FRENCH: SECOND LANGUAGE

ATAR

Examination 2016

Marking key

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

Section One
Response: Listening 30% (42 Marks)

Text 1: *Comment gérer le stress*

Question 1 (8 marks)

Paul's friends leave him messages about how to manage stress in his life. Listen to their advice and indicate with a tick (✓) whether the statements below are true or false.

Description			Marks
Statement	True	False	
Céline tells Paul to spend time with positive people.	✓		1
Céline says Paul could talk to a counsellor who understands his situation.		✓	1
Djamel says Paul should think about taking some breaks in his day.	✓		1
Djamel tells Paul to consider taking medication.		✓	1
Farida tells Paul not to worry.		✓	1
Farida says that being able to laugh at yourself is a good stress reliever.	✓		1
Pierre says Paul should write a list of ways to fight stress.		✓	1
Pierre says Paul should reduce his consumption of sugar.	✓		1
		Total	**8**

Text 2: *Une enquête sur la vie des immigrés en France*

Question 2 (2 marks)

State the comparison made in this summary.

Description	Marks
the experience of first and second generation immigrants	1
with that of French people without foreign ancestry	1
Total	**2**

Question 3 (3 marks)

Describe the people who are the subject of the enquiry.

Description	Marks
more than 8000 families	1
from the 7 big influxes/waves/movements/surges of migration	1
(at the end of/in) the twentieth century	1
Total	**3**

Question 4 **(3 marks)**

According to the summary, what **three** areas have shown positive progress?

Description	Marks
The three areas can be in any order	
One: the languages spoken at home	1
Two: social relations/relationships with people from different/varied/diverse groups	1
Three: mixed unions/marriages (marrying someone of a different origin)	1
Total	**3**

Question 5 **(6 marks)**

(a)   Identify what the summary says about second-generation immigrants.   (2 marks)

Tick (✓) the correct statements below.

Description		Marks
A significant number of second-generation immigrants feel that they are perceived as French.		
Second-generation immigrants feel more discriminated against than their parents.	✓	1
Second-generation immigrants are more sensitive to inequality than their parents.	✓	1
The parents of second-generation immigrants tend to declare discrimination more than their children.		
Total		**2**

(b)   What does the summary have to say about access to the workplace?   (4 marks)

Description	Marks
The children of immigrants	1
from visible minorities	1
have much more risk	1
of finding themselves unemployed.	1
Total	**4**

Text 3: *Le jeune entrepreneur*

(Part i)

Question 6   **(6 marks)**

(a)   How is Karim described by the interviewer?   (2 marks)

Description	Marks
Karim is a young entrepreneur	1
who is not yet 18 years old.	1
Total	2

(b)   Describe what happened to Karim three years ago.   (4 marks)

Description	Marks
he spent (summer) holidays	1
at his aunt's place	1
<u>she</u> introduced him	1
to <u>auction</u> sites	1
Total	4

(Part ii)

Question 7   **(6 marks)**

(a)   What was his aunt's idea and how did she help him?   (4 marks)

Description	Marks
he should start a small business	1
reselling/selling (merchandise/goods) to his friends at school	1
she bought him/invested in (him)	1
his first box/carton/batch of video games	1
Total	4

(b)   What does Karim say about the first video game he bought?   (2 marks)

Tick (✓) the correct statements below.

Description		Marks
Only he and his friends knew about the game.		
You couldn't buy it in the shops.		
It was expensive.	✓	1
It came from China.	✓	1
	Total	2

Part (iii)

Question 8 **(6 marks)**

(a)   What did Karim do with the profits from his enterprise?   (3 marks)

Description	Marks
He reimbursed his aunt.	1
He bought another box	1
then another and another.	1
Total	3

(b)   Why did he open a virtual shop?   (3 marks)

Description	Marks
So many (students from schools in his city) had heard about him/his business.	1
He had so many orders.	1
He couldn't supply the demand/to supply/meet the demand.	1
Total	3

Question 9 **(2 marks)**

What are Karim's plans for when he finishes school?

