



2013 HSC French Extension — Written Examination Marking Guidelines

Section I — Response to Prescribed Text Part A

Question 1 (a)

Criteria	Marks
• Demonstrates a detailed understanding of the significance of the “agachon” in the opening paragraph	2
• Provides some relevant information	1

Sample answer:

The “agachon” is a hidden look-out from which Pamphile observes the natural world and the people who inhabit it, allowing him to become aware of the plight of the Cadoret family.

Question 1 (b)

Criteria	Marks
• Demonstrates an in depth understanding of why Pamphile is concerned	4
• Demonstrates a good understanding of why Pamphile is concerned	3
• Demonstrates some understanding of why Pamphile is concerned	2
• Provides some relevant information	1

Sample answer:

Pamphile has seen a worrying sight: vulnerable people making repeated trips in the heat to fetch water. He understands the implications: he knows that without water, the crops of these people will fail. He is aware of the spring and who blocked it: he knows that there is a spring on Les Romarins, but its existence has been kept secret from Jean and his family. He feels powerless: the fact that he knows about the spring, yet can't talk about it, is weighing on his conscience.

Question 1 (c)

Criteria	Marks
• Demonstrates, with reference to both content and language, a perceptive understanding of what Amélie's comments reveal about her	4
• Demonstrates a good understanding of what Amélie's comments reveal about her	3
• Provides limited understanding of what Amélie's comments reveal about her	2
• Provides some relevant information	1

Sample answer:

Amélie is a portrait of a village woman of the times.

She is unsympathetic to the problem of Jean and his family (“Et alors?”), laying the blame for the Cadorets’ plight on a miscalculation on their part (“Ça prouve qu’il a mal calculé son affaire.”). Her lack of involvement in Jean's dilemma is reflected in the negative tone of her language, with

- minimal responses
- a series of short, sharp non-empathetic questions
- pejoratively labelling Jean as “un bossu”

She is ignorant of the problems being faced by Jean Cadoret (“Et pourquoi il va chercher de l'eau si loin?”), bases her views on hearsay (“Le boulanger disait ...”) and accepts the village line (‘boules’ episode).

She is mindful of the power of the Soubeyrans and the 'rule' in the village about not interfering in the business of others (“Hoho! ...c'est pas des choses à dire!”)

She is also practical and realistic, as she knows that their income is dependent on the villagers who pay in cash (“mais il paie comptant!”). Her practicality is reflected by statements of fact with which Pamphile cannot argue (“Tu as besoin d'avoir des clients...”)

Question 1 (d)

Criteria	Marks
• Demonstrates a perceptive insight into the role that village solidarity plays in this extract and in another episode in the novel	5
• Demonstrates a good insight into the role that village solidarity plays in this extract and in another episode in the novel	3–4
• Demonstrates some insight into the role that village solidarity plays	2
• Provides some relevant information	1

Sample answer:

In this extract and in the novel as a whole, village solidarity plays a pivotal role: Jean Cadoret is an outsider, and the Bastidiens see themselves as a group united against outsiders. This leads to the conspiracy of silence about the spring.

It also prevents them from questioning fixed ideas, even when they know that these ideas may be flawed. Uniformity of thinking is shown by the villagers' tendency to accept hearsay as the truth (ie, the "boules" incident).

Solidarity is also shown by following the accepted way of the village. In this extract Pamphile privately expresses his concerns to Amélie, but when put to the test, he knows where his loyalties must lie (ie, he agrees to make the feed trough for César Soubeyran and overlooks his misgivings about the plight of Jean). The early pages of the novel stress the omnipotence of the Soubeyrans, and the lip-service that the villagers pay them.

When Jean and his family go to Les Bastides Blanches, village solidarity serves to alienate them. The villagers clearly differentiate themselves from the Cadorets ("c'est un monsieur de la ville qui veut faire le paysan..."). Village solidarity gives them the chance to make jokes at Jean's expense ("il crut que l'autre riait de sa bosse"). It also leads to misunderstandings which have dire consequences for Jean ("il crut y lire des moqueries").

