



FRENCH: BACKGROUND LANGUAGE

ATAR course examination 2018

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
Question 1

30% (29 Marks)
(13 marks)

Your Australian friend has seen *L'Ascension* and really enjoyed it. You hear this excerpt of a review from an online French radio program and decide to tell him about it. Write an informative message explaining:

- who Ludovic Bernard and Nadir Dendoune are
- why they invented the love story for the film and
- where *L'Ascension* will be screened and why.

Description	Marks
Response to text	
Who Ludovic Bernard and Nadir Dendoune are.	
Bernard was first assistant <u>director</u> or Bernard has made his first feature film	1
Any one of:	
<ul style="list-style-type: none"> • Dendoune is the first French-Algerian to climb Everest • he is from the Seine-Saint-Denis or he is from a council estate • author of <i>A loser on the roof of the world</i> or author of the book Bernard chose to adapt. 	1
Subtotal	2
Why they invented the love story for the film.	
Any two of:	
<ul style="list-style-type: none"> • wanted to give a positive image of the council estate people/the lower class/lower socio-economic people • because there is an impression that only the bourgeois (upper middle class) are capable of love (but council estate people are like everyone else) • journalists have a biased view because they know nothing about council estates • in French cinema there are only bourgeois with the same condescending and paternalistic vision. 	1–2
Subtotal	2
Where <i>L'Ascension</i> will be screened and why.	
they will go to schools and prisons	1
to pass on the message of surpassing oneself or of social ascent	1
Subtotal	2
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
Subtotal	3
Kind of writing, text type and sequencing	
Writes an informative message to a friend. Uses all the key conventions of a message accurately including: informal register, a salutation, a sign-off and informative language. Ideas are organised and sequenced effectively 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 message accurately. 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. 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
Subtotal	4
Total	13

Question 2

(16 marks)

Write a persuasive email to a friend convincing them that global warming does exist. In your email, explain who Amandine Rouget is and what she says about global warming, then summarise the attitude of the United States toward global warming.

Description	Marks
Response to text	
Explains who Amandine Rouget is and what she says about global warming.	
global warming specialist	1
living in the USA for almost a year to do research	1
global warming is not decreasing or global warming keeps increasing	1
hottest temperatures ever recorded last year	1
there are scientists (Météo France) who say that the cold spell in the United States is a consequence of global warming	1
Subtotal	5
Summarise the attitude of the United States toward global warming.	
55% of Americans do not believe in global warming	1
the United States pulled out of the Paris Climate Agreement	1
President Donald Trump wrote that the extreme temperatures in the United States are proof that there is no global warming	1
Subtotal	3
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
Subtotal	4
Kind of writing, text type and sequencing	
Writes a persuasive email to a friend. Uses all the key conventions of an email accurately, including: informal register, a salutation, a sign-off and persuasive language. Ideas are organised and sequenced effectively 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. 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. 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
Subtotal	4
Total	16

Section Two: Response: Viewing and Reading

30% (59 Marks)

Question 3

(15 marks)

You read this speech in a French school magazine. Write a blog posting in which you evaluate the author’s opinion on:

- **one** way to help humanity
- how to consume in a responsible manner and
- **one** way to protect and preserve the planet.

Description	Marks
Response to text	
Write a blog posting in which you evaluate the speaker’s opinion on one way to help humanity.	
Any one of:	
• volunteer work • makes evaluative comment about author’s opinion on volunteer work	1–2
• charity donation • makes evaluative comment about author’s opinion on charity donation	1–2
• blood and organ donor • makes evaluative comment about author’s opinion on being a blood and organ donor	1–2
Subtotal	2
Write a blog posting in which you evaluate the speaker’s opinion on how to consume in a responsible manner.	
Makes an evaluative comment on the idea of targeting companies (as they have the most influence in the world).	1
Makes an evaluative comment on the idea of consumers pushing companies to make the right choice.	1
Makes an evaluative comment on the strategy of the consumer asking questions before they buy such as: ‘Do I want to support this kind of business?’ or Does this product meet the criteria of fair trade? or Is it healthy? or Did the sale of this product help support a repressive political regime?	1
Subtotal	3
Write a blog posting in which you evaluate the speaker’s opinion on one way to protect and preserve the planet.	
Any one of:	
• recycling • makes evaluative comment about author’s opinion on recycling	1–2
• reusing objects and materials • makes evaluative comment about author’s opinion on reusing objects and materials	1–2
• using biodegradable products • makes evaluative comment about author’s opinion on using biodegradable products	1–2
• buying local products • makes evaluative comment about author’s opinion on buying local products	1–2
• reducing our energy consumption • makes evaluative comment about author’s opinion on reducing our energy consumption	1–2
Subtotal	2
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
Subtotal	4
Kind of writing, text type and sequencing	
Writes an evaluative blog posting. Uses all the key conventions of a blog posting accurately, including: informal register and evaluative language. Ideas are organised and sequenced effectively 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 blog posting accurately. Ideas are well organised within and between paragraphs, and follow a logical sequence throughout.	3
Uses some of the key conventions of a blog posting accurately. 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
Subtotal	4
Total	15

