



FRENCH: BACKGROUND LANGUAGE

ATAR course examination 2016

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% (27 Marks)

Question 1**(12 marks)**

*Vous entendez Nancy et Aline et vous vous joignez à la discussion. Écrivez un dialogue en commentant au moins **trois** choses que Nancy **ou** Aline dit et donnez votre aperçu. Écrivez environ 100 mots en **anglais**.*

You overhear Nancy and Aline and join their discussion. Write a dialogue commenting on at least **three** things that Nancy **or** Aline say and give your point of view. Write approximately 100 words in **English**.

Criteria	Marks
Response to text	4
<ul style="list-style-type: none"> • Gives Aline's views on three of the following: <ul style="list-style-type: none"> ◦ not obsessed about marriage ◦ no intention of getting married ◦ wants to be free ◦ wants to enjoy life first: succeed in her studies, travel the world and find a good job. or • Gives Nancy's views on three of the following: <ul style="list-style-type: none"> ◦ can't wait to get married ◦ been dreaming about it since a little girl ◦ has already planned everything: what type of dress she wants, which church, where to have the reception ◦ will meet future husband at university ◦ thinks most girls want to get married. • Provides a personal point of view. 	4
Gives at least two pieces of information on Nancy or Aline's views as evidenced in the text and provides a personal point of view.	3
Gives one piece of information on Nancy or Aline's views as evidenced in the text and provides a personal point of view.	2
Gives one piece of information on Nancy or Aline's views as evidenced in the text or provides a personal point of view.	1
Response in English	4
Shows an excellent command of the English language. Uses a broad range of context-relevant vocabulary, grammar and sentence structures and stylistic techniques to engage interest.	4
Shows a good command of the English language. Uses a range of mostly context-relevant vocabulary, grammar and sentence structures to engage the reader's interest.	3
Shows a satisfactory command of the English language. Uses some vocabulary that is relevant to the context and attempts to include some simple stylistic techniques.	2
Uses a limited range of language, including vocabulary, grammar and sentence structures and the meaning is sometimes impeded.	1
Text type and sequencing	4
Writes a dialogue between Nancy and/or Aline and themselves. Uses all the key conventions accurately for the audience, context, purpose and text type, including informal register, a two or three-way sustained interaction, discussion of ideas and presentation of a point of view that includes comparison and contrast words, linking words and language that indicates judgments and values. Content is very well organised and sequenced logically.	4
Uses most of the key conventions accurately for the audience, context, purpose and text type. Includes discussion of ideas and presentation of a point of view that includes comparison and contrast words, linking words and language that indicates judgments and values. Content is organised and sequenced logically.	3
Uses some of the key conventions accurately for the audience, context, purpose and text type. Includes discussion of ideas and presentation of a point of view. Content shows some degree of organisation and logical sequencing.	2
Limited use of the key conventions suitable for the audience, context, purpose and text type. Ideas are disjointed, with little attempt to organise or sequence them.	1
	12

Question 2

(15 marks)

Envoyez un courriel à votre meilleur(e) ami(e) en pensant à ce que vous avez entendu et donnez votre aperçu sur le mode de vie que Fabrice aimerait mener. Incluez au moins **six** informations pour justifier votre opinion. Ecrivez environ 100 mots en **français**.

Send an email to your best friend reflecting on what you heard and give your opinion on the lifestyle that Fabrice would like to have. Include at least **six** pieces of information to support your opinion. Write approximately 100 words in **French**.