Description	Marks
work on/devote himself to his business (full-time)	1
no intention of going on to university	1
Total	2

End of Section One

Section Two
Response: Viewing and reading **(30%) (63 Marks)**

Text 4: *Que faire après le Bac ?*

Question 10 **(4 marks)**

Explain what is worrying Charlotte.

Description	Marks
she has not done well in second <u>term</u> exams	1
has one term to improve	1
doesn't know what she will do	1
if she fails her Bac/final examination	1
Total	**4**

Question 11 **(3 marks)**

Explain why she is uncertain about choosing a career in education.

Description	Marks
she is not certain it is the right path/career for her	1
needs to do work experience	1
but it is hard to find (work experience)	1
Total	**3**

Question 12 **(5 marks)**

List **five** disadvantages of Charlotte leaving Toulouse to attend university.

Description	Marks
One: would be a lot more expensive	1
Two: will have to look after herself (supply her own needs)	1
Three: parents will not be in a position to help	1
Four: will have to pay her own rent and pay for/buy her (own) food	1
Five: will have more household chores (without her mother around)	1
Total	**5**

Question 13 **(3 marks)**

(a) Under what circumstances would a gap year be an option for Charlotte? (1 mark)

Description	Marks
if she fails this year	1
Total	**1**

(b) Give **two** reasons why she won't be able to take a gap year. (2 marks)

Description	Marks
One: parents will never allow it	1
Two: she cannot find a job to save (money)	1
Total	**2**

Text 5: *Chanter, c'est ma manière de m'exprimer*

Question 14 **(2 marks)**

Identify the **two** qualities that make Marina Kaye a good singer.

Description	Marks
a dazzling/amazing voice	1
incredible motivation	1
Total	**2**

Question 15 **(4 marks)**

(a) What happened to Marina when she was 14 years old? (2 marks)

Description	Marks
she won first place	1
in a (French)(TV) <u>talent</u> show/in the (TV) show *France Has Got (incredible)Talent*	1
Total	**2**

(b) How did she react when a producer spotted her on YouTube? (2 marks)

Description	Marks
she didn't hesitate for a moment	1
decided to leave for London to meet the producer	1
Total	**2**

Question 16 **(2 marks)**

What did Marina say when asked what her plan was?

Description	Marks
(she confessed that) she had no idea/did not know	1
but she loved song writing	1
Total	**2**

Question 17 **(5 marks)**

Explain why Marina chose music over study.

Description	Marks
she could not do homework and write her album at the same time	1
singing makes her feel good	1
she forgets everything	1
she lets (herself) go	1
her way of expressing herself	1
Total	**5**

Text 6: *La croissance exponentielle du crowdfunding*

Question 18   **(6 marks)**

(a)   What do the new crowdfunding applications allow internet users to do?   (3 marks)

Description	Marks
collect funds	1
from anonymous people/donors	1
to launch/set up/develop/invest in a project	1
Total	3

(b)   To whom has crowdfunding become so appealing and why?   (3 marks)

Description	Marks
Gen Y/young people	1
(because) they are ambitious and	1
impatient	1
Total	3

Question 19   **(4 marks)**

Identify the **four** aspects of the crowdfunding platform that make it interactive.

Description	Marks
One: you can monitor the progress of the project	1
Two: see how many people have contributed money	1
Three: see how much money is still needed	1
Four: and how much time is left to achieve the goal	1
Total	4

Question 20   **(3 marks)**

What will donors to a crowdfunding project be able to do and what effect will this have?

Description	Marks
share the page on social media	1
if the project is attractive	1
a snowball effect is guaranteed	1
Total	3

Question 21   **(3 marks)**

Give the example from the text of a charity that recently used crowdfunding and its reason for doing so.

Description	Marks
Red Cross (in Geneva)	1
educational support/support with schooling	1
children in asylum seeker centres	1
Total	3

Text 7 : *Lassana Bathily : nouveau citoyen français*

Question 22 **(3 marks)**

Give the **three** facts about Lassana Bathily that introduce him to readers of this article.

