



FRENCH: BACKGROUND 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% (30 Marks)

Question 1

(15 marks)

You have just heard this advertisement for an eco-friendly fashion label during a podcast about sustainability. Write a message to your friends informing them about:

- how the brand and its ethos reduce their impact on the earth
- the origins and philanthropy of *Love and Earth*.

Write approximately 100 words in **English**.

Criteria	Marks
Response to text	
Writes to inform about:	
how the brand and its ethos reduce their impact on the earth:	
Any four of the following (4 x 1 mark)	
<ul style="list-style-type: none"> • creating/producing small quantities • restocking as needed/on demand/when required • research the most durable fabrics • recycling any remaining materials • farmers grow the plants for their organic/eco-friendly/bio vegetable dyes • their (linen and cotton) fabrics are hand dyed 	1–4
the origin and philanthropy of <i>Love and Earth</i>	
<ul style="list-style-type: none"> • the brand reflects Antoinette de la Tour's life/a marriage of Parisian elegance and holiday memories at the farm 	1
<ul style="list-style-type: none"> • the philanthropy of the product is as important as the product 	1
<ul style="list-style-type: none"> • every sale/purchase contributes to a cause 	1
<ul style="list-style-type: none"> • they make a (monthly) donation to sponsor (several) beehives 	1
Subtotal	8
Response in English	
Shows a range of vocabulary and grammar that is relevant to the context and audience and a purposeful use of sentence structures for effect with correct spelling and punctuation.	3
Shows evidence of using vocabulary and grammar that is relevant to the context and a variety of sentence structures.	2
Uses a limited range of vocabulary, grammar and sentence structures.	1
Does not meet any of the above specified performance levels for evidence for this criterion.	0
Subtotal	3
Text type, kind of writing and sequencing	
Writes an informative message to friends. Uses all the key conventions of a message accurately, including: informal register, an informal greeting and a signature. Uses informative language, which is objective, impersonal, and unambiguous. Ideas are organised and effectively sequenced throughout, for example, within and between paragraphs, and with cohesiveness in the writing as a whole.	4
Writes an informative message to friends. Uses most of the key conventions of a message accurately, including: an informal greeting and a signature. Uses informative language. Ideas are well organised within and between paragraphs, and follow a logical sequence throughout.	3
Uses some of the key conventions of a message accurately, including: an informal greeting or a signature. Ideas are organised, follow a logical sequence, but may not use informative language.	2
Uses few of the key conventions suitably. Ideas may be disjointed, with little attempt to organise or sequence them.	1
Does not meet any of the above specified performance levels for evidence for this criterion.	0
Subtotal	4
Total	15

Question 2

(15 marks)

You have heard this interview with a young volunteer fighting against hunger in a gastronomic city. Write a journal entry in which you reflect on:

- the reasons why the interviewee started volunteering
- his actions to help
- why his contribution is worthwhile to him.

Write approximately 100 words in **French**.