Criteria	Marks
Response to text	7
<ul style="list-style-type: none"> • Includes six pieces of the following information on the lifestyle that Fabrice would like: <ul style="list-style-type: none"> ◦ to grow his own food ◦ live isolated in nature ◦ be self-sufficient ◦ have a vegetable patch ◦ hunt for proteins ◦ gather berries and mushrooms ◦ keep a goat to produce dairy products ◦ keep bees for honey. • Provides a personal opinion. 	7
Includes five pieces of information on the lifestyle that Fabrice would like and provides a personal opinion.	6
Includes four pieces of information on the lifestyle that Fabrice would like and provides a personal opinion.	5
Includes three pieces of information on the lifestyle that Fabrice would like and provides a personal opinion.	4
Includes two pieces of information on the lifestyle that Fabrice would like and provides a personal opinion.	3
Includes one piece of information on the lifestyle that Fabrice would like and provides a personal opinion.	2
Includes one piece of information on the lifestyle that Fabrice would like or provides a personal opinion.	1
Linguistic resources (accuracy and range)	4
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
Text type and sequencing	4
Writes an email using appropriate register for a best friend. Uses all the key conventions of an email, including: a salutation at the beginning, a signature at the end and paragraphing. Content is very well organised and sequenced logically; for example, within and between paragraphs, and throughout the writing as a whole.	4
Writes an email using appropriate register for a best friend. Uses most of the key conventions of an email. Content is organised and sequenced logically; for example, within and between paragraphs, and throughout the writing as a whole.	3
Writes an email using appropriate register for a best friend. Uses some of the key conventions of an email. Content shows some degree of organisation and logical sequencing.	2
Limited use of the key conventions of an email. Ideas are disjointed, with little attempt to organise or sequence them.	1
Total	15

Question 3

(18 marks)

En vous appuyant sur au moins **huit** informations données dans le texte, répondez à ce blog en évaluant les inquiétudes de la mère.

Écrivez environ 150 mots en **français**.

Drawing on at least **eight** pieces of information given in the text, reply to this blog by evaluating the mother's concerns.

Write approximately 150 words in **French**.

Criteria	Marks
Response to text	9
<ul style="list-style-type: none"> • Includes at least eight of the following pieces of information: <ul style="list-style-type: none"> ◦ she is worried about his future after university ◦ forty nine per cent of young qualified people cannot find work the first three years after graduation ◦ the economic crisis has hardened the job market ◦ difficult for youth without work experience to find work ◦ her son's friend has been looking for work for three months and cannot find any position, not even in supermarkets or in the fast food industry ◦ her friend's daughter is finishing university soon and has been applying for jobs, sending two to three hand-written letters a day ◦ and rarely receives replies, when she does they are negative or state they might contact her at a later date ◦ the reasons given by employers are almost always the lack of work experience ◦ her son thinks that there is no future in France, that bureaucracy and work laws are complex ◦ businesses hesitate to hire because of the difficulties to dismiss if needs be ◦ less and less people create new businesses ◦ her son told her that in the worst case he could go abroad to work to take advantage of the opportunities that globalisation creates ◦ times have changed. • Evaluates the mother's concerns. 	9
Evaluates the mother's concerns, drawing on at least seven pieces of information given in the text.	8
Evaluates the mother's concerns, drawing on at least six pieces of information given in the text.	7
Evaluates the mother's concerns, drawing on at least five pieces of information given in the text.	6
Evaluates the mother's concerns, drawing on at least four pieces of information given in the text.	5
Evaluates the mother's concerns, drawing on at least three pieces of information given in the text.	4
Evaluates the mother's concerns, drawing on at least two pieces of information given in the text.	3
Evaluates the mother's concerns, drawing on at least one piece of information given in the text.	2
Draws on at least one piece of information given in the text.	1
Linguistic resources (accuracy and range)	4
Uses a broad range of language accurately, including vocabulary, grammar and a variety of sentence structures appropriate to the context and purpose of writing. Uses a variety of tenses correctly including future, conditional and present tenses.	4
Uses a range of language, including vocabulary, grammar and sentence structures, mostly accurately. Uses a variety of tenses 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 and the meaning is sometimes impeded.	1

Text type and sequencing	4
Writes a blog posting using appropriate register. Uses all the key conventions accurately for the audience, context, purpose and text type. Content is very well organised and sequenced logically; for example, within and between paragraphs, and throughout the writing as a whole.	4
Writes a blog posting using appropriate register. Uses most of the key conventions accurately for the audience, context, purpose and text type. Content is organised and sequenced logically; for example, within and between paragraphs, and throughout the writing as a whole.	3
Uses some of the key conventions suitable for the audience, context, purpose and text type. Content shows some degree of organisation and logical sequencing.	2
Limited use of key conventions suitable for the audience, context, purpose and text type. Ideas are disjointed, with little attempt to organise or sequence them.	1
Total	18

Question 4

(15 marks)

En vous basant sur les informations dans le texte, écrivez un discours à propos des français vivant à l'étranger que vous présenterez à votre classe. Dans votre discours, résumez comment les quatre raisons principales pour lesquelles les français qui quittent le pays ont changé au cours de l'histoire et le nouveau phénomène des 20^e et 21^e siècles.

