



FRENCH: BACKGROUND LANGUAGE

ATAR course examination 2023

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)

Write the script of a persuasive speech to students in your high school, in which you promote the merits of being a rudologist, including:

- the main duties
- the requirements for the job.

Write approximately 100 words in **English**.

Criteria	Marks
Response to text	
Writes the script of a persuasive speech to promote the merits of being a rudologist which includes the main duties:	
<ul style="list-style-type: none"> • to value waste from all sources • to reduce the flow of waste/their flow • to propose treatment plans with minimal environmental risk • to manage the conversion of contaminated sites. 	1–4
the requirements for the job:	
<ul style="list-style-type: none"> • being in good physical condition • having methodology (and rigor in data collection) and analysis • completion of an environmental engineering course • or university scientific training in water and soil treatment. 	1–4
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 the script of a persuasive speech to high-school students. 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 final statement or question to the audience. 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, 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	15

Question 2

(15 marks)

You heard this dialogue on the train. Since your French teacher has been trying to convince you to study in a French-speaking country, write them an email reflecting on the disadvantages of each of the three countries mentioned.

Write approximately 100 words in **French**.

Criteria	Marks
Response to text	
Writes an email reflecting on the disadvantages of three countries mentioned in the source, including:	
Canada's disadvantages	
• hard to immigrate	1
France's disadvantages	
• the pay is low/next to nothing • high unemployment rate/a housing crisis • rising prices/fires/heat waves • a lot of people	1–4
Switzerland's disadvantages	
• almost impossible to immigrate • must be born there and have done compulsory schooling (there to apply for citizenship).	1–2
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
Text type, kind of writing and sequencing	
Writes a reflective email to their French teacher. Uses all the key conventions of an email accurately, including: formal register, a formal salutation at the beginning and a signature at the end. Uses reflective language, conveying something personal to the reader using personal voice 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 email. Uses most of the key conventions of an email accurately, including: formal register, a salutation at the beginning and a signature at the end. 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 an email accurately, including: salutations and a signature at the end. 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)

Your friend is considering a career as a soccer referee, but she is unsure if it is the right choice. After reading this interview with Stéphanie Frappart, send your friend a persuasive message including:

- an overview of Stéphanie Frappart's career path and achievements
- the different behaviours towards her, compared with a male referee
- the qualities your friend shares with Stéphanie that would make her a good referee as well.

Write approximately 120 words in **French**.

Criteria	Marks
Response to text	
Writes a message persuading a friend to pursue a career as a football referee, including an overview of Stéphanie Frappart's career path and achievements:	
Any three of:	
<ul style="list-style-type: none"> • her family was passionate about soccer and she wanted to learn the rules of the sport/it came to a point where she chose refereeing • she refined her methods, went to national competitions/adapted to the high level • she was always the trailblazer/the first/the pioneer • she was the first female referee in France/the first to referee a European match/refereed at the World Cup • she was named best referee in the world (in 2020). 	1–3
the different behaviours towards her, compared with a male referee	
Any two of:	
<ul style="list-style-type: none"> • the players have always respected her • the players (words and gestures) are restrained/they show a certain restraint (in their words and gestures) • with a male referee the players tend to turn up the volume/raise their voice • with a female referee they are more polite/more courteous. 	1–2
the qualities the friend shares with Stéphanie that would make her a good referee:	
Any three of:	
<ul style="list-style-type: none"> • unflinching determination/determination to succeed • doesn't talk too much/is introverted, but knows how to make herself heard • is firm without being overbearing/dictatorial • understands that it's not about her, it's about the game • wants to have an impact/make a difference (to equality)/inspire other girls. 	1–3
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 a persuasive message to a female friend. Uses all the key conventions of a message accurately, including: informal register, an informal salutation at the beginning and a signature at the end. 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 message. Uses all of the key conventions of a message accurately, including: informal register, an informal salutation at the beginning and a signature at the end. Uses mostly persuasive language to manipulate the reader's emotions and opinions, giving logical reasons and supportive evidence to defend the recommended action. 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: salutation and a signature at the end. Uses some persuasive language and provides some reasons and supportive evidence to defend the recommended action. Ideas are organised and follow a logical sequence	2
Uses few of the key conventions suitably. Ideas may be disjointed, with little attempt to organise or sequence them. Does not use persuasive language	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)

Write a summary of this blog posting for a school assignment about how a sustainable housing solution can help us reduce our environmental footprint. Your summary must include:

- the reasons why the author of the blog chose a cardboard house
- an evaluation of the reasons why cardboard is an attractive alternative to traditional building methods.