Description	Marks
Any three of the following	
1. he was the Muslim employee 2. [who saved Jews in a supermarket (11 months ago) (Hyper Cacher, Porte de Vincennes)] 3. he got his French nationality ID card in December 2015 4. he is one of about 100 000 Malians living in France	1–3
Total	**3**

Question 23 **(3 marks)**

Give **three** details of the process he undertook to gain a residence permit after his initial request was refused.

Description	Marks
One: he fought for 20 months/after a 20 month fight	1
Two: he won his appeal	1
Three: during which he defended himself in court without a lawyer	1
Total	**3**

Question 24 **(6 marks)**

(a)   How was Lassana described by his former teacher? (4 marks)

Description	Marks
a very respectful student	1
who didn't draw attention to himself	1
his humour and availability	1
made him very popular with his fellow students	1
Total	**4**

(b)   What did he want to do once he became a legal resident? (2 marks)

Description	Marks
help those experiencing	1
the same difficulties that he had been through	1
Total	**2**

Question 25 **(7 marks)**

(a) Why did Lassana's story appeal to news channels? (2 marks)

Description	Marks
It had all the ingredients	1
of a Hollywood blockbuster (Jews saved from Malian Muslim terrorist by Malian Muslim)	1
Total	**2**

(b) Outline what Lassana hopes to do in the future. (5 marks)

Description	Marks
spread a message of hope	1
so that young people feel welcome in France	1
to avoid being the target of fundamentalists	1
be a bridge	1
between religious communities in France	1
Total	**5**

Written communication 40% (40 Marks)

Part A: Stimulus response 20% (20 marks)

Question 26

Criteria	Marks
Content and relevance of response to the stimulus text	**7**
Provides all the required content and relates it strongly to the stimulus text by writing a Facebook post responding to the content of Anne Laure's post including: • their opinion of the images and her written post (1 mark) • **two** reasons for their concern (2 marks) • **three** pieces of advice for Anne-Laure. (3 marks) • using effective details to elaborate. (1 mark)	7
Provides most of the required content and relates it to the stimulus text, using relevant details to elaborate.	6
Provides mostly relevant content and relates it mostly to the stimulus text, using details to elaborate.	5
Provides generally relevant content and relates it somewhat to the stimulus text, using some details to elaborate.	4
Provides some content related to the stimulus text.	3
Provides content that has superficial relevance to the stimulus text.	2
Provides content with little relevance to the stimulus text.	1
Provides content with no relevance to the stimulus text.	0
Accuracy (grammar, syntax and spelling)	**5**
Demonstrates thorough knowledge of grammar (including parts of speech, agreements, objects, conjugation, tense and mood) and syntax. Uses a wide range of complex structures correctly. Makes minor errors rarely, but inaccuracies do not affect meaning or flow.	5
Demonstrates a sound 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.	4
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.	3
Demonstrates an imperfect knowledge of grammar (including agreements, tense and mood) and syntax. Uses simple structures correctly most of the time. Makes errors, with inaccuracies occasionally affecting meaning.	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
Uses almost no correct grammar. Uses only single words and short phrases. Relies heavily on syntax of another language. Misspells frequently.	0
Style (vocabulary, range and impact of language)	**5**
Uses 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, simple vocabulary. Relies on cognates.	1
Uses limited vocabulary. Relies on cognates.	0
Text type and sequencing	**3**
Uses all the key conventions of the text type, a posting, including informal (*tu*) register and persuasive language. Sequences information cohesively and coherently.	3
Uses most of the key conventions of the text type. Generally uses appropriate register. Sequences information to some extent. Connections are simple and straight-forward.	2
Uses few of the key conventions of the text type. Shows some consideration of the audience or the purpose for writing. Limited organisation impedes the flow and understanding. The connection between the ideas is sometimes unclear.	1
Does not observe the conventions of the text type. Shows lack of consideration of the audience or the purpose for writing. Does not sequence ideas.	0
Total	**20**

Part A: Stimulus response   20% (20 marks)