Criteria	Marks
Response to text	
Writes to reflect (provide opinions) on:	
the reasons why the interviewee started volunteering	
• he was shocked that in this city of gastronomy/Lyon there was also extreme poverty	1
• people who didn't know where their next meal was coming from	1
• there is a contrast between the flourishing food scene and the homelessness	1
his actions to help	
• twice a week, he helps the cooks to prepare the food	1
• to serve the meals and	1
• to clear up afterwards	1
why his contribution is worthwhile to him	
• when someone maintains eye contact longer/cracks a smile, (he finds that) he can make just one person's day a little sweeter/nicer/better	1
Subtotal	7
Linguistic resources (accuracy and range)	
Uses a broad range of language accurately, including vocabulary, grammar and a variety of sentence structures appropriate to the context and purpose of writing.	4
Uses a range of language, including vocabulary, grammar and sentence structures, mostly accurately.	3
Uses language, including vocabulary, grammar and sentence structures, that is suitable and mostly accurate, but errors are evident.	2
Uses a limited range of language, including vocabulary, grammar and sentence structures and the meaning is sometimes impeded.	1
Does not meet any of the above specified performance levels for evidence for this criterion.	0
Subtotal	4
Kind of writing, text type and sequencing	
Writes a reflective journal entry. Uses all the key conventions of a journal entry accurately, including: informal register, a date, and a sign off. Uses reflective language, conveying personal reflections to the reader using feelings and emotions. Ideas are organised and effectively sequenced throughout, for example, within and between paragraphs, and with cohesiveness in the writing as a whole.	4
Writes a reflective journal entry. Uses most of the key conventions of a journal entry accurately, including: informal register, a date, and a sign off. Uses reflective language. Ideas are well organised within and between paragraphs, and follow a logical sequence throughout.	3
Uses some of the key conventions of a journal entry accurately, including: informal register, a date, and a sign off. Ideas are organised, follow a logical sequence, but may not use reflective language.	2
Uses few of the key conventions suitably. Ideas may be disjointed, with little attempt to organise or sequence them.	1
Does not meet any of the above specified performance levels for evidence for this criterion.	0
Subtotal	4
Total	15

Section Two: Response: Viewing and Reading

30% (47 Marks)

Question 3

(16 marks)

Based on the accounts of Leila and Diouf, write a persuasive letter to your best friend who has immigrated to France for him/her to draw inspiration from their experiences. Your letter must include:

- **three** benefits of a Republican Integration Contract (CIR)
- a comparison of the process Leila and Diouf followed to obtain their CIRs.

Write approximately 120 words in **French**.

Criteria	Marks
Response to text	
Writes a persuasive letter which includes:	
three benefits of a Republican Integration Contract (CIR)	
Any three of the following (3 x 1 mark)	
<ul style="list-style-type: none"> • to ease/facilitate legal migrants to settle in France • learning the language helps overcome culture shock • can integrate/help with a training course • can help with an internship/apprenticeship • helps to follow professional future/professional dreams 	1–3
a comparison of the process Leila and Diouf followed to obtain their CIR certificates	
Any five of the following (5 x 1 mark)	
<ul style="list-style-type: none"> • Leila was contacted by the French Office for Immigration and Integration (OFII) • Leila met with an agent to understand the commitments and to talk about a professional project • Diouf only sent a CIR request form • both Leila and Diouf signed a one-year CIR • Leila had to undertake 200 hours of French language training after taking a French language test • Diouf did not have to undertake language training since he had studied French previously (in Dakar) • both Leila and Diouf had to undertake a 12-hour compulsory civic training course 	1–5
Subtotal	8
Linguistic resources (accuracy and range)	
Uses a broad range of language accurately, including vocabulary, grammar and a variety of sentence structures appropriate to the context and purpose of writing.	4
Uses a range of language, including vocabulary, grammar and sentence structures, mostly accurately.	3
Uses language, including vocabulary, grammar and sentence structures, that is suitable and mostly accurate, but errors are evident.	2
Uses a limited range of language, including vocabulary, grammar and sentence structures and the meaning is sometimes impeded.	1
Does not meet any of the above specified performance levels for evidence for this criterion.	0
Subtotal	4

Kind of writing, text type and sequencing	
Writes a persuasive letter to a friend. Uses all the key conventions of a letter accurately, including: informal register, the date, the address of sender (and recipient), a casual greeting and phrase of farewell. Uses persuasive language to manipulate the reader's emotions and opinions, giving logical reasons and supportive evidence to defend the recommended action. Ideas are organised and effectively sequenced throughout, for example, within and between paragraphs, and with cohesiveness in the writing as a whole.	4
Writes a persuasive letter. Uses most of the key conventions of a letter accurately, including: informal register, the date, the address of sender (and recipient), a casual greeting and phrase of farewell. Uses persuasive language. Ideas are well organised within and between paragraphs and follow a logical sequence throughout.	3
Uses some of the key conventions of a letter accurately, including: informal register, the date, the address of sender (and recipient), a casual greeting and phrase of farewell. Ideas are organised, follow a logical sequence, but may not use persuasive language.	2
Uses few of the key conventions suitably. Ideas may be disjointed, with little attempt to organise or sequence them.	1
Does not meet any of the above specified performance levels for evidence for this criterion.	0
Subtotal	4
Total	16

