



FRENCH: SECOND LANGUAGE

ATAR course examination 2022

Written marking key

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

Section One
Response: Listening

30% (39 Marks)

Text 1: Faire aimer l'actu aux 18-25 ans

Question 1 (3 marks)

- (a) According to the TV host, who should watch the 'HugoD crypte' channel? (1 mark)

Description	Marks
(young) people who want to access a variety of topics/subjects	1
Total	1
Do not accept:	
<ul style="list-style-type: none"> • adolescence 	

- (b) Complete the table below by providing the missing information about this channel. (2 marks)

Year/Time	Fact to which the year/time refers	Marks
2015	year when Hugo and his team started making information clear and accessible to everyone	1
10 minutes	maximum duration of their videos	1
Total		2

Question 2 (2 marks)

Describe how the videos on the 'HugoD crypte' channel end.

Description	Marks
with an interactive debate (at the end of the videos)	1
with the public voting and commenting	1
Total	2

Question 3 (4 marks)

How does the TV host describe the 'Heu?Reka' channel?

Description	Marks
325 000 subscribers	1
(offers/has/provides/posts) educational videos	1
for dummies/people who are bad at	1
in economics and finance	1
Total	4
Do not accept:	
<ul style="list-style-type: none"> • followers (must be subscribers) • economy (must be economics) 	

Question 4

(2 marks)

Tick (✓) to indicate the **two** statements that are **not** true about this channel's videos.

Description		Marks
Statements	(✓)	
Their content is simple, with discussions and graphics.	✓	1
Their content is educational, with discussions and graphics.		
They make fun of complex topics.	✓	1
They make complex topics fun.		
	Total	2

Text 2: Du Congo à la Belgique : la vie d'un médecin africain**Question 5****(3 marks)**(a) Tick (✓) to indicate the **two** correct statements.**(2 marks)**

Description		Marks
Statements	(✓)	
The doctor had a very busy day.		
The doctor has been snowed under with work since his arrival.	✓	1
Feeling low and the need for support from patients is overwhelming.		
The doctor often has to skip meals.	✓	1
Total		2

(b) Why did the doctor come to Belgium? Tick (✓) the correct answer.

(1 mark)

Description	Marks
Statements	✓
to fill a shortage	✓
to immigrate	
to find work	
Total	1

Question 6**(4 marks)**(a) Apart from relationships between people, to what **three** things did the doctor have to adapt?**(3 marks)**

Description	Marks
winter	1
food/diet	1
clothes	1
Total	3

(b) State how the doctor was welcomed in his new village.

(1 mark)

Description	Marks
with open arms/warmly	1
Total	1
Do not accept:	
• welcoming	

Question 7**(3 marks)**

Outline ways the doctor is creating social bonds.

Description	Marks
Any three of the following (3 x 1 mark)	
he had to get out of his practice/surgery/office spends time at the village café takes part in festivities/celebrations/festivals/village parties goes to the market on Sunday/Sunday markets	1-3
Total	3
Do not accept:	
<ul style="list-style-type: none"> • cabinet • parties 	

Question 8**(1 mark)**

Identify what makes the doctor happy.

Description	Marks
if his wife and children/family and the villagers are happy (he is happy)	1
Total	1

Text 3: *Un jeune sous pression*

Part (i)

Question 9

(5 marks)

- (a) Tick (✓) to indicate whether the statements about Jean-Baptiste's parents are true or false. (4 marks)

Description			
Statements	True (✓)	False (✓)	Marks
They have completed university enrolment forms for Jean-Baptiste.	✓		1
They demand that he completes and signs university enrolment forms.		✓	1
They met with his teachers.	✓		1
They put his IT teacher under pressure.		✓	1
Total			4

- (b) According to Séverine, what is most important to Jean-Baptiste's parents? (1 mark)

Description	Marks
his financial security/stability	1
Total	1

Question 10

(4 marks)

- (a) According to Séverine, what are the **two** reasons why Jean-Baptiste has to put up with his parents? (2 marks)

Description	Marks
as long as he lives under their roof they will have their say/he has to listen to them	1
(alone) he wouldn't have the means to support himself	1
Total	2

- (b) Outline Jean-Baptiste's plan and state why it is preferable to him. (2 marks)

Description	Marks
get a carpentry/craftsman/woodworking apprenticeship	1
he would earn/gain money	1
Total	2
Do not accept:	
<ul style="list-style-type: none"> • internship • apprenticeship by itself 	

Part (ii)

Question 11

(5 marks)

