



FRENCH: BACKGROUND LANGUAGE

ATAR course examination 2020

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% (31 Marks)

Question 1

(16 marks)

Write a summary for your school magazine to inform all students about the radio announcement you have just heard. The informative summary must:

- explain the shift in French thinking about adults living at their parents' homes
- the reasons for the majority of young French adults continuing to live at their parents' homes
- describe the relationship between adult children and their parents when living together.

Criteria	Marks
Response to text	
Writes an informative summary which:	
explains the shift in French thinking about adults living at their parents' homes	
• this movement has (radically) changed	1
• nowadays, young adults living with parents are not seen as 'failures' any more	1
• general tendency was to very harshly criticise singles living with their parents	1
	3
the reasons for the majority of young French adults continuing to live at their parents' homes	
• to prolong studies	1
• to save money before entering the housing market	1
• the will to travel	1
	3
describes the relationship between adult children and their parents when living together	
• adult children develop a friendship with their parents	1
• relationships are very positive	1
• and better when living together	1
	3
Subtotal	9
Response in English	
Shows a range of vocabulary and grammar that is relevant to the context and a purposeful use of sentence structures for effect.	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 this criterion.	0
Subtotal	3
Text type, kind of writing and sequencing	
Writes an informative summary. Uses all the key conventions of a summary accurately, including: formal register, a title, an introduction, content and a conclusion using informative 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 a summary accurately, including: 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: a title, an introduction, content and a conclusion. 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 this criterion.	0
Subtotal	4
Total	16

Question 2

(15 marks)

Write a letter to your French-speaking godparent who is struggling with their own business to inspire them to make a change, reflecting on:

- what really matters in life, using one of Aurélien's ordeals as an example
- why they should relocate their business like Aurélien did.

Criteria	Marks
Response to text	
Writes a letter which reflects on:	
what really matters in life, using one of Aurélien's ordeals as an example	
• little pleasures (are what really matters in life)	1
• Aurélien's work damaged his relationships or	1
• his partner (broke up and) moved out of their home or	
• managing his business made him sick	
	2
why they should relocate their business like Aurélien did	
• Europeans can freely work anywhere in the (European) Union	1
• Poland (or other countries have) has fewer business restrictions and	1
• the required capital (to open a business) is small	1
• so it is much easier to open an online business (there)	1
• they could be free to work from anywhere	1
	5
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 this criterion.	0
Subtotal	4
Text type, kind of writing and sequencing	
Writes a reflective letter. Uses all the key conventions of a letter accurately, including: informal register, the date, the address of either the sender or recipient, an informal greeting and salutation using reflective 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 a letter accurately, including: the date, the address of either the sender or recipient, an informal greeting and salutation. 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: the date, the address of either the sender or recipient, an informal greeting and salutation. 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 this criterion.	0
Subtotal	4
Total	15

Section Two: Response: Viewing and Reading

30% (44 Marks)

Question 3

(14 marks)

Write the script of a conversation between you and your French teacher, to inform him or her about the article you have read, explaining the reasons for the 'baby bust' phenomenon, and what is happening in Japan and why.

Criteria	Marks
Response to text	
Writes the script of an informative conversation which explains:	
the reasons for the 'baby bust' phenomenon	
• the decrease in infant mortality	1
• increased access to contraception	1
• women's education and employment	1
	3
what is happening in Japan and why	
• young people are renouncing marriage	1
• because of social pressure	1
• young (Japanese) people are turning to virtual partners	1
	3
Subtotal	6
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 this criterion.	0
Subtotal	4
Text type, kind of writing and sequencing	
Writes an informative conversation. Uses all the key conventions of a conversation accurately, including: formal (when addressing the teacher) and informal (when being addressed) register, a two-way sustained interaction of approximately equal length using informative 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 a conversation accurately, including: a two-way sustained interaction of approximately equal length. 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 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 this criterion.	0
Subtotal	4
Total	14

Question 4

(15 marks)

Write the script of a persuasive speech for your French class in which you try to convince them to turn to veganism by explaining:

- the **three** main reasons why consuming meat is harmful to the environment
- why the choice to follow a plant-based diet would be more ethical.

Criteria	Marks
Response to text	
Writes the script of a speech which explains:	
the three main reasons why consuming meat is harmful to the environment	
Reason one:	
• 83% of the land is used for meat farming	1
• to produce a single kilogram (of meat) you need 13,000 liters of water	1
• fresh water resources are endangered	1
• by animal waste, fertilisers and antibiotics dumped into rivers	1
	4
Reason two:	
• (each year), the equivalent of Panama is lost due to deforestation to increase livestock farming	1
	1
Reason three:	
• agricultural emissions directly contribute to global warming	1
	1
why the choice to follow a plant-based diet would be more ethical	
• it reduces waste while respecting animal and environmental welfare	1
	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 this criterion.	0
Subtotal	4
Text type, kind of writing and sequencing	
Writes the script of a persuasive speech. Uses all the key conventions of a speech accurately, including: formal register, an address to the audience followed by a statement or a rhetorical question, conclusion with a persuasive statement and thanks to the audience. 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 speech accurately, including: an address to the audience followed by a statement or a rhetorical question, conclusion with a persuasive statement and thanks to the audience. 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, conclusion with a persuasive statement and thanks to the audience. 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 this criterion.	0
Subtotal	4
Total	15

Question 5

(15 marks)

The company in which you are doing work experience has asked you to find examples of innovative organisations in the field of human resources. Write an email to your supervisor in which you reflect on:

- the new trend among employers and how it can only be of benefit to the company
- why commitment to the overall health of employees is crucial for Cirque Français
- all the ways in which Cirque Français is achieving this.