Question 4

(16 marks)

You are the newly-elected youth delegate for a French-speaking town council. Write the script of your speech in which you try to persuade your fellow councillors of the merits of sustainable sources of energy. Your speech must include:

- an overview of the innovation described in the news feature and the scientific advances to exploit it
- **three** ways in which your town could use lighting produced by marine micro-organisms.

Write approximately 150 words in **French**.

Criteria	Marks
Response to text	
Writes the script of a speech which includes:	
an overview of the innovation described in the news feature and the scientific advances to exploit it	
• microscopic plankton and over 80% of known marine animals produce their own light	1
• (for the past decade), scientists (around the world) have been trying to (find ways to) harness this living light	1
• <i>Woodlight</i> is trialling a method of transferring bioluminescent genes into plants	1
• the aim is to add both greenery and soft natural light to urban environments	1
• <i>Glowee</i> (is at a more advanced stage of the technology, having) already moved from concept to reality by creating wellbeing spaces for spas	1
three ways in which their town could use this lighting produced by marine micro-organisms	
• can use the marine micro-organisms/bioluminescent bacteria (cultivated in <i>Glowee's</i> laboratories) to light (large) green spaces	1
• it will replace the electricity of street furniture, (while meeting the need to develop renewable solutions)	1
• (when softer lighting is sufficient), the use of this natural light for store windows will limit light pollution	1
Subtotal	8
Linguistic resources (accuracy and range)	
Uses a broad range of language accurately, including vocabulary, grammar and a variety of sentence structures appropriate to the context and purpose of writing.	4
Uses a range of language, including vocabulary, grammar and sentence structures, mostly accurately.	3
Uses language, including vocabulary, grammar and sentence structures, that is suitable and mostly accurate, but errors are evident.	2
Uses a limited range of language, including vocabulary, grammar and sentence structures and the meaning is sometimes impeded.	1
Does not meet any of the above specified performance levels for evidence for this criterion.	0
Subtotal	4

Kind of writing, text type and sequencing	
Writes the script of a persuasive speech. Uses all the key conventions of a speech accurately, including: an address to the audience followed by a statement or a rhetorical question, a conclusion with a final statement or question to the audience and thanks. Uses persuasive language to manipulate the reader's emotions and opinions, giving logical reasons and supportive evidence to defend the recommended action. Ideas are organised and effectively sequenced throughout, for example, within and between paragraphs, and with cohesiveness in the writing as a whole.	4
Writes the script of a persuasive speech. Uses most of the key conventions of a speech accurately, including: an address to the audience followed by a statement or a rhetorical question, a conclusion with a question to audience and thanks. Uses persuasive language. Ideas are well organised within and between paragraphs and follow a logical sequence throughout.	3
Uses some of the key conventions of a speech accurately, including: an address to the audience followed by a statement or a rhetorical question, a conclusion with a question to audience or thanks. Ideas are organised, follow a logical sequence, but may not use persuasive language.	2
Uses few of the key conventions suitably. Ideas may be disjointed, with little attempt to organise or sequence them.	1
Does not meet any of the above specified performance levels for evidence for this criterion.	0
Subtotal	4
Total	16

Question 5

(15 marks)

You have discovered new aspects of comics by reading this article. You decide to summarise it to inform your book club members about:

- the history of the recognition of comics as the ninth art
- how the *Festival d'Angoulême* contributed to it.

Write approximately 100 words in **English**.