*Écrivez environ 100 mots en **anglais**.*

Based on information in the text, write a speech on French people living abroad to present to your class. In your speech, summarise how the main reasons for French people leaving France have changed over time and the new phenomenon of the 20th and 21st centuries.

Write approximately 100 words in **English**.

Criteria	Marks
Response to text	7
Presents summarised information on: <ul style="list-style-type: none"> how the main reasons for French people leaving France have changed over time: <ul style="list-style-type: none"> French people went to French colonies in Africa and the Caribbean to participate in the exploitation of natural resources nowadays it is for economic reasons: to find work abroad with better salary and work conditions to escape a taxation system to start a business in better conditions the new phenomenon of the 20th and 21st centuries: <ul style="list-style-type: none"> in the 19th century, only the wealthy and the qualified could afford to leave since the 20th century people from modest classes emigrate and work in jobs that are (more) diverse young qualified people leave France to try their luck elsewhere. 	7
Presents six pieces of information from the text (see the seven pieces of information available above).	6
Presents five pieces of information from the text (see the seven pieces of information available above).	5
Presents four pieces of information from the text (see the seven pieces of information available above).	4
Presents three pieces of information from the text (see the seven pieces of information available above).	3
Presents two pieces of information from the text (see the seven pieces of information available above).	2
Presents one piece of information from the text.	1
Response in English	4
Shows an excellent command of the English language. Uses a broad range of context-relevant vocabulary, grammar and sentence structures and stylistic techniques to engage interest.	4
Shows a good command of the English language. Uses a range of mostly context-relevant vocabulary, grammar and sentence structures to engage the reader's interest.	3
Shows a satisfactory command of the English language. Uses some vocabulary that is relevant to the context and attempts to include some simple stylistic techniques.	2
Uses a limited range of language, including vocabulary, grammar and sentence structures.	1
Text type and sequencing	4
Uses all the key conventions of the script of a speech accurately. Content is very well organised and sequenced logically; for example, within and between paragraphs, and throughout the writing as a whole.	4
Uses most of the key conventions of a script of a speech accurately. Content is organised and sequenced logically; for example, within and between paragraphs, and throughout the writing as a whole.	3
Uses some of the key conventions of a script of a speech accurately. Content shows some degree of organisation and logical sequencing.	2
Limited use of a few of the key conventions of a script of a speech suitably. Ideas are disjointed, with little attempt to organise or sequence them.	1
Total	15

Question 5

(18 marks)

Écrivez un courriel à vos grands-parents à propos de ce que vous avez entendu en classe. Dans votre courriel mentionnez comment votre camarade de classe s'est retrouvé(e) dans cette situation. Commentez le voyage du réfugié Syrien que votre camarade a rencontré et évaluez le discours de votre camarade en expliquant si vous avez été convaincu d'aider ou pas et pourquoi (pas).

Écrivez environ 150 mots en **français**.

Write an email to your grandparents about what you have heard in class. In your email mention how your classmate found him/herself in this situation. Comment on the journey of the Syrian refugee who your classmate met and evaluate your classmate's speech by explaining if this speech persuaded you to help or not and why (not).

Write approximately 150 words in **French**.