Write approximately 150 words in **French**.

Criteria	Marks
Response to text	
Writes a summary of a blog posting for a school assignment about how a sustainable housing solution can help reduce our environmental footprint, including	
the reasons why the author of the blog posting chose a cardboard house:	
<ul style="list-style-type: none"> • sustainability is very important to him and he wanted to make a contribution (to the environment, however small) • he wanted to find a way of building a house for his family that was both energy efficient and cost effective. 	1–2
an evaluation of the reasons why cardboard is such an attractive alternative to traditional building methods:	
<ul style="list-style-type: none"> • it takes less time to build a cardboard house/six months as opposed to an average of 11 months for a brick house • it is more solid than you would think • it has excellent sound and thermal insulation/(therefore, no need for heating and a big saving on energy costs) • it is recycled and recyclable, highly durable, waterproof and hypoallergenic • reduced costs of building – 35% cheaper than traditional methods • reduced costs of installation/built at the factory and assembled on site thereby reducing labour costs. 	1–6
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 a summary that uses all the key conventions of a summary accurately, including: a title, an introduction, a conclusion, essential points and relevant details from the original text. The text uses formal language, full sentences and may contain reported speech. Uses evaluative language consistently to weigh up both sides, using evidence from the text as support. Adopts an objective style that appeals to reason rather than emotion, and creates an impression of balance and impartiality to convince a particular point of view is correct. Ideas are organised and effectively sequenced throughout, for example, within and between paragraphs, and with cohesiveness in the writing as a whole	4
Uses most of the key conventions of a summary accurately, including: a title, an introduction, a conclusion, essential points and some details from the original text. The text uses formal language, full sentences and may contain reported speech. Uses mostly evaluative language to weigh up both sides, using evidence as support. Adopts a mostly objective style that appeals to reason rather than emotion, and creates an impression of balance and impartiality to convince a particular point of view is correct. 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: an introduction, a conclusion, some points and details from the original text. Uses some evaluative language to weigh up both sides, with some supporting evidence. Sometimes uses an objective style that appeals to reason rather than emotion, and creates an impression of balance and impartiality. Ideas are organised and follow a logical sequence	2
Uses few of the key conventions suitably. Provides little supporting evidence from the original text and does not use evaluative language. 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)

Write a letter to Australia's National Baking Industry Association, informing them of the baguette's UNESCO listing, including:

- **four** details about the 'know-how and culture' of making a baguette
- the challenges and hopes for the baking sector.

Write approximately 100 words in **English**.

Criteria	Marks
Response to text	
Writes a letter which includes	
four details about the 'know-how and culture' of making a baguette:	
Any four of:	
<ul style="list-style-type: none"> • the mixture/amount/quantity of ingredients, kneading (and baking) • (to offer it fresh all day long, it must be) baked in several batches • its recipe is adapted to weather conditions • a know-how based on excellent training and long hours in the bakehouse • replacing sourdough with yeast • opting for the slender shape allowing a faster baking. 	1–4
the challenges and hopes for the baking sector:	
<ul style="list-style-type: none"> • threat by mass distribution and rising production costs • the number of bakeries is dwindling/reducing/diminishing, (especially in the villages) • attracting young people to the craft • raising public awareness of a way (of life that no one wants to see disappear). 	1–4
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 letter to the Australian National Baking Industry Association. Uses all the key conventions of a letter accurately, including: formal register, the date, the address of sender and recipient, a formal greeting and phrase of farewell. Uses informative 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 an informative letter. Uses most of the key conventions of a letter accurately, including: formal register, the date, the address of sender or recipient, a formal greeting and phrase of farewell. 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 letter accurately, including: formal register, the address of sender or recipient, a formal greeting and phrase of farewell. 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 the script of a conversation between two friends, evaluating their opposing opinion on one way to solve a global issue.

