



FRENCH: BACKGROUND LANGUAGE

ATAR course examination 2021

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

(15 marks)

You heard this advertisement on French radio online. Inform your Australian friends of the situation by writing them an email including:

- a description of the situation of children living below the poverty line on a global scale
- the consequences for the children concerned.

Criteria	Marks
Response to text	
Writes an email which:	
describes the situation of children living below the poverty line on a global scale	
• children are twice as likely to be victims (of poverty)	1
• the likelihood that they will come out without damage is <u>minimal</u>	1
• (their precariousness) limits their future	1
• by altering their physical, psychological and social development.	1
	4
the consequences for the children concerned	
any four of the following:	
• school progress is delayed	1–4
• delayed brain development and cerebral functions	
• (it creates) serious physiological problems due to malnutrition	
• (which) compromises the immune system	
• psychological devastation	
• profound psychological problems.	
	4
Subtotal	8
Response in English	
Shows a range of vocabulary and grammar that is relevant to the context and audience and a purposeful use of sentence structures for effect.	3
Shows evidence of using vocabulary and grammar that is relevant to the context and a variety of sentence structures.	2
Uses a limited range of vocabulary, grammar and sentence structures.	1
Does not meet any of the above specified performance levels for evidence for this criterion.	0
Subtotal	3
Text type, kind of writing and sequencing	
Writes an informative email to friends. Uses all the key conventions of an email accurately, including: informal register, an informal greeting and a signature. Uses informative language, which is objective, impersonal, and unambiguous. Ideas are organised and effectively sequenced throughout, for example, within and between paragraphs, and with cohesiveness in the writing as a whole.	4
Writes an informative email to friends. Uses most of the key conventions of an email accurately, including: an informal greeting and a signature. Uses informative language. Ideas are well organised within and between paragraphs, and follow a logical sequence throughout.	3
Uses some of the key conventions of an email accurately, including: an informal greeting or a signature. Ideas are organised, follow a logical sequence, but may not use informative language.	2
Uses few of the key conventions suitably. Ideas may be disjointed, with little attempt to organise or sequence them.	1
Does not meet any of the above specified performance levels for evidence for this criterion.	0
Subtotal	4
Total	15

Question 2

(16 marks)

On the basis of the radio interview you have just heard, write the script of a persuasive speech for your French class in which you encourage your peers to follow in Caroline's footsteps. Your script must include:

- Caroline's path as a volunteer
- **four** reasons that motivate her to increase her commitment.

Criteria	Marks
Response to text	
Writes the script of a speech which includes:	
Caroline's path as a volunteer	
• involved in community activities, such as lifeguard and/or navy cadets	1
• by giving up idleness, she acquired technical skills	1
• developed a taste for teamwork	1
• had an easier socio-cultural and linguistic integration in Australia.	1
	4
four reasons that motivate her to go further in her commitment	
any four of the following:	
<ul style="list-style-type: none"> • navy is where she will be most helpful • make a difference with putting in her share of the effort and inspiring her peers/young people • symbolic actions to give yourself a clear conscience are no longer enough • in civilian life, she does not feel like she can give her all • (in civilian life) values, such as bravery, honesty and loyalty are undermined. 	1–4
	4
Subtotal	8
Linguistic resources (accuracy and range)	
Uses a broad range of language accurately, including vocabulary, grammar and a variety of sentence structures appropriate to the context and purpose of writing.	4
Uses a range of language, including vocabulary, grammar and sentence structures, mostly accurately.	3
Uses language, including vocabulary, grammar and sentence structures, that is suitable and mostly accurate, but errors are evident.	2
Uses a limited range of language, including vocabulary, grammar and sentence structures and the meaning is sometimes impeded.	1
Does not meet any of the above specified performance levels for evidence for this criterion.	0
Subtotal	4
Kind of writing, text type and sequencing	
Writes the script of a persuasive speech. Uses all the key conventions of a speech accurately, including: an address to the audience followed by a statement or a rhetorical question, a conclusion with a final statement or question to the audience and thanks. Uses persuasive language to manipulate the reader's emotions and opinions, giving logical reasons and supportive evidence to defend the recommended action. Ideas are organised and effectively sequenced throughout, for example, within and between paragraphs, and with cohesiveness in the writing as a whole.	4
Writes the script of a persuasive speech. Uses most of the key conventions of a speech accurately, including: an address to the audience followed by a statement or a rhetorical question, a conclusion with a question to audience and thanks. Uses persuasive language. Ideas are well organised within and between paragraphs, and follow a logical sequence throughout.	3
Uses some of the key conventions of a speech accurately, including: an address to the audience followed by a statement or a rhetorical question, a conclusion with a question to audience or thanks. Ideas are organised, follow a logical sequence, but may not use persuasive language.	2
Uses few of the key conventions suitably. Ideas may be disjointed, with little attempt to organise or sequence them.	1
Does not meet any of the above specified performance levels for evidence for this criterion.	0
Subtotal	4
Total	16

