2014 HSC French Extension — Written Examination Marking Guidelines

Section I — Response to Prescribed Text
Part A

Question 1 (a)

Criteria	Marks
• Demonstrates a good understanding of what Djamila's remarks reveal about her feelings	2
• Provides some relevant information	1

Sample answer:

She feels affectionate/motherly – 'sweetheart', yet also feels that they are eccentric – 'he/she/whole family are odd'.

Question 1 (b)

Criteria	Marks
• Provides a comprehensive explanation of why this statement is meaningful for Charles but not for Sami	3
• Provides a satisfactory explanation of why this statement is meaningful	2
• Provides some relevant information	1

Sample answer:

It is meaningful for Charles because of the importance of the sense of history and the continuation of his family line.

The family had the house built; they did not build it themselves / Charles is pointing to the family's wealth and power, which he values.

The use of the name (Jean Edouard) is an indicator of Charles's social class/status.

However Sami comes from a poor immigrant background OR with a lack of awareness of Charles' social class/culture/background/traditions.

Question 1 (c)

Criteria	Marks
• Demonstrates a perceptive understanding of how Charles's personality is revealed	4
• Demonstrates a good understanding of how Charles's personality is revealed	3
• Demonstrates some understanding of how Charles's personality is revealed	2
• Provides some relevant information	1

Sample answer:

By smiling / welcoming Djamila and Sami / graciously agreeing to show them around Charles initially shows a social and polite public side.

By changing his tone from ingratiating to menacing ('charmed to meet you' vs ' don't steal anything') away from the two women, inside his house / in private, Charles drops the pretence and we see a less charming side.

When he threatens to search Sami's bag, Charles shows a superior / provocative / bullying side. By testing Sami's reactions (in calling him 'racaille' / saying he has a hoodie in his bag), he shows his cunning / calculating / provocative nature. By making generalisations about people from housing commission estates Charles shows his biased views (research about Chalon / 'so you are one of them!' / 'you are a partner in crime').

Question 1 (d)

Criteria	Marks
• Provides a perceptive analysis of how Sami reacts to the unfamiliar social setting in both of these scenes and in ONE other part of the film	6
• Provides a substantial analysis of how Sami reacts to the unfamiliar social setting in both of these scenes and in ONE other part of the film	5
• Provides a satisfactory analysis of how Sami reacts to the unfamiliar social setting in both of these scenes and in ONE other part of the film	4
• Provides some analysis of how Sami reacts to the unfamiliar social setting in one or both of these scenes and in ONE other part of the film	3
• Provides a limited analysis of how Sami reacts to an unfamiliar social setting in at least ONE part of the film	2
• Provides some relevant information	1

Sample answer:

In Scene A, by saying only one word, we see that Sami is overwhelmed/bewildered/uncomfortable in this setting/company. He does not know how to deal with this unfamiliar territory. He does not feel comfortable with Charles's pushy / showy welcome.

In Scene B, Sami's reaction to Charles's bullying is defensive (I am not a thug). He also physically stands up for himself (hands off my bag). Sami is faithful to his class by defending them (everyone knows one another) and he maintains his integrity (I am not a dobber).

Similarly in