- (a) Why does Séverine say Jean-Baptiste's alternative of becoming a craftsman is old-fashioned? (1 mark)

Description	Marks
(because) no one wants to become a craftsman/to do this job any longer OR (because) it is a hobby, not a worthwhile/profitable job/profession	1
Total	1

- (b) Complete the table below by providing the missing information about Jean-Baptiste's views. (4 marks)

Description	Marks	
Jean-Baptiste does not want to contribute to	filling the (rubbish) dumps/ more pollution	1
Jean-Baptiste wants to perpetuate	the tradition of unique furniture	1
	made with love	1
	according to the rules of the art	1
Total	4	

Question 12

(3 marks)

- (a) State what Séverine says is risky to do. (1 mark)

Description	Marks
to target only a small clientele	1
Total	1

- (b) Outline what Séverine's final words of advice are. (2 marks)

Description	Marks
sign the registration/ enrolment files/forms/documents	1
nothing forces him/he does not have to submit them/ he is not obligated/obliged to submit/send them	1
Total	2
Do not accept:	
<ul style="list-style-type: none"> complete 	

Section Two

Response: Viewing and reading

30% (65 Marks)

Text 4: *Trop tôt*

Question 13

(5 marks)

(a) Identify what Sébastien intends to do in his future.

(1 mark)

Description	Marks
to build/plan his future at his own pace	1
Total	1
Do not accept:	
<ul style="list-style-type: none"> • construct • with his own rhythm 	

(b) Explain what is abhorrent to Sébastien.

(4 marks)

Description	Marks
to be forced to make decisions	1
that will determine his future	1
before he is 18 years old/becomes an adult	1
or before being capable of dealing with the consequences	1
Total	4
Do not accept:	
<ul style="list-style-type: none"> • take decisions • considering, knowing, understanding the consequences 	

Question 14

(5 marks)

(a) Outline what Sébastien refuses to do.

(2 marks)

Description	Marks
to be trapped in a pathway chosen by default	1
to please or follow others	1
Total	2

(b) List the **three** things Sébastien dreams of.

(3 marks)

Description	Marks
adventures	1
meeting people/encounters	1
nights under the stars/starry nights/out in the open	1
Total	3

Question 15

(1 mark)

Tick (✓) to indicate the statement that is **not** correct.

Description		Marks
Statements	(✓)	
Sébastien has decided to become a travel influencer.	✓	1
As an influencer, Sebastien could share his travels and the music he discovers with others.		
Sébastien could also share his discoveries of unusual jobs on his networks.		
Total		1

Question 16

(6 marks)

Tick (✓) to indicate whether the following statements about Sébastien's French teacher are true or false.

Description			Marks
Statements	True (✓)	False (✓)	
She realised her dream later in life.	✓		1
She failed sciences and linguistics in high school.		✓	1
She hated business school and failed her diploma.		✓	1
She became an accountant in the police academy.		✓	1
After five years with the police, she abandoned everything and settled in Australia.		✓	1
It took her less than three years to become a teacher.	✓		1
Total			6

Text 5: Coup de projecteur sur la carrière d'Omar Sy**Question 17****(2 marks)**

- (a) Identify why Omar Sy was nominated for 'Best Actor in a drama series' at the Golden Globes in 2022. (1 mark)

Description	Marks
for his outstanding/exceptional performance in the series <i>Lupin</i>	1
Total	1

- (b) What was the result of the success of his work? (1 mark)

Description	Marks
the signing of a multi-year deal/agreement/contract with Netflix	1
Total	1

Question 18**(7 marks)**

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

Description			Marks
Statements	True	False	
Omar Sy emigrated to Paris in 1962.		✓	1
Omar Sy's work in media began due to his talent for comedy.	✓		1
Omar Sy's role in the film <i>Intouchables</i> earned him a highly-coveted award.	✓		1
The film <i>Intouchables</i> was rated the most profitable and most viewed movie in France.		✓	1
Total			4

- (b) Describe how Omar Sy's life changed when he moved to Los Angeles. (3 marks)

Description	Marks
Statements	
his career in the industry	1
caught/attracted the attention of the English-speaking cinematic/filming/cinema community	1
his previous successes have opened the doors to Hollywood blockbusters or major productions	1
Total	3
Do not accept:	
<ul style="list-style-type: none"> super productions 	

Question 19

(4 marks)

- (a) Tick (✓) to indicate the statement that is **not** correct. (1 mark)