Question 27

Criteria	Marks
Content and relevance of response to the stimulus text	**7**
Provides all the required content and relates it strongly to the stimulus text by writing a journal entry including: • a brief description of what the brochure offers them for their gap year (2 marks) • at least two advantages and/or disadvantages of the offer (2 marks) • at least one way the experience would be of benefit to them in the future (1 mark) • using effective and relevant details to elaborate. (2 marks)	7
Provides most of the required content and relates it to the stimulus text, using relevant details to elaborate.	6
Provides mostly relevant content and relates it mostly to the stimulus text, using details to elaborate.	5
Provides generally relevant content and relates it somewhat to the stimulus text, using some details to elaborate.	4
Provides some content related to the stimulus text.	3
Provides content that has superficial relevance to the stimulus text.	2
Provides content with little relevance to the stimulus text.	1
Provides content with no relevance to the stimulus text.	0
Accuracy (grammar, syntax and spelling)	**5**
Demonstrates thorough knowledge of grammar (including parts of speech, agreements, objects, conjugation, tense and mood) and syntax. Uses a wide range of complex structures correctly. Makes minor errors rarely, but inaccuracies do not affect meaning or flow.	5
Demonstrates a sound 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.	4
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.	3
Demonstrates an imperfect knowledge of grammar (including agreements, tense and mood) and syntax. Uses simple structures correctly most of the time. Makes errors, with inaccuracies occasionally affecting meaning.	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
Uses almost no correct grammar. Uses only single words and short phrases. Relies heavily on syntax of another language. Misspells frequently.	0
Style (vocabulary, range and impact of language)	**5**
Uses 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, simple vocabulary. Relies on cognates.	1
Uses limited vocabulary. Relies on cognates.	0
Text type and sequencing	**3**
Uses all the key conventions of the text type, a journal entry, including appropriate informal register. Sequences information cohesively and coherently, including a beginning and a conclusion to the entry.	3
Uses most of the key conventions of the text type. Generally uses appropriate register. Sequences information to some extent. Connections are simple and straight-forward.	2
Uses few of the key conventions of the text type. Shows some consideration of the audience or the purpose for writing. Limited organisation impedes the flow and understanding. The connection between the ideas is sometimes unclear.	1
Does not observe the conventions of the text type. Shows lack of consideration of the audience or the purpose for writing. Does not sequence ideas.	0
Total	**20**

Part B: Extended response 20% (20 marks)

Question 28

Criteria	Marks
Content and relevance of response to the question	**6**
Provides all the required content and relates it strongly to the question by writing a review including: • a short summary of each film (2 marks) • a comparison of the films (comparatives) (1 mark) • at least two things they have learned about culture and/or lifestyle in French-speaking communities (perfect/present) (2 marks) • using effective and relevant details to elaborate. (1 mark)	6
Provides most of the required content and relates it to the question. Uses relevant details to elaborate.	5
Provides mostly relevant content and relates it mostly to the question. Uses details to elaborate.	4
Provides generally relevant content and relates it somewhat to the question. Uses details to elaborate.	3
Provides content that has superficial relevance to the question.	2
Provides content with little relevance to the question.	1
Provides content with no relevance to the question.	0
Accuracy (grammar, syntax and spelling)	**6**
Demonstrates a thorough knowledge of grammar (including parts of speech, agreements, objects, conjugation, tense and mood) and syntax. Uses a range of complex structures with some errors. Makes minor errors occasionally, but inaccuracies do not affect meaning or flow.	6
Demonstrates a sound knowledge of grammar (including parts of speech, agreements, conjugation, tense and mood) and syntax. Uses a range of structures with some errors. Makes errors occasionally, but inaccuracies do not affect meaning or flow.	5
Demonstrates a satisfactory knowledge of grammar (including agreements, tense and mood) and syntax. Uses a range of simple structures correctly. Makes errors, but inaccuracies do not affect meaning.	4
Demonstrates an imperfect knowledge of grammar (including agreements, tense and mood) and syntax. Uses simple structures correctly most of the time. Makes errors, with inaccuracies occasionally affecting meaning.	3
Demonstrates an inadequate knowledge of grammar (including agreements, tense and mood) and syntax. Uses a limited range of structures. Relies on syntax of another language. Makes errors, and inaccuracies impede understanding.	2
Demonstrates poor knowledge of grammar (including agreements, tense and mood) and syntax. Uses a limited range of structures. Relies heavily on syntax of another language. Makes frequent errors.	1
Does not observe the conventions of grammar.	0
Style (vocabulary, range and impact of language)	**5**
Uses an extensive, contextually relevant vocabulary and a wide range of expressions. Effectively engages the audience.	5
Uses contextually relevant vocabulary and a range of expressions. Engages the audience.	4
Uses relevant vocabulary and a few expressions. Engages the audience somewhat.	3
Uses mostly relevant vocabulary and expressions.	2
Uses repetitive, basic vocabulary. Relies on cognates.	1
No evidence of this criterion.	0
Text type and sequencing	**3**
Uses all the key conventions of the text type, including appropriate register. Sequences information cohesively and coherently. Writes a review including: • a title • formal language and structure • some personal and evaluative comments.	3
Uses most of the key conventions of the text type. Generally uses appropriate register. Sequences information to some extent. Connections are simple and straight-forward.	2
Uses few of the key conventions of the text type. Shows some consideration of the audience or the purpose for writing. Limited organisation impedes the flow and understanding. The connection between the ideas is sometimes unclear.	1
Does not observe the conventions of the text type. Shows lack of consideration of the audience or the purpose for writing. Does not sequence ideas.	0
Total	**20**

