rather than envying them	1
for having what we don't have	1
Total	3

Text 5: *Un compositeur français à Hollywood*

Question 14 (5 marks)

- (a) How is Alexandre Desplat viewed by the French? (2 marks)

Description	Marks
the last great representative	1
of the original (symphonic) soundtrack/score	1
Total	2

- (b) What do Americans see in him and why? (3 marks)

Description	Marks
a possible heir to John Williams/inheritor of	1
from whom he took the torch/who passed him the torch/flame	1
when he (Desplat) wrote the score/music/partitions for the last two Harry Potter films	1
Total	3

Question 15 (7 marks)

- (a) What **two** purposes did music serve in the silent film era? (4 marks)

Description	Marks
One: to reassure the audience	1
(who were plunged) into darkness/in the dark	1
Two: to cover the noise	1
of the projector	1
Total	4

- (b) Other than adding atmosphere, what **three** aspects of film action did producers realise could be enhanced by music? (3 marks)

Description	Marks
One: the chases/pursuits	1
Two: the falls/stunts	1
Three: the role of the baddie/bad guy/villain	1
Total	3

Question 16

(6 marks)

Complete this table with details comparing the conditions Desplat found in recording studios in Hollywood and Paris.

Description		Marks
Hollywood	Paris	
his own team	one change room/dressing room for the whole orchestra	1+1
the best sound engineers	the noise of the metro	1+1
the best working conditions for musicians	a sound engineer who can't read music	1+1
Total		6

Question 17

(4 marks)

- (a) What did winning an Oscar in 2015 mean to Desplat? (2 marks)

Description	Marks
the fulfilment/realisation	1
of his lifelong dream	1
Total	2

- (b) What does Desplat say about this recognition? (2 marks)

Description	Marks
it is a reminder (allows us to remind ourselves/remember)	1
that the composer is the third author	1
Total	2

Text 6: *L'immigration en Suisse*

Question 18

(6 marks)

- (a) Tick (✓) whether the following statements are true or false. (4 marks)

Description			Marks
	True	False	
The writer was shocked by a debate she saw on television.	✓		1
The writer has recently become a Swiss national.	✓		1
All the contributors on the show were in favour of immigration.		✓	1
She will campaign for a Switzerland that welcomes migrants.	✓		1
Total			4

- (b) Why do the writer's friends **not** feel the need to become Swiss citizens? (2 marks)

Description	Marks
(because) they feel Swiss	1
and have the same values	1
Total	2

Question 19

(7 marks)

- (a) What did the school principal say in the television show? (3 marks)

Description	Marks
if she got rid of immigrants/foreigners in her school	1
there would (only) be a fifth of teachers	1
and half of her students	1
Total	3

- (b) What were the politician's thoughts on immigration? (4 marks)

Description	Marks
that immigration is like a soup	1
adding salt makes it better	1
but if you put too much it would be indigestible	1
and in the end the country would have a heart attack/cardiac crisis	1
Total	4

Question 20

(2 marks)

What proves that integration in Switzerland has been a success?

Description	Marks
because they didn't realise	1
they had become a country of immigration/had so many immigrants (on a global scale)	1
Total	2

Question 21

(4 marks)

- (a) What integration mistake did France make with its immigrants? (2 marks)

Description	Marks
(France) gathered/reassembled (its) immigrants in suburbs	1
(and) pretended (that) they did not exist	1
Total	2

- (b) What is the writer's vision for Switzerland in the future? (2 marks)

Description	Marks
that it be open	1
and reach out its hand	1
Total	1

Text 7: La crise du journalisme traditionnel**Question 22****(4 marks)**

According to the article, what is 'post-truth'?

Description	Marks
when the objective facts	1
have less influence (to shape public opinion)	1
than appeals to emotion,	1
opinions and personal beliefs	1
Total	4

Question 23**(4 marks)**

(a) What makes 'fake news' possible?

(2 marks)

Description	Marks
everyone can create a virtual community	1
in which lies flourish/thrive/prosper/grow	1
Total	2

(b) Why were journalists unable to predict either Brexit or Trump's election?

(2 marks)

Description	Marks
because they had become	1
(in a certain sense) deaf and blind	1
Total	2

Question 24**(2 marks)**

What has happened in the media in the last fifty years?

Description	Marks
It would have/has produced	1
more information/news than in 2000 years	1
Total	2

Question 25**(4 marks)**

(a) According to Caroline Sauvajol-Riolland, what must we be able to do?