Criteria	Marks
Response to text	10
Presents the following comprehensive information including: <ul style="list-style-type: none"> • how the classmate found himself in this situation: <ul style="list-style-type: none"> ◦ he was in London for work experience and missed the flight ◦ due to his financial situation had to take the ferry to Calais ◦ saw the illegal migrant camp (and went closer) • a summary of the Syrian refugee's journey: <ul style="list-style-type: none"> ◦ (since the start of the conflict, half the population of Syria had fled war zones) he and his family had left their home to take refuge in a village far from the battles ◦ a week later, they had to leave again to escape armed forces (which were catching up with them), ◦ this happened on multiple occasions, ◦ after a year of fleeing, the young man's family decided to risk everything and leave the country • a personal comment on the journey • whether they were persuaded to help • reason why/why not they were persuaded to help 	10
Presents nine out of the ten pieces of information required.	9
Presents eight out of the ten pieces of information required.	8
Presents seven out of the ten pieces of information required.	7
Presents six out of the ten pieces of information required.	6
Presents five out of the ten pieces of information required.	5
Presents four out of the ten pieces of information required.	4
Presents three out of the ten pieces of information required.	3
Presents two out of the ten pieces of information required.	2
Presents one out of the ten pieces of information required.	1
Linguistic resources (accuracy and range)	4
Uses a broad range of language accurately, including vocabulary, grammar and a variety of sentence structures appropriate to the context and purpose of writing. Uses a variety of tenses correctly including perfect, imperfect and future and/or conditional.	4
Uses a range of language, including vocabulary, grammar and sentence structures, mostly accurately. Uses a variety of tenses 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, and the meaning is sometimes impeded.	1

Text type and sequencing	4
Writes an email to grandparents using appropriate informal register. Uses all the key conventions of an email accurately, including: a salutation and a closure. Content is very well organised and sequenced logically; for example, within and between paragraphs, and throughout the writing as a whole.	4
Uses most of the key conventions of an email accurately. Content is organised and sequenced logically; for example, within and between paragraphs, and throughout the writing as a whole.	3
Uses some of the key conventions of an email accurately. Content shows some degree of organisation and logical sequencing.	2
Limited use of a few of the key conventions of an email. Ideas are disjointed, with little attempt to organise or sequence them.	1
Total	18

Question 6

(21 marks)

Vous appelez votre ami(e) pour lui raconter ce que vous pensez du rap français en lui donnant votre avis sur le sujet. Écrivez le dialogue entre votre ami(e) et vous en vous appuyant sur :

- *au moins **quatre** informations données dans le texte à propos de l'histoire du rap français*
- *au moins **trois** informations données dans le texte à propos de ce qui en est du rap français aujourd'hui et*
- *au moins **cinq** informations données dans le texte à propos du contexte social du rap en France et ses influences.*

*Écrivez environ 150 mots en **anglais**.*

You call your friend to tell him or her about your opinion of French rap music. Write the dialogue between your friend and yourself, drawing on:

- at least **four** pieces of information given in the text on the history of French rap
- at least **three** pieces of information given in the text on French rap nowadays and
- at least **five** pieces of information given in the text on the social context of rap in France and its influences.

Write approximately 150 words in **English**.

Criteria	Marks
Response to text	13
<ul style="list-style-type: none"> • Presents 12 pieces of information from the text. Draws on: • the history of French rap: (at least four of the five pieces of information below) <ul style="list-style-type: none"> ◦ originally from USA, rap appeared in France in the mid 80's ◦ a new type of music and a vehicle for protest through crude texts, sometimes shocking and violent. ◦ African and Caribbean communities of France adopted it straightaway ◦ a decade later it had become popular and inescapable on radio station shows ◦ MC Solaar contributed to the popularity and to some extent, the credibility of rap not only in the eyes of the public but of the media • French rap nowadays: (at least three of the four pieces of information below) <ul style="list-style-type: none"> ◦ the pioneers of French rap and their fans are now past their forties ◦ French rap is trans-generational ◦ becoming the second largest world producer of rap after the USA ◦ also producing new generations of artists. • the social context of rap in France and its influences: (at least five of the eight pieces of information below) <ul style="list-style-type: none"> ◦ most rap singers have grown up in public housing in the heart of suburbs in the outskirts of major cities. These council estates so-called 'sensitive areas' are populated by poor and immigrant communities ◦ they have a bad reputation ◦ 40 per cent unemployment rate among youth there is twice the national average ◦ 49 per cent of youth living in those council estates who are under the age of 18 live below the poverty line ◦ often illegal activities and a loss of fundamental values ◦ French rap can roughly be divided into two influences: rap of the North, violent and preoccupied by drugs, territorial wars and police confrontation ◦ rap of the South from the Marseille suburbs where lyrics denounce social conditions and discrimination ◦ over the last few years there has been a worrying parallel with the north. • Provides a personal opinion on French rap music. 	13
Presents eleven pieces of information required. Provides a personal opinion on French rap music.	12
Presents ten pieces of information required. Provides a personal opinion on French rap music.	11
Presents nine pieces of information. Provides a personal opinion on French rap music.	10
Presents eight pieces of information required. Provides a personal opinion on French rap music.	9
Presents seven pieces of information required. Provides a personal opinion on French rap music.	8
Presents six pieces of information. Provides a personal opinion on French rap music.	7