Section Two: Response: Viewing and Reading

30% (47 Marks)

Question 3

(15 marks)

You discovered the artist Pilioko by reading this blog. Write a summary of the blog for the students of your French class, in which you reflect on:

- what Pilioko painted and what techniques he used
- his actions to promote the Francophone artistic heritage.

Criteria	Marks
Response to text	
Writes a summary in which the candidate reflects on:	
what Pilioko painted and what techniques he used	
any three of the following:	
<ul style="list-style-type: none"> • a palette of flamboyant shades with brushes or needles • market or fishing scenes of Oceania with splashes of light • created all forms of media in various sizes • slender figures with huge almond eyes, alongside multi-coloured fish, turtles and cats • naive art with the tones of sun and flowers with some cubist influences. 	1–3
	3
his actions to promote the Francophone artistic heritage	
• brought together the public and the culture of the French-speaking Pacific	1
• through international exhibitions combining contemporary and traditional works	1
• participated in the development of modern Oceanic artistic movement with the 'Michoutouchkine-Pilioko Foundation'	1
• which offers workshops, for budding artists and also runs the first 'anti-museum' where visitors interact with artefacts.	1
	4
Subtotal	7
Linguistic resources (accuracy and range)	
Uses a broad range of language accurately, including vocabulary, grammar and a variety of sentence structures appropriate to the context and purpose of writing.	4
Uses a range of language, including vocabulary, grammar and sentence structures, mostly accurately.	3
Uses language, including vocabulary, grammar and sentence structures, that is suitable and mostly accurate, but errors are evident.	2
Uses a limited range of language, including vocabulary, grammar and sentence structures and the meaning is sometimes impeded.	1
Does not meet any of the above specified performance levels for evidence for this criterion.	0
Subtotal	4
Kind of writing, text type and sequencing	
Writes a reflective summary. Uses of the key conventions of a summary accurately, including: a title, an introduction, content, a conclusion, formal register. Uses reflective language, conveying something personal to the reader using personal voice and emotions. Ideas are organised and sequenced effectively throughout, for example within and between paragraphs, and with cohesiveness in the writing as a whole.	4
Writes a reflective summary. Uses most of the key conventions of a summary accurately, including: a title, an introduction, content, a conclusion and formal register. Uses reflective language. Ideas are well organised within and between paragraphs and follow a logical sequence throughout.	3
Uses some of the key conventions of a summary accurately, including: a title, an introduction and a conclusion. Ideas are organised, follow a logical sequence, but may not use reflective language.	2
Uses few of key conventions suitably. Ideas may be disjointed, with little attempt to organise or sequence them.	1
Does not meet any of the above specified performance levels for evidence for this criterion.	0
Subtotal	4
Total	15

Question 4

(16 marks)

You have found a diary. On the first page there is the mailing address of the owner. Write a letter to the diary owner in which you reflect on:

- his/her family traditions
- **two** reasons why the owner does not want to follow the same career path as his/her parents
- the **two** questions posed.