Criteria	Marks
Response to text	
Writes a summary which informs on:	
the history of the recognition of comics as the ninth art	
• <i>Journal de Spirou</i> (a Belgian weekly which, in its edition number 1392, published in 1964) created a column/section for the ninth art	1
• it traded its status as (third-rate) children's literature for that of art (getting exhibited in window displays in general bookstores, exhibitions and auctions)	1
• in 2016, a page from Hergé's album <i>Explorers on the Moon</i> was sold for 1.55 million euros	1
• five years later, the original design for the cover <i>The Blue Lotus</i> went for double that	1
how the <i>festival d'Angoulême</i> contributed to it	
• as initiator of the International Comic Strip Fair in 1974 (which became an international festival in 1996) Angoulême perpetuates the event/festival	1
• each year, the festival presents comics in all their diversity and mediates between authors and the public	1
• includes signing sessions/autographs, guests of honour, debates, Grand Prix/first prize	1
• by having the 200 000 festival goers immersed in the world of their favourite characters	1
Subtotal	8
Response in English	
Shows a range of vocabulary and grammar that is relevant to the context and audience and a purposeful use of sentence structures for effect with correct spelling and punctuation.	3
Shows evidence of using vocabulary and grammar that is relevant to the context and a variety of sentence structures.	2
Uses a limited range of vocabulary, grammar and sentence structures.	1
Does not meet any of the above specified performance levels for evidence for this criterion.	0
Subtotal	3
Text type, kind of writing and sequencing	
Writes an informative summary to members of a club. Uses all the key conventions of a summary accurately, including: formal register, a title, an introduction, content and a conclusion. Uses informative language, which is objective, impersonal, and unambiguous. Ideas are organised and effectively sequenced throughout, for example, within and between paragraphs, and with cohesiveness in the writing as a whole.	4
Writes an informative summary to members of a club. Uses most of the key conventions of a summary accurately, including: formal register, a title, an introduction, content and a conclusion. Ideas are well organised within and between paragraphs and follow a logical sequence throughout.	3
Uses some of the key conventions of a summary accurately, including: formal register, a title, an introduction, content and a conclusion. Ideas are organised, follow a logical sequence, but may not use informative language.	2
Uses few of the key conventions suitably. Ideas may be disjointed, with little attempt to organise or sequence them.	1
Does not meet any of the above specified performance levels for evidence for this criterion.	0
Subtotal	4
Total	15

Section Three: Written communication

40% (16 Marks)

Question 6

(16 marks)

Write an email to your French teacher evaluating **both** the positive **and** negative aspects of a 21st century job.

Criteria	Marks
Content	
Presents a balanced view of, and weighs both the positive and negative aspects of a twenty-first century job while showing synthesis of ideas, a high degree of relevance and originality, and engagement with content.	7–8
Presents a balanced view of, and weighs both the positive and negative aspects of a twenty-first century job while showing some synthesis of ideas, relevance and originality, and depth of content.	5–6
Presents a balanced view of, and weighs both the positive and negative aspects of a twenty-first century job while showing partial synthesis of ideas, relevance and depth of content.	3–4
Writes an email which presents a balanced view of, and weighs both the positive and negative aspects of a twenty-first century job which summarises ideas, showing relevance and some depth of content.	2
Shows limited originality and awareness of the kind of writing, narrative perspective or content required for the task.	1
Does not meet any of the above specified performance levels for evidence for this criterion.	0
Subtotal	8
Linguistic resources (accuracy and range)	
Uses a broad range of language accurately, including vocabulary, grammar and a variety of sentence structures appropriate to the context and purpose of writing.	4
Uses a range of language, including vocabulary, grammar and sentence structures, mostly accurately.	3
Uses language, including vocabulary, grammar and sentence structures, that is suitable and mostly accurate, but errors are evident.	2
Uses a limited range of language, including vocabulary, grammar and sentence structures and the meaning is sometimes impeded.	1
Does not meet any of the above specified performance levels for evidence for this criterion.	0
Subtotal	4
Text type, kind of writing and sequencing	
Writes an evaluative email to teacher. Uses all the key conventions of an email accurately, including: formal register, a greeting at the beginning and a sign off at the end, using evaluative language: the style is objective, appealing to reason rather than emotion, in order to create an impression of balance and impartiality. Ideas are organised and effectively sequenced throughout, for example, within and between paragraphs, and with cohesiveness in the writing as a whole.	4
Uses most of the key conventions of an email accurately, including: formal register, a greeting and a sign off at the end, using evaluative language: the style is objective, appealing to reason rather than emotion, in order to create an impression of balance and impartiality. Ideas are well organised within and between paragraphs, and follow a logical sequence throughout.	3
Uses some of the key conventions of an email accurately, including: a greeting, and or a sign off. Ideas are organised, follow a logical sequence, but may lack direction.	2
Uses few of the key conventions suitably. Ideas may be disjointed, with little attempt to organise or sequence them.	1
Does not meet any of the above specified performance levels for evidence for this criterion.	0
Subtotal	4
Total	16