Description		Marks
Statements	(✓)	
In <i>Lupin</i> , Omar Sy plays the part of an immigrant from Senegal.		
The character Assane Diop was orphaned as a teenager.		
Assane Diop's family was responsible for his father's death.	✓	1
Total		1

- (b) How is the series *Lupin* described? (3 marks)

Description	Marks
fast (paced) and entertaining	1
with a plot that has many twists (and turns)/with many plot-twists or new developments	1
to keep the audience on their toes/in suspense/guessing/breathless	1
Total	3
Do not accept:	
<ul style="list-style-type: none"> • quick • rapid • out of breath 	

Question 20

(3 marks)

- (a) What do Omar Sy's character traits make him perfect for? (1 mark)

Description	Marks
the lead role of a gentleman thief/burglar	1
Total	1

- (b) Apart from his character traits, identify **two** other attributes that make Omar Sy a cinema icon. (2 marks)

Description	Marks
his versatility/adaptability to interpret (roles)/play different roles	1
(his ability) to produce	1
Total	2

Text 6: *Quand le stress pousse les jeunes à agir*

Question 21

(4 marks)

(a) How is youth activism described?

(2 marks)

Description	Marks
a growing/increasing/rising phenomenon	1
in the modern world	1
Total	2

(b) What do many of the protest movements express an urgent need for?

(2 marks)

Description	Marks
reforming society	1
creating a better future	1
Total	2

Question 22

(7 marks)

(a) Name **five** sources of pressure experienced by young people today.

(5 marks)

Description	Marks
feelings of helplessness/powerlessness	1
obligation to succeed/achieve	1
worrying/anxious about issues in times/periods of uncertainty	1
lack of control over the outcome of a situation	1
having to deal with/face sudden and massive changes	1
Total	5
Do not accept	
<ul style="list-style-type: none"> • issue (must be situation) • large changes 	

(b) Outline the effect of these pressures on young people.

(2 marks)

Description	Marks
some young people feel overwhelmed by stress	1
(while) others are compelled to act/pushed to take action	1
Total	2
Do not accept:	
<ul style="list-style-type: none"> • superceeded or exceeded (must be overwhelmed) • pressured or pushed to act 	

Question 23

(2 marks)

Tick (✓) to indicate the **two (2)** correct statements.

Description		Marks
Youth activists work on raising awareness of challenges presented by a changing world.	✓	1
Greta Thunberg became an activist when millions of students started organising strikes at school for action against global warming.		
Students formed protests in order to combat their anxiety.	✓	1
Greta's demands made everyone face up to their responsibilities.		
Total		2

Question 24

(3 marks)

What is achieved by young people expressing their concerns loudly and clearly?

Description	Marks
they are paving the way/opening the way (path)	1
for a more equal and sustainable future for all	1
they are taking their destiny in hand/taking charge of their destiny/fate	1
Total	3
Do not accept:	
<ul style="list-style-type: none"> • durable future 	

Text 7: Les musées à l'ère du digital**Question 25****(5 marks)**

- (a) Outline the change in Séraphine's opinion about museums. (2 marks)

Description	Marks
she was absolutely/definitely not crazy about museums	1
but the interactive tours/visits won her over	1
Total	2

- (b) Describe why interactive museum tours are a good opportunity for culture promoters. (3 marks)

Description	Marks
they win over new (public) audiences	1
generating/driving traffic/visits to their websites	1
(while) increasing their visibility	1
Total	3

Question 26**(4 marks)**

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

Description Statements			Marks
	True (✓)	False (✓)	
The digitalisation of art is the best thing.		✓	1
With the digitalisation of art, internet users exchange opinions with others about best places.		✓	1
Interactive tours allow you to frequently escape while sitting comfortably on your sofa.		✓	1
A high-speed internet connection is a must-have.	✓		1
Total			4

Question 27**(4 marks)**List the **four** reasons why Séraphine finds the interactive experience great.

Description	Marks
no one is locked into a predetermined/pre-planned itinerary	1
you (can) learn in one click	1
the artistic visualisation is enhanced by (the quality of) images in ultra-high-definition	1
it is even possible to zoom in on appealing/pleasing details	1
Total	4
Do not accept:	
<ul style="list-style-type: none"> • visual arts • very high definition • preconceived itinerary • pleasant details 	

Question 28

(3 marks)

Describe how Séraphine feels about museums since she had her virtual experience.