Question 4

(14 marks)

You have received this email from your friend Nadine. Write a reflective letter to her:

- commenting on her behaviour in the restaurant
- suggesting **two** more appropriate ways in which she could have behaved with Luc and
- responding to her questions on marriage.

Description	Marks
Response to text	
Comment on her behaviour in the restaurant.	
Any two of:	
<ul style="list-style-type: none"> • her being agitated • throwing herself on the dessert • bursting into tears • feeling ashamed. 	1–2
Subtotal	2
Suggest two more appropriate ways in which she could have behaved with Luc.	
Suggests two more appropriate ways in which she could have behaved with Luc in the restaurant.	1–2
Subtotal	2
Respond to her questions on marriage.	
Responds to the question asked by Nadine, 'Should I give up on the idea of marriage even if I have been dreaming about it since childhood?'	1
Responds to the question asked by Nadine, 'What would you do if you were me?'	1
Subtotal	2
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
Subtotal	4
Kind of writing, text type and sequencing	
Writes a reflective letter to a friend. Uses all the key conventions of a reflective letter accurately, including: informal register, an address, a date, a salutation and a sign-off and reflective language. Ideas are organised and sequenced effectively 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. 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. 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
Subtotal	4
Total	14

Question 5

(15 marks)

You work for the magazine *Living & Working Abroad*. After reading this account, write an informative article for your readers that:

- explains how the author started in the workforce and why he emigrated to Germany
- makes comparisons between Germany and France and
- gives **three** details about the author's integration into German life.

Description	Marks
Response to text	
Explains how the author started in the workforce and why he emigrated to Germany.	
Any two of:	
<ul style="list-style-type: none"> • harsh working conditions in France • salary barely enough to make ends meet • joined workforce through a workers' association to improve profession and travel • was seduced by German work and salary conditions and pragmatism or for economic reasons • his return to France (for a few months) had the effect of a cold shower so decided to leave the association and emigrate to Germany. 	1–2
Subtotal	2
Makes comparisons between Germany and France.	
France: individualistic (and sectarian) or employees must find solutions alone while the person in charge does not.	1
Germany: collective feeling of entrepreneurship or solutions were sought between employees and the manager (who really gets involved).	1
Germany: tools were available, in good condition and as needed, ordered immediately.	1
Subtotal	3
Gives three details about the author's integration into German life.	
Any three of:	
<ul style="list-style-type: none"> • integrated through (understanding), respect and taking language courses. • constant feeling of being a stranger (when talking) • immediate judgment, mistrust (and even rejection) • badly concealed under a cold and impersonal, if not annoyed, appearance. 	1–3
Subtotal	3
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
Subtotal	3
Kind of writing, text type and sequencing	
Writes an informative article. Uses all the key conventions of an article accurately, including: a title, a conclusion, formal register and informative language. Ideas are organised and sequenced effectively 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 may lack direction.	2
Uses few of the key conventions suitably. Ideas may be disjointed, with little attempt to organise or sequence them.	1
Subtotal	4
Total	15

Question 6

(15 marks)

Write an informative article for your high school newspaper in which you discuss **four** of the writer's concerns.