Criteria	Marks
Response to text	
Writes an email which reflects on:	
the new trend among employers and how it can only be of benefit to the company	
• making the link between wellbeing and performance	1
• a happy and healthy employee is a committed/engaged employee	1
	2
why commitment to the overall health of employees is crucial for Cirque Français	
• their product relies on physical performance	1
	1
all the ways in which Cirque Français is achieving this	
• by encouraging employees to have an active life at work (they can do any physical activity they wish and are provided complete services and training spaces)	1
• by giving access to medical providers for employees and their families to assure physical health	1
• by launching campaigns to fight stress and prioritise mental health	1
• by giving access to psychologists, therapists and meditation classes	1
• by improving the social fabric with welcoming spaces that allow staff to meet in a friendly atmosphere (working environment)	1
	5
Subtotal	8
Response in English	
Shows a range of vocabulary and grammar that is relevant to the context and a purposeful use of sentence structures for effect.	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 this criterion.	0
Subtotal	3
Text type, kind of writing and sequencing	
Writes a reflective email. Uses all the key conventions of an email accurately, including: formal register, a formal greeting and salutation, and a signature using reflective 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 email accurately, including: a formal greeting and salutation, and a signature. 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 formal greeting or salutation, and a signature. 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 this criterion.	0
Subtotal	4
Total	15

Section Three: Written communication

40% (16 Marks)

Question 6

(16 marks)

Write an article for a French-speaking magazine in which you evaluate the positive and negative aspects of a particular choice you want to make for your future career.

Criteria	Marks
Content	
Writes an article which presents a balanced view of, and weighs both the positive and negative aspects of a personal choice for future career while showing synthesis of ideas, a high degree of relevance and originality, and engagement with content.	7–8
Writes an article which presents a balanced view of, and weighs both the positive and negative aspects of a personal choice for future career while showing some synthesis of ideas, relevance and originality, and engagement with content.	5–6
Writes an article which presents a balanced view of either the positive or negative aspects of a personal choice for future career while showing partial synthesis of ideas, relevance and engagement with content.	3–4
Writes an article which presents aspects of a personal choice for future career which summarises ideas, showing relevance and some engagement with content.	2
The article 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 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 this criterion.	0
Subtotal	4
Text type, kind of writing and sequencing	
Writes an evaluative article. Uses all the key conventions of an article accurately, including: formal register, a title, an introduction and conclusion, using evaluative language. The style is objective. 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 article accurately. Ideas are well organised within and between paragraphs, and follow a logical sequence throughout.	3
Uses some of the key conventions of an article accurately. Ideas are organised, follow a logical sequence, but lack direction.	2
Uses few of the key conventions suitably. Ideas are disjointed, with little attempt to organise or sequence them.	1
Does not meet any of the above specified performance levels for this criterion.	0
Subtotal	4
Total	16

Question 7

(16 marks)

Write an article for a French-speaking magazine in which you evaluate the positive and negative aspects for French people who migrate to a francophone country.

Criteria	Marks
Content	
Writes an article which presents a balanced view of, and weighs both the positive and negative aspects for French people immigrating, while showing synthesis of ideas, a high degree of relevance and originality, and engagement with content.	7–8
Writes an article which presents a balanced view of, and weighs both the positive and negative aspects for French people immigrating, while showing synthesis of ideas, relevance and originality, and engagement with content.	5–6
Writes an article which presents a balanced view of either the positive or the negative aspects for French people immigrating, while showing partial synthesis of ideas, relevance and engagement with content.	3–4
Writes an article which presents aspects for French people immigrating, which summarises ideas, showing relevance and some engagement with content.	2
The article 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 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 this criterion.	0
Subtotal	4
Text type, kind of writing and sequencing	
Writes an evaluative article. Uses all the key conventions of an article accurately, including: formal register, a title, an introduction and conclusion, using evaluative language. The style is objective. 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 article accurately. Ideas are well organised within and between paragraphs, and follow a logical sequence throughout.	3
Uses some of the key conventions of an article accurately. Ideas are organised, follow a logical sequence, but lack direction.	2
Uses few of the key conventions suitably. Ideas are disjointed, with little attempt to organise or sequence them.	1
Does not meet any of the above specified performance levels for this criterion.	0
Subtotal	4
Total	16

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