Description	Marks
she liked it so much that	1
she has only one thing in mind/her head	1
to visit for real (do not accept truth)	1
Total	3

Section Three: Written communication

40% (40 Marks)

Part A: Stimulus response

20% (20 Marks)

Question 29

You have seen this advertisement inviting you to share your ideas in a videoconference between your school and your partner school in France. To convince your French teacher to support your participation, prepare a note in which you answer each of the questions in detail by:

- providing **two** reasons in answer to the first question
- explaining your choice of **two** reliable media sources to keep up with the news.

Description	Marks
Content and relevance of response to the question	
Provides all the required content in a clear, relevant and well-illustrated manner in answer to the question, with supporting details (for each reason and media) about: <ul style="list-style-type: none"> • two reasons as to why keeping up with the news is crucial for young people (2) • their choice of two reliable media to keep up with the news. (2) Uses effective and relevant additional details to further elaborate upon the reasons and selection of media. (2)	6
Provides most of the required content in a relevant and clearly stated manner, with supporting details. Uses relevant additional details to further elaborate, with a more limited capacity to discuss the reasons and selection of media.	5
Provides mostly relevant content in a mostly relevant manner in answer to the question, with supporting details. Uses few additional details, which are less relevant, to elaborate on the reasons and selection of media.	4
Provides generally relevant content and relates it somewhat to the question, with minor supporting details. Uses some irrelevant additional details to further elaborate on the reasons and selection of media.	3
Provides content that has superficial relevance to the question and to the stimulus.	2
Provides content with little relevance to the question and to the stimulus.	1
Does not meet the requirements of this criterion.	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, objects, 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 frequent errors.	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 meet the requirements of this criterion.	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
Does not meet the requirements of this criterion.	0
Subtotal	5
Text type and sequencing	
Uses all the key conventions of a note, including formal register and language that is concise and to the point in order to express the request to the teacher. Sequences information cohesively and coherently. Writes a note, which includes: a salutation and a signing off.	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
Does not meet the requirements of this criterion.	0
Subtotal	3
Total	20

Question 30

(20 marks)

You attended this event. Write an article for your French class newsletter in which you describe in detail:

- the content of the clip of the song you preferred, and why you liked its message
- how both this song and its clip made you better understand **two** aspects of French-speaking culture.

Description	Marks
Content and relevance of response to the question	
Provides all the required content, in a clear, relevant and well-illustrated manner, in answer to the question and with reference to the stimulus, writing with supporting details (for clip content, message, and each aspect) about: <ul style="list-style-type: none"> • the content of the clip of the song they preferred, and why they liked its message (2) • how both this song and its clip made them better understand two aspects of French-speaking culture. (2) Uses effective and relevant additional details to further elaborate upon the clip content, message and aspects. (2)	6
Provides most of the required content in a relevant and clearly stated manner, in answer to the question and with reference to the stimulus, writing with supporting details. Uses relevant additional details to further elaborate, with a more limited capacity to discuss the clip content, message and aspects.	5
Provides mostly relevant content in a mostly relevant manner, in answer to the question and with some reference to the stimulus, writing with supporting details. Uses few additional details, which are less relevant, to further elaborate upon the clip content, message and aspects.	4
Provides generally relevant content, in answer to the question and with some reference to the stimulus, writing with minor supporting details. Uses some irrelevant additional details to further elaborate upon the clip content, messages and aspects.	3
Provides content that has superficial relevance to the question and to the stimulus.	2
Provides content with little relevance to the question and to the stimulus.	1
Does not meet the requirements of this criterion.	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, objects, 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 frequent errors.	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 meet the requirements of this criterion.	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
Does not meet the requirements of this criterion.	0
Subtotal	5
Text type and sequencing	
Uses all the key conventions of an article, including formal register. Sequences information cohesively and coherently. Writes an article, which includes: a title, 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
Does not meet the requirements of this criterion.	0
Subtotal	3
Total	20

Part B: Extended response

20% (20 Marks)

Question 31

(20 marks)

You heard about a training course that offers great opportunities for you in your chosen field of study. Write an application letter to the training organisation, in which you show in detail:

- **two** ways in which this course would benefit you in the future
- **two** personal traits that would increase your chances of being selected.