Description	Marks
Response to text	
Write an article for your high school newspaper in which you discuss four of the writer's concerns.	
Any four of:	
<ul style="list-style-type: none"> Identifies the writer's concern: Does the reliance on technology for calculating and spelling have a negative impact on cognitive processes? Discusses the writer's concern. 	1–2
<ul style="list-style-type: none"> Identifies the writer's concern: Does the time saved thanks to technology allow them to really deepen this same knowledge and to explore new ones? Discusses the writer's concern. 	1–2
<ul style="list-style-type: none"> Identifies the writer's concern: Are students more talented now than before? Discusses the writer's concern. 	1–2
<ul style="list-style-type: none"> Identifies the writer's concern: What do we really do with this surge of knowledge and news? Discusses the writer's concern. 	1–2
<ul style="list-style-type: none"> Identifies the writer's concern: Are we also hungry for this knowledge at our disposal, or are we like guests at a table so full that we do not know what to choose? Discusses the writer's concern. 	1–2
<ul style="list-style-type: none"> Identifies the writer's concern: Will the machine in all its forms not dethrone the human? Discusses the writer's concern. 	1–2
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
Subtotal	3
Kind of writing, text type and sequencing	
Writes an informative article. Uses all the key conventions of an informative article accurately, including: a title, a conclusion, formal register and informative language. Ideas are organised and sequenced effectively 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 may lack direction.	2
Uses few of the key conventions suitably. Ideas may be disjointed, with little attempt to organise or sequence them.	1
Subtotal	4
Total	15

Section Three: Written communication

40% (14 Marks)

Question 7

(14 marks)

Write an informative article for an online French art magazine about a popular art form in France and the role it plays in the lives of French people.

Description	Marks
Content	
Writes about a popular art form in France and the role it plays in the lives of French people. Shows a synthesis of ideas, a high degree of relevance, originality and engagement with the question.	6
Writes about a popular art form in France and the role it plays in the lives of French people. Shows some synthesis of ideas, relevance, originality and engagement with the question.	5
Writes about a popular art form in France and the role it plays in the lives of French people. Shows partial synthesis of ideas, relevance and some engagement with the question.	4
Writes about a popular art form in France and the role it plays in the lives of French people. Summarises ideas, showing some relevance and some engagement with the question.	3
Provides some relevant ideas about a popular art form in France and the role it plays in the lives of French people.	2
Writes in a superficial manner about a popular art form in France and/or the role it plays in the lives of French people.	1
Subtotal	6
Linguistic resources (accuracy and range)	
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 and grammar, with limited accuracy.	1
Subtotal	4
Kind of writing, text type and sequencing	
Writes an informative article. Uses all the key conventions of an article accurately, including: a title, formal register, a conclusion and informative language. Ideas are organised and sequenced effectively 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, including: a title formal register, a conclusion and informative language. 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, including: a title, formal register, a conclusion and informative language. 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
Subtotal	4
Total	14

Question 8

(14 marks)

Write a blog posting reflecting on a global issue and how it has affected people's lives.

Description	Marks
Content	
Writes about a global issue and how it has affected people's lives. Shows a synthesis of ideas, a high degree of relevance, originality and engagement with the question.	6
Writes about a global issue and how it has affected people's lives. Shows some synthesis of ideas, relevance, originality and engagement with the question.	5
Writes about a global issue and how it has affected people's lives. Shows partial synthesis of ideas, relevance and some engagement with the question.	4
Writes about a global issue and how it has affected people's lives. Summarises ideas, showing some relevance and some engagement with the question.	3
Provides some relevant ideas about a global issue and how it has affected people's lives.	2
Writes in a superficial manner about a global issue and/or how it has affected people's lives.	1
Subtotal	6
Linguistic resources (accuracy and range)	
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 and grammar, with limited accuracy.	1
Subtotal	4
Kind of writing, text type and sequencing	
Writes a reflective blog posting. Uses all the key conventions of a blog posting accurately, including: informal register and reflective language. Ideas are organised and sequenced effectively 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 reflective blog posting accurately. Ideas are well organised within and between paragraphs, and follow a logical sequence throughout.	3
Uses some of the key conventions of a reflective blog posting accurately. 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
Subtotal	4
Total	14

ACKNOWLEDGEMENTS

- Question 1** Text under 'Response to text' information from: Belhidaoui, M. (2017). *Avec Nadir Dendoune, oubliez l'ascenseur social et grimpez les sommets*. Retrieved April, 2018, from <http://www.respectmag.com/25311-nadir-dendoune-oubliez-lascenseur-social-grimpez-sommets>
- Question 2** Text under 'Response to text' information from: Nouvelle sortie polémique de Trump sur le réchauffement climatique. (2017). *Le Figaro*. Retrieved October, 2018, from <http://www.lefigaro.fr/sciences/2017/12/29/01008-20171229ARTFIG00049-nouvelle-sortie-polemique-de-trump-sur-le-rechauffement-climatique.php>

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