Criteria	Marks
Response to text	
Writes a letter which reflects on:	
his/her family traditions	
provides own opinions on:	
• having to go to university or	1
• sister not going to university	
• becoming a doctor to follow the same path as his/her parents and	1
• taking over the family practice.	1
	3
why the owner does not want to follow the same career path as his/her parents	
provides own opinions on any two of the following four:	
• (the weight of helping lives) always being busy, concerned and exhausted	
• wanting a better world for all living beings (not just for humans)	1–2
• being fascinated by nature and biology	
• wanting to work outdoors (in the serene tranquillity of the great outdoors).	
	2
the two questions	
provides own opinions on:	
• the owner's right to live their life as he/she intends	1
• how to make their parents understand that he/she does not want their burden and	1
• how to convince them to let him/her go their own way.	1
	3
Subtotal	8
Linguistic resources (accuracy and range)	
Uses a broad range of language accurately, including vocabulary, grammar and a variety of sentence structures appropriate to the context and purpose of writing.	4
Uses a range of language, including vocabulary, grammar and sentence structures, mostly accurately.	3
Uses language, including vocabulary, grammar and sentence structures, that is suitable and mostly accurate, but errors are evident.	2
Uses a limited range of language, including vocabulary, grammar and sentence structures and the meaning is sometimes impeded.	1
Does not meet any of the above specified performance levels for evidence for this criterion.	0
Subtotal	4
Text type, kind of writing and sequencing	
Writes a 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 a signature. Uses reflective language, conveying something personal to the reader using personal voice and emotions. Ideas are organised and effectively sequenced throughout, for example, within and between paragraphs, and with cohesiveness in the writing as a whole.	4
Writes a reflective letter. 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 a signature. Uses reflective language. Ideas are well organised within and between paragraphs, and follow a logical sequence throughout.	3
Uses some of the key conventions of a letter accurately, including: the date, the address of either the sender or recipient, an informal greeting or salutation. Ideas are organised, follow a logical sequence, but may not use reflective language.	2
Uses few of the key conventions suitably. Ideas may be disjointed, with little attempt to organise or sequence them.	1
Does not meet any of the above specified performance levels for evidence for this criterion.	0
Subtotal	4
Total	16

Question 5

(16 marks)

Write an article for your school newspaper about Céline Bakali's documentary. Your informative article must include:

- **two** reasons why the filmmaker made this documentary
- a summary of the point of view of youth from Toulouse regarding French identity in the 21st century.

Criteria	Marks
Response to text	
Writes an article which includes:	
two reasons why the filmmaker made this documentary	
• there is a new debate about French identity (on the eve of the presidential election)	1
• to give to young people from (a suburb characterised by) multi-ethnicities a voice on the idea they have of national identity.	1
	3
a summary of the point of view of youth from Toulouse regarding French identity in the 21st century.	
• a plural entity and in constant recomposition/transformation	1–6
• the result of an intermingling and ethnic mixture	
• specific to the history of French society	
• French identity lies in diversity/it has many faces	
• not a single story, but a multiple one/it stretches from France to the French overseas territories	
• open and dynamic and not frozen/reinventing itself throughout its history.	
	6
Subtotal	9
Response in English	
Shows a range of vocabulary and grammar that is relevant to the context and audience and a purposeful use of sentence structures for effect.	3
Shows evidence of using vocabulary and grammar that is relevant to the context and a variety of sentence structures.	2
Uses a limited range of vocabulary, grammar and sentence structures.	1
Does not meet any of the above specified performance levels for evidence for this criterion.	0
Subtotal	3
Text type, kind of writing and sequencing	
Writes an informative article for school newspaper. Uses all the key conventions of an article accurately, including: formal register, a title, an introduction and conclusion. Uses informative language, which is objective, impersonal, and unambiguous. Ideas are organised and effectively sequenced throughout, for example, within and between paragraphs, and with cohesiveness in the writing as a whole.	4
Writes an informative article for school newspaper. Uses most of the key conventions of an article accurately, including: formal register, a title, an introduction and conclusion. Uses informative language. Ideas are well organised within and between paragraphs, and follow a logical sequence throughout.	3
Uses some of the key conventions of an article accurately, including: formal register, a title, an introduction and conclusion. Ideas are organised, follow a logical sequence, but may not use informative language.	2
Uses few of the key conventions suitably. Ideas may be disjointed, with little attempt to organise or sequence them.	1
Does not meet any of the above specified performance levels for evidence for this criterion.	0
Subtotal	4
Total	16

Section Three: Written communication**40% (16 Marks)****Question 6****(16 marks)**

Write a conversation between you and your French teacher in which you evaluate **two** different opinions on the changing nature of work.