(2 marks)

Description	Marks
convert/transform the facts (with which we are bombarded)	1
into knowledge	1
Total	2

(b) How is 'infobesity' explained?

(2 marks)

Description	Marks
as/like an excess of fat/fatty matter	1
we must get rid of	1
Total	2

Section Three

Written communication

40% (40 Marks)

Part A: Stimulus response

20% (20 marks)

Question 26

(20 marks)

Criteria	Marks
Content and relevance of response to the question	
Provides all the required content and relates it strongly to the stimulus by writing an email describing the experience and including: the reasons why they went to the concert (2 marks) a review of two artists they saw (2 marks) why the experience has inspired them to listen to more francophone music in the future. (2 marks)	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
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 type, including appropriate register. Sequences information cohesively and coherently. Writes an email which includes: a salutation and sign-off, register appropriate to a friend (<i>tu</i> form), 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
	0
Subtotal	3
Total	20

Question 27

(20 marks)

Criteria	Marks
Content and relevance of response to the question	
Provides all the required content and relates it strongly to the stimulus by writing a blog posting in response to the opinions given, including: the reasons why they agree or don't agree with Sophie's opinion (2 marks) the reasons why they agree or don't agree with Pascal's opinion (2 marks) two ways in which the media can have a positive impact on the global community. (2 marks)	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
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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
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 type, including appropriate register. Sequences information cohesively and coherently. Writes a blog which includes: the appropriate register, informal 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
	0
Subtotal	3
Total	20

Part B: Extended response

20% (20 marks)

Question 28

(20 marks)

Criteria	Marks
Content and relevance of response to the question	
Provides all the required content and relates it strongly to the question by writing a conversation in which they: discuss their concerns and give advice (2 marks) state at least one thing each person is looking forward to doing in the future (2 marks) discuss alternatives for what each person could do if they don't do well in the final examinations. (2 marks)	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
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 type, including appropriate register. Sequences information cohesively and coherently. Writes a conversation which includes: informal register, colloquial language, an equal amount of dialogue per person.	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 29

20% (20 marks)

Criteria	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 describing the experience and including: why they chose to do this type of voluntary work (1 mark) an account of the experiences of at least one of the immigrants they have met (2 marks) their opinion on what France should do to help immigrants integrate (2 marks) use of effective and relevant details to elaborate. (1 mark)	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)	
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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 type, including appropriate register. Sequences information cohesively and coherently. Writes a letter which includes: a formal salutation, formal sign-off, formal register (<i>vous</i> form).	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% (20 marks)

Criteria	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 including: a brief description of the talk they heard this year (2 marks) how they and their peers reacted to the talk (2 marks) two solutions which could help resolve the problem of alcohol and drug abuse among young people. (2 marks)	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
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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 type, including appropriate register. Sequences information cohesively and coherently. Writes an article including: a title, formal language and structure, some personal and evaluative comments.	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

ACKNOWLEDGEMENTS

Text 2

Questions 2-5

Information from: Griffoulières, C. (2017). Les 400 coups (1959). *Time Out*. Retrieved June, 2017, from www.timeout.fr/film/les-400-coups-1959

Information from: Ramond, C.-H. (2011, October 28). *[Critique] Monsieur Lazhar: Tout en dentelle*. Retrieved June, 2017, from <http://www.filmsquebec.com/critique-monsieur-lazhar-tout-en-dentelle>

Text 4

Questions 10–13

Information from: Barreyre, F. (2016, April 30). L'infobésité [Podcast]. Retrieved June, 2017, from <https://www.franceculture.fr/emissions/le-secret-des-sources/l-infobesite?xtmc=l%27Infob%C3%A9sit%C3%A9&xtnp=1&xtr=2>

Information from: Deslauriers, S. (2013, May 1). Le phénomène FOMO (Fear of missing out). HuffPost. Retrieved June, 2017, from http://quebec.huffingtonpost.ca/stephanie-deslauriers/fear-or-missing-out_b_3193246.html

Text 5

Questions 14–17

Adapted from: Hillériteau, T. (2013, March 18). Des compositeurs français à Hollywood. *Le Figaro*. Retrieved June, 2017, from <http://www.lefigaro.fr/arts-expositions/2013/03/18/03015-20130318ARTFIG00322-des-compositeurs-francais-a-hollywood.php>

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