Presents five pieces of information. Provides a personal opinion on French rap music.	6
Presents four pieces of information. Provides a personal opinion on French rap music.	5
Presents three pieces of information. Provides a personal opinion on French rap music.	4
Presents two pieces of information. Provides a personal opinion on French rap music.	3
Presents one piece of information. Provides a personal opinion on French rap music.	2
Presents one piece of information required or provides a personal opinion on French rap music.	1
Response in English	4
Shows an excellent command of the English language. Uses a broad range of context-relevant vocabulary, grammar and sentence structures and stylistic techniques to engage interest.	4
Shows a good command of the English language. Uses a range of mostly context-relevant vocabulary, grammar and sentence structures to engage the reader's interest.	3
Shows a satisfactory command of the English language. Uses some vocabulary that is relevant to the context and attempts to include some simple stylistic techniques.	2
Uses a limited range of language, including vocabulary, grammar and sentence structures.	1
Text type and sequencing	4
Uses all the key conventions of the script of the dialogue accurately to communicate and exchange ideas, information, opinions and experiences, including: an exchange of opening salutations followed by a question or a statement, then a two-way sustained interaction using informal language that is conversational in style. Content is very well organised and sequenced logically; for example, within and between paragraphs, and throughout the writing as a whole.	4
Uses most of the key conventions of the script of a dialogue accurately to communicate and exchange ideas, information, opinions and experiences. Content is organised and sequenced logically; for example, within and between paragraphs, and throughout the writing as a whole.	3
Uses some of the key conventions of the script of a dialogue accurately to communicate and exchange ideas, information, opinions and experiences. Content shows some degree of organisation and logical sequencing.	2
Limited use of a few of the key conventions of the script of a dialogue. Ideas are disjointed, with little attempt to organise or sequence them.	1
Total	21

Section Three
Written communication

40% (16 Marks)

Question 7

(16 marks)

Comment voyez-vous votre avenir proche et votre avenir plus lointain ?

Écrivez une lettre réflexive à vous-même pour une capsule de souvenirs que vous ouvrirez dans 20 ans. Discutez vos aspirations dans la vie et comment celles-ci ont changé depuis l'enfance. Commentez ce que vous comptez faire les cinq prochaines années et comment vous voyez votre vie de famille dans 20 ans.

How do you see your near and distant future?

Write a reflective letter to yourself for a time capsule that you will open in 20 years. Discuss your life aspirations and how these have changed since childhood. Comment on your plans for the next five years and how you see your family life in 20 years.

Criteria	Marks
Content	8
<ul style="list-style-type: none"> • Produces a sophisticated reflective letter that discusses: <ul style="list-style-type: none"> ◦ life aspirations (at least two) ◦ how these have changed since childhood (at least two) ◦ plans for the next five years (study and work) ◦ family life in twenty years (family life plan and at least one reason given) • While showing synthesis of ideas, a high degree of relevance and originality, and engagement with content. 	7–8
Produces a reflective letter showing some synthesis of ideas, relevance and originality, and depth of content.	5–6
Produces a reflective letter, showing partial synthesis of ideas, relevance and depth of content.	3–4
Produces a reflective letter which summarise ideas, showing relevance and some depth of content.	2
The letter shows limited originality and awareness of the kind of writing, narrative perspective or content required for the task.	1
Linguistic resources (accuracy and range)	4
Uses a broad range of language, including vocabulary, expressions, grammar and sentence structures, with a very high level of accuracy. Uses a broad range of tenses correctly. Stylistic techniques are successfully used to engage the reader’s interest.	4
Uses an appropriate range of language, including vocabulary, expressions, grammar, and stylistic techniques, with a high level of accuracy. Uses a broad range of tenses mostly correctly. Simple stylistic techniques are used to engage the reader’s interest.	3
Uses language, including vocabulary, expressions, grammar, and stylistic techniques, that is suitable, with some accuracy. Some simple stylistic techniques appropriate to the task may be attempted.	2
Uses language, including vocabulary, grammar, and stylistic techniques that is usually suitable, with some accuracy.	1
Text type and sequencing	4
Writes a reflective informal letter using appropriate register (<i>tu</i>). Uses all the key conventions of an informal letter accurately, including: the date, a casual greeting and a phrase of farewell using informal and colloquial language. 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 informal letter accurately. Ideas are well organised within and between paragraphs and follow a logical sequence throughout.	3
Uses some of the key conventions of an informal letter accurately. Ideas are organised, follow a logical sequence, but may lack direction.	2
Limited use of a few of the key conventions of an informal letter suitably. Ideas may be disjointed with little attempt to organise or sequence them.	1
Total	16