Description	Marks
Content and relevance of response to the question	
Provides all the required content in a clear, relevant and well-illustrated manner, with supporting details (for each way and personal trait) about: <ul style="list-style-type: none"> • two ways in which this course would benefit them in the future (2) • two personal traits that would increase their chances of being selected (2) Uses effective and relevant additional details to further elaborate upon the ways and personal traits. (2)	6
Provides most of the required content in a relevant and clearly stated manner, with supporting details. Uses relevant additional details to further elaborate, with a more limited capacity to discuss the ways and personal traits.	5
Provides mostly relevant content in a mostly relevant manner, with supporting details. Uses few additional details, which are less relevant, to elaborate upon the ways and personal traits.	4
Provides generally relevant content and relates it somewhat to the question, with minor supporting details. Uses some irrelevant additional details to further elaborate upon the ways and personal traits.	3
Provides content that has superficial relevance to the question.	2
Provides content with little relevance to the question.	1
Does not meet the requirements of this criterion.	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, objects, 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 frequent errors.	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 meet the requirements of this criterion.	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
Does not meet the requirements of this criterion.	0
Subtotal	5
Text type and sequencing	
Uses all the key conventions of a letter, including formal register. Sequences information cohesively and coherently. Writes a letter which includes: the date, the address of sender and recipient, a formal greeting and a phrase of farewell. Language is formal with time words to connect ideas and action words to describe events.	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
Does not meet the requirements of this criterion.	0
Subtotal	3
Total	20

Question 32

(20 marks)

Two of your French-speaking friends, who recently emigrated to France, told you about their positive experience of multiculturalism there. You decide to share their stories in a detailed account to the President of the *Ados multiculturels* association to highlight:

- **two** of the benefits of multiculturalism for France
- **two** of its advantages for French-speaking immigrants.

Description	Marks
Content and relevance of response to the question	
Provides all the required content in a clear, relevant and well-illustrated manner, with supporting details (for each way and personal trait) about: <ul style="list-style-type: none"> • two of the benefits of multiculturalism for France. (2) • two of its advantages for French-speaking immigrants (2) Uses effective and relevant additional details to further elaborate upon the benefits and advantages. (2)	6
Provides most of the required content in a relevant and clearly stated manner, with supporting details. Uses relevant additional details to further elaborate, with a more limited capacity to discuss the benefits and advantages.	5
Provides mostly relevant content in a mostly relevant manner, with supporting details. Uses few additional details, which are less relevant, to elaborate upon the benefits and advantages.	4
Provides generally relevant content and relates it somewhat to the question, with minor supporting details. Uses some irrelevant additional details to further elaborate upon the benefits and advantages.	3
Provides content that has superficial relevance to the question.	2
Provides content with little relevance to the question.	1
Does not meet the requirements of this criterion.	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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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 frequent errors.	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 meet the requirements of this criterion.	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
Does not meet the requirements of this criterion.	0
Subtotal	5
Text type and sequencing	
Uses all the key conventions of an account, including formal register. Sequences information cohesively and coherently. Writes an account which includes: a title, use of the first and third person, and a conclusion. Language is formal with time words to connect ideas and action words to describe events.	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
Does not meet the requirements of this criterion.	0
Subtotal	3
Total	20

Question 33

(20 marks)

You are on the first French version of *Teen Survivor* in the Australian outback. No electronic items are allowed. Water, a diary and a pencil have been provided to you. The rest must be won in elimination rounds. Describe in detail in your diary:

- how you are handling the **two** most difficult aspects of your participation in the show
- **two** ways technology would help you 'survive' in this context.

Description	Marks
Content and relevance of response to the question	
Provides all the required content in a clear, relevant and well-illustrated manner, in answer to the question with supporting details (for each difficult aspect and way) about: <ul style="list-style-type: none"> • how they are handling the two most difficult aspects of their participation in the show (2) • two ways technology would help them 'survive' in this context (2) Uses effective and relevant additional details to further elaborate on the difficult aspects and ways. (2)	6
Provides most of the required content in a relevant and clearly stated manner, with supporting details. Uses relevant additional details to further elaborate, with a more limited capacity to discuss the difficult aspects and ways.	5
Provides mostly relevant content in a mostly relevant manner, with supporting details. Uses few additional details, which are less relevant, to elaborate on the difficult aspects and ways.	4
Provides generally relevant content and relates it somewhat to the question, with minor supporting details. Uses some irrelevant additional details to further elaborate upon the difficult aspects and ways.	3
Provides content that has superficial relevance to the question.	2
Provides content with little relevance to the question.	1
Does not meet the requirements of this criterion.	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, objects, 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 frequent errors.	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 meet the requirements of this criterion.	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
Does not meet the requirements of this criterion.	0
Subtotal	5
Text type and sequencing	
Uses all the key conventions of a diary entry, including informal register. Sequences information cohesively and coherently. Writes a diary entry which includes: place and writing in the first person. Uses subjective language to give a clear sense of personality and explain feelings and emotions.	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
Does not meet the requirements of this criterion.	0
Subtotal	3
Total	20

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