Part B: Extended response   **20% (20 marks)**

Question 29

Criteria	Marks
Content and relevance of response to the question	**6**
Provides all the required content and relates it strongly to the question by writing an email describing the experience and including: • information on phone usage before starting the exercise (1 mark) • what was difficult and the impact it had (2 marks) • whether or not their use of technology will change in future as a result of the experience and why (2 marks) • using effective and relevant details to elaborate. (1 mark)	6
Provides most of the required content and relates it to the question. Uses relevant details to elaborate.	5
Provides mostly relevant content and relates it mostly to the question. Uses details to elaborate.	4
Provides generally relevant content and relates it somewhat to the question. Uses details to elaborate.	3
Provides content that has superficial relevance to the question.	2
Provides content with little relevance to the question.	1
Provides content with no relevance to the question.	0
Accuracy (grammar, syntax and spelling)	**6**
Demonstrates a thorough knowledge of grammar (including parts of speech, agreements, objects, conjugation, tense and mood) and syntax. Uses a range of complex structures with some errors. Makes minor errors occasionally, but inaccuracies do not affect meaning or flow.	6
Demonstrates a sound knowledge of grammar (including parts of speech, agreements, conjugation, tense and mood) and syntax. Uses a range of structures with some errors. Makes errors occasionally, but inaccuracies do not affect meaning or flow.	5
Demonstrates a satisfactory knowledge of grammar (including agreements, tense and mood) and syntax. Uses a range of simple structures correctly. Makes errors, but inaccuracies do not affect meaning.	4
Demonstrates an imperfect knowledge of grammar (including agreements, tense and mood) and syntax. Uses simple structures correctly most of the time. Makes errors, with inaccuracies occasionally affecting meaning.	3
Demonstrates an inadequate knowledge of grammar (including agreements, tense and mood) and syntax. Uses a limited range of structures. Relies on syntax of another language. Makes errors, and inaccuracies impede understanding.	2
Demonstrates poor knowledge of grammar (including agreements, tense and mood) and syntax. Uses a limited range of structures. Relies heavily on syntax of another language. Makes frequent errors.	1
Does not observe the conventions of grammar.	0
Style (vocabulary, range and impact of language)	**5**
Uses an extensive, contextually relevant vocabulary and a wide range of expressions. Effectively engages the audience.	5
Uses contextually relevant vocabulary and a range of expressions. Engages the audience.	4
Uses relevant vocabulary and a few expressions. Engages the audience somewhat.	3
Uses mostly relevant vocabulary and expressions.	2
Uses repetitive, basic vocabulary. Relies on cognates.	1
No evidence of this criterion.	0
Text type and sequencing	**3**
Uses all the key conventions of the text type, including appropriate register. Sequences information cohesively and coherently. Writes an email which includes: • a salutation and sign-off • register appropriate to a friend (*tu* form) • informal and colloquial language.	3
Uses most of the key conventions of the text type. Generally uses appropriate register. Sequences information to some extent. Connections are simple and straight-forward.	2
Uses few of the key conventions of the text type. Shows some consideration of the audience or the purpose for writing. Limited organisation impedes the flow and understanding. The connection between the ideas is sometimes unclear.	1
Does not observe the conventions of the text type. Shows lack of consideration of the audience or the purpose for writing. Does not sequence ideas.	0
Total	**20**