Question 8

(16 marks)

Mettez-vous à la place d'un francophone qui a immigré en Australie. Écrivez une entrée évaluative dans votre journal intime en mentionnant les raisons de départ d'un pays francophone, le voyage et l'arrivée en Australie, les aspects positifs et négatifs de l'immigration en Australie, les difficultés auxquelles vous avez fait face et vos aspirations futures.

Put yourself in the shoes of a French speaker who has immigrated to Australia. Write your evaluative journal entry mentioning the reasons for leaving a French-speaking country, the journey and the arrival in Australia, the positive and negative aspects of immigration to Australia, the difficulties faced and your future aspirations.

Criteria	Marks
Content	8
<ul style="list-style-type: none"> • Produces a sophisticated evaluative journal entry that discusses: <ul style="list-style-type: none"> ◦ the reasons for leaving the home French-speaking country ◦ the positive and negative aspects of immigration to Australia ◦ the journey and the arrival in Australia ◦ difficulties faced and ◦ future aspirations • While showing synthesis of ideas, a high degree of relevance and originality, and engagement with content. 	7–8
Produces an evaluative journal entry showing some synthesis of ideas, relevance and originality, and depth of content.	5–6
Produces an evaluative journal entry, showing partial synthesis of ideas, relevance and depth of content.	3–4
Produces an evaluative journal entry which summarises ideas, showing relevance and some depth of content.	2
Response shows limited originality and awareness of the kind of writing, narrative perspective or content required for the task.	1
Linguistic resources (accuracy and range)	4
Uses a broad range of language, including vocabulary, expressions, grammar and sentence structures, with a very high level of accuracy. Uses a broad range of tenses correctly. Stylistic techniques are successfully used to engage the reader's interest.	4
Uses an appropriate range of language, including vocabulary, expressions, grammar, and stylistic techniques, with a high level of accuracy. Uses a broad range of tenses mostly correctly. Simple stylistic techniques are used to engage the reader's interest.	3
Uses language, including vocabulary, expressions, grammar and stylistic techniques, that is suitable, with some accuracy. Some simple stylistic techniques appropriate to the task may be attempted.	2
Ability to use language, including vocabulary and grammar, with limited accuracy.	1
Text type and sequencing	4
Writes an evaluative journal entry using first person point of view (<i>je</i>). Uses all the key conventions of a journal entry accurately, expressing feelings and emotions using informal and colloquial language including: date and place name. 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 journal entry accurately. 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. Ideas are organised, follow a logical sequence, but may lack direction.	2
Limited use of a few of the key conventions. Ideas may be disjointed with little attempt to organise or sequence them.	1
Total	16

This document – apart from any third party copyright material contained in it – may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that it is not changed and that the School Curriculum and Standards Authority is acknowledged as the copyright owner, and that the Authority's moral rights are not infringed.

Copying or communication for any other purpose can be done only within the terms of the *Copyright Act 1968* or with prior written permission of the School Curriculum and Standards Authority. Copying or communication of any third party copyright material can be done only within the terms of the *Copyright Act 1968* or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the Creative Commons Attribution-NonCommercial 3.0 Australia licence.

*Published by the School Curriculum and Standards Authority of Western Australia
303 Sevenoaks Street
CANNINGTON WA 6107*