[The choice of an episode in the novel which reflects village solidarity will refer to an issue such as:

- the historical rivalries between the villages
- the 'us' versus 'them' attitude/alienation of outsiders
- the collective silence of the villagers
- the "rules" about where you buy your bread
- the labelling of people.]

Section I — Response to Prescribed Text

Part B

Question 2

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a perceptive and sensitive understanding of the prescribed text • Demonstrates flair and originality in the approach taken • Manipulates language authentically and creatively to meet the requirements of the task • Organises information and ideas to meet the requirements of the task 	9–10
<ul style="list-style-type: none"> • Demonstrates a comprehensive understanding of the prescribed text • Demonstrates some flair in the approach taken • Manipulates language with some degree of authenticity and creativity to meet the requirements of the task • Organises information and ideas to meet the requirements of the task 	7–8
<ul style="list-style-type: none"> • Demonstrates an understanding of the prescribed text • Demonstrates a satisfactory control of vocabulary and sentence structures • Organises information and ideas to meet the requirements of the task 	5–6
<ul style="list-style-type: none"> • Demonstrates some understanding of the prescribed text • Demonstrates a basic knowledge and understanding of vocabulary and sentence structures • Writes within the parameters of the task 	3–4
<ul style="list-style-type: none"> • Demonstrates a limited understanding of the prescribed text • Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures 	1–2

Section II — Writing in French

Questions 3 and 4

Criteria	Marks
<ul style="list-style-type: none"> • Presents and develops a sophisticated, coherent argument, discussion or explanation • Writes effectively and perceptively for a specific audience, purpose and context • Demonstrates breadth and depth in the treatment of relevant ideas • Writes with a high level of grammatical accuracy, and breadth and sophistication of vocabulary and sentence structure 	13–15
<ul style="list-style-type: none"> • Presents and develops a coherent argument, discussion or explanation • Writes effectively for a specific audience, purpose and context • Demonstrates breadth and some depth in the use of relevant supporting material and examples • Writes accurately using a range of vocabulary and sentence structures 	10–12
<ul style="list-style-type: none"> • Attempts to present and develop a coherent argument, discussion or explanation • Writes with some understanding of audience, purpose and context • Supports points with relevant material and examples • Writes using a range of vocabulary and sentence structures 	7–9
<ul style="list-style-type: none"> • Presents some relevant information, opinions or ideas • Demonstrates the use of appropriate supporting materials • Demonstrates evidence of the use of complex sentences 	4–6
<ul style="list-style-type: none"> • Presents some relevant information, opinions or ideas • Communicates primarily in simple sentences or set formulae 	1–3

French Extension

2013 HSC Examination Mapping Grid

Oral Examination

Question	Marks	Content	Syllabus outcomes
1	10	Our relationship with the environment — monologue	H1.1, H1.2
2	10	The power of attachment — monologue	H1.1, H1.2

Written Examination

Section I — Response to Prescribed Text

Part A

Question	Marks	Content	Syllabus outcomes
1 (a)	2	<i>Jean de Florette</i> – Extract 15	H2.1
1 (b)	4	<i>Jean de Florette</i> – Extract 15	H2.1, H2.3
1 (c)	4	<i>Jean de Florette</i> – Extract 15	H2.1, H2.2, H2.3
1 (d)	5	<i>Jean de Florette</i> – Extract 15	H2.1, H2.3

Written Examination

Section I — Response to Prescribed Text

Part B

Question	Marks	Content	Syllabus outcomes
2	10	<i>Jean de Florette</i> — script of a conversation	H2.1

Written Examination

Section II — Writing in French

Question	Marks	Content	Syllabus outcomes
3	15	The outsider versus social order — speech	H1.1, H1.2
4	15	The power of attachment — speech	H1.1, H1.2