Question 7

(16 marks)

Write an email to your French teacher evaluating **both** the positive **and** negative aspects of the study pathway that you would like to follow after high school.

Criteria	Marks
Content	
Presents a balanced view of, and weighs both the positive and negative aspects of a study pathway they would like to follow after high school while showing synthesis of ideas, a high degree of relevance and originality, and engagement with content.	7–8
Presents a balanced view of, and weighs both the positive and negative aspects of a study pathway they would like to follow after high school while showing some synthesis of ideas, relevance and originality, and depth of content.	5–6
Presents a balanced view of, and weighs both the positive and negative aspects of a study pathway they would like to follow after high school while showing partial synthesis of ideas, relevance and depth of content.	3–4
Writes an email which presents a balanced view of, and weighs both the positive and negative aspects of a study pathway they would like to follow after high school which summarises ideas, showing relevance and some depth of content.	2
Shows limited originality and awareness of the kind of writing, narrative perspective or content required for the task.	1
Does not meet any of the above specified performance levels for evidence for this criterion.	0
Subtotal	8
Linguistic resources (accuracy and range)	
Uses a broad range of language accurately, including vocabulary, grammar and a variety of sentence structures appropriate to the context and purpose of writing.	4
Uses a range of language, including vocabulary, grammar and sentence structures, mostly accurately.	3
Uses language, including vocabulary, grammar and sentence structures, that is suitable and mostly accurate, but errors are evident.	2
Uses a limited range of language, including vocabulary, grammar and sentence structures and the meaning is sometimes impeded.	1
Does not meet any of the above specified performance levels for evidence for this criterion.	0
Subtotal	4
Text type, kind of writing and sequencing	
Writes an evaluative email to teacher. Uses all the key conventions of an email accurately, including: formal register, a greeting at the beginning and a sign off at the end, using evaluative language: the style is objective, appealing to reason rather than emotion, in order to create an impression of balance and impartiality. Ideas are organised and effectively sequenced throughout, for example, within and between paragraphs, and with cohesiveness in the writing as a whole.	4
Uses most of the key conventions of an email accurately, including: formal register, a greeting and a sign off at the end, using evaluative language: the style is objective, appealing to reason rather than emotion, in order to create an impression of balance and impartiality. Ideas are well organised within and between paragraphs, and follow a logical sequence throughout.	3
Uses some of the key conventions of an email accurately, including: a greeting, and or a sign off. Ideas are organised, follow a logical sequence, but may lack direction.	2
Uses few of the key conventions suitably. Ideas may be disjointed, with little attempt to organise or sequence them.	1
Does not meet any of the above specified performance levels for evidence for this criterion.	0
Subtotal	4
Total	16

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