Part B: Extended response 20% (20 marks)

Question 30

Criteria	Marks
Content and relevance of response to the question	**6**
Provides all the required content and relates it strongly to the question by writing a blog post including: • their opinion on this type of media platform (1 mark) • how access to media has changed in the last 10 years (imperfect/perfect/present) (2 marks) • their predictions for the future of information and communication technology (future tense) (2 marks) • using effective and relevant details to elaborate. (1 mark)	6
Provides most of the required content and relates it to the question. Uses relevant details to elaborate.	5
Provides mostly relevant content and relates it mostly to the question. Uses details to elaborate.	4
Provides generally relevant content and relates it somewhat to the question. Uses details to elaborate.	3
Provides content that has superficial relevance to the question.	2
Provides content with little relevance to the question.	1
Provides content with no relevance to the question.	0
Accuracy (grammar, syntax and spelling)	**6**
Demonstrates a thorough knowledge of grammar (including parts of speech, agreements, objects, conjugation, tense and mood) and syntax. Uses a range of complex structures with some errors. Makes minor errors occasionally, but inaccuracies do not affect meaning or flow.	6
Demonstrates a sound knowledge of grammar (including parts of speech, agreements, conjugation, tense and mood) and syntax. Uses a range of structures with some errors. Makes errors occasionally, but inaccuracies do not affect meaning or flow.	5
Demonstrates a satisfactory knowledge of grammar (including agreements, tense and mood) and syntax. Uses a range of simple structures correctly. Makes errors, but inaccuracies do not affect meaning.	4
Demonstrates an imperfect knowledge of grammar (including agreements, tense and mood) and syntax. Uses simple structures correctly most of the time. Makes errors, with inaccuracies occasionally affecting meaning.	3
Demonstrates an inadequate knowledge of grammar (including agreements, tense and mood) and syntax. Uses a limited range of structures. Relies on syntax of another language. Makes errors, and inaccuracies impede understanding.	2
Demonstrates poor knowledge of grammar (including agreements, tense and mood) and syntax. Uses a limited range of structures. Relies heavily on syntax of another language. Makes frequent errors.	1
Does not observe the conventions of grammar.	0
Style (vocabulary, range and impact of language)	**5**
Uses an extensive, contextually relevant vocabulary and a wide range of expressions. Effectively engages the audience.	5
Uses contextually relevant vocabulary and a range of expressions. Engages the audience.	4
Uses relevant vocabulary and a few expressions. Engages the audience somewhat.	3
Uses mostly relevant vocabulary and expressions.	2
Uses repetitive, basic vocabulary. Relies on cognates.	1
No evidence of this criterion.	0
Text type and sequencing	**3**
Uses all the key conventions of the text type, including appropriate register. Sequences information cohesively and coherently. Writes a blog post which includes: • a formal or informal register depending on the audience chosen • persuasive language • personal opinion.	3
Uses most of the key conventions of the text type. Generally uses appropriate register. Sequences information to some extent. Connections are simple and straight-forward.	2
Uses few of the key conventions of the text type. Shows some consideration of the audience or the purpose for writing. Limited organisation impedes the flow and understanding. The connection between the ideas is sometimes unclear.	1
Does not observe the conventions of the text type. Shows lack of consideration of the audience or the purpose for writing. Does not sequence ideas.	0
Total	**20**