Criteria	Marks
Content	
Writes a conversation which presents a balanced view of, and weighs both people's differing opinion on the changing nature of work while showing synthesis of ideas, a high degree of relevance and originality, and engagement with content.	7–8
Writes a conversation which presents a balanced view of, and weighs both people's differing opinion on the changing nature of work while showing some synthesis of ideas, relevance and originality, and engagement with content.	5–6
Writes a conversation which presents a balanced view of both people's opinions on the changing nature of work while showing partial synthesis of ideas, relevance and originality, and engagement with content.	3–4
Writes a conversation which presents one person's opinions on the changing nature of work which summarises ideas, showing relevance and some engagement with content.	2
The conversation shows limited originality and awareness of the kind of writing, narrative perspective or engagement with content required for the task.	1
Does not meet any of the above specified performance levels for evidence for this criterion.	0
Subtotal	8
Linguistic resources (accuracy and range)	
Uses a broad range of language accurately, including vocabulary, grammar and a variety of sentence structures appropriate to the context and purpose of writing.	4
Uses a range of language, including vocabulary, grammar and sentence structures, mostly accurately.	3
Uses language, including vocabulary, grammar and sentence structures, that is suitable and mostly accurate, but errors are evident.	2
Uses a limited range of language, including vocabulary, grammar and sentence structures and the meaning is sometimes impeded.	1
Does not meet any of the above specified performance levels for evidence for this criterion.	0
Subtotal	4
Text type, kind of writing and sequencing	
Writes an evaluative conversation. Uses all the key conventions of a conversation accurately, including: formal (when addressing the teacher) and informal (when teacher addressing student) register, an exchange of opening salutations followed by a question or statement and then a two-way sustained interaction of approximately equal length. Uses evaluative language, which is objective and appealing to reason rather than emotion, to convince that a particular point of view is correct. Ideas are organised and effectively sequenced throughout, for example, within and between paragraphs, and with cohesiveness in the writing as a whole.	4
Writes an evaluative conversation. Uses most of the key conventions of a conversation accurately, including: an exchange of opening salutations followed by a question or statement and then a two-way sustained interaction of approximately equal length. Ideas are well organised within and between paragraphs, and follow a logical sequence throughout, using evaluative language.	3
Uses some of the key conventions of a conversation accurately, including: an exchange of opening salutations followed by a question or statement and then a two-way sustained interaction of approximately equal length. Ideas are organised, follow a logical sequence, but may not use evaluative language.	2
Uses few of the key conventions suitably. Ideas may be disjointed, with little attempt to organise or sequence them.	1
Does not meet any of the above specified performance levels for evidence for this criterion.	0
Subtotal	4
Total	16

Question 7

(16 marks)

Write a conversation between you and your French teacher in which you evaluate **two** different opinions on a particular current global issue.

Criteria	Marks
Content	
Writes a conversation which presents a balanced view of, and weighs both people's differing opinion on a particular current global issue while showing synthesis of ideas, a high degree of relevance and originality, and engagement with content.	7–8
Writes a conversation which presents a balanced view of, and weighs both people's differing opinion on a particular current global issue while showing some synthesis of ideas, relevance and originality, and engagement with content.	5–6
Writes a conversation which presents a balanced view of both people's opinions on a particular current global issue while showing partial synthesis of ideas, relevance and originality, and engagement with content.	3–4
Writes a conversation which presents one person's opinions on a particular current global issue which summarises ideas, showing relevance and some engagement with content.	2
The conversation shows limited originality and awareness of the kind of writing, narrative perspective or engagement with content required for the task.	1
Does not meet any of the above specified performance levels for evidence for this criterion.	0
Subtotal	8
Linguistic resources (accuracy and range)	
Uses a broad range of language accurately, including vocabulary, grammar and a variety of sentence structures appropriate to the context and purpose of writing.	4
Uses a range of language, including vocabulary, grammar and sentence structures, mostly accurately.	3
Uses language, including vocabulary, grammar and sentence structures, that is suitable and mostly accurate, but errors are evident.	2
Uses a limited range of language, including vocabulary, grammar and sentence structures and the meaning is sometimes impeded.	1
Does not meet any of the above specified performance levels for evidence for this criterion.	0
Subtotal	4
Text type, kind of writing and sequencing	
Writes an evaluative conversation. Uses all the key conventions of a conversation accurately, including: formal (when addressing the teacher) and informal (when teacher addressing student) register, an exchange of opening salutations followed by a question or statement and then a two-way sustained interaction of approximately equal length. Uses evaluative language, which is objective and appealing to reason rather than emotion, to convince that a particular point of view is correct. Ideas are organised and effectively sequenced throughout, for example, within and between paragraphs, and with cohesiveness in the writing as a whole.	4
Writes an evaluative conversation. Uses most of the key conventions of a conversation accurately, including: an exchange of opening salutations followed by a question or statement and then a two-way sustained interaction of approximately equal length. Ideas are well organised within and between paragraphs, and follow a logical sequence throughout, using evaluative language.	3
Uses some of the key conventions of a conversation accurately, including: an exchange of opening salutations followed by a question or statement and then a two-way sustained interaction of approximately equal length. Ideas are organised, follow a logical sequence, but may not use evaluative language.	2
Uses few of the key conventions suitably. Ideas may be disjointed, with little attempt to organise or sequence them.	1
Does not meet any of the above specified performance levels for evidence for this criterion.	0
Subtotal	4
Total	16

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