Criteria	Marks
Content	
Writes a conversation which presents a balanced view of, and weighs both people's opposing opinion on, one way to solve a global issue, while showing synthesis of ideas, a high degree of relevance and originality, and engagement with content	7–8
Writes a conversation which presents a balanced view of, and weighs both people's opposing opinion on, one way to solve a global issue, while showing some synthesis of ideas, relevance and originality, and engagement with content	5–6
Writes a conversation which presents a balanced view of, and weighs both people's opposing opinion on, one way to solve a global issue, while showing partial synthesis of ideas, relevance and originality, and engagement with content	3–4
Writes a conversation which presents one person's opinion on one way to solve a global issue, which summarises ideas, showing relevance and some engagement with content	2
Writes a conversation which shows limited originality and awareness of the kind of writing, narrative perspective or engagement with 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, expressions, grammar and a variety of sentence structures appropriate to the context and purpose of writing. Uses a broad range of tenses correctly	4
Uses a range of language, including vocabulary, expressions, grammar and sentence structures, mostly accurately. Uses a broad range of tenses mostly correctly	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. The meaning is sometimes impeded	1
Does not meet any of the above specified performance levels for evidence for this criterion	0
Subtotal	4

Question 6 (continued)

Kind of writing, text type and sequencing	
Writes an evaluative conversation. Uses all the key conventions of a conversation accurately, including: informal register, an exchange of opening salutations followed by a question or statement and then a two-way sustained interaction of approximately equal length. Uses evaluative language, which is objective and appealing to reason rather than emotion, to convince that a particular point of view is correct. 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 evaluative conversation. Uses most of the key conventions of a conversation accurately, including: an exchange of opening salutations followed by a question or statement and then a two-way sustained interaction of approximately equal length. Uses evaluative language. Ideas are well organised within and between paragraphs, and follow a logical sequence throughout	3
Uses some of the key conventions of a conversation accurately, including: a two-way sustained interaction of approximately equal length. Ideas are organised, follow a logical sequence, but may not use evaluative 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 7

(16 marks)

Write the script of a conversation between two friends, evaluating their opposing opinion on one way to contribute to changing someone's life in a positive way.

Criteria	Marks
Content	
Writes a conversation which presents a balanced view of, and weighs both people's opposing opinion on, one way to contribute to changing someone's life in a positive way, while showing synthesis of ideas, a high degree of relevance and originality, and engagement with content	7–8
Writes a conversation which presents a balanced view of, and weighs both people's opposing opinion on, one way to contribute to changing someone's life in a positive way, while showing some synthesis of ideas, relevance and originality, and engagement with content	5–6
Writes a conversation which presents a balanced view of, and weighs both people's opposing opinion on, one way to contribute to changing someone's life in a positive way, while showing partial synthesis of ideas, relevance and originality, and engagement with content	3–4
Writes a conversation which presents one person's opinion on one way to contribute to changing someone's life in a positive way, which summarises ideas, showing relevance and some engagement with content	2
Writes a conversation which shows limited originality and awareness of the kind of writing, narrative perspective or engagement with 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, expressions, grammar and a variety of sentence structures appropriate to the context and purpose of writing. Uses a broad range of tenses correctly	4
Uses a range of language, including vocabulary, expressions, grammar and sentence structures, mostly accurately. Uses a broad range of tenses mostly correctly	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. The meaning is sometimes impeded	1
Does not meet any of the above specified performance levels for evidence for this criterion	0
Subtotal	4

Question 7 (continued)

Kind of writing, text type and sequencing	
Writes an evaluative conversation. Uses all the key conventions of a conversation accurately, including: informal register, an exchange of opening salutations followed by a question or statement and then a two-way sustained interaction of approximately equal length. Uses evaluative language, which is objective and appealing to reason rather than emotion, to convince that a particular point of view is correct. 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 evaluative conversation. Uses most of the key conventions of a conversation accurately, including: an exchange of opening salutations followed by a question or statement and then a two-way sustained interaction of approximately equal length. Uses evaluative language. Ideas are well organised within and between paragraphs, and follow a logical sequence throughout	3
Uses some of the key conventions of a conversation accurately, including: a two-way sustained interaction of approximately equal length. Ideas are organised, follow a logical sequence, but may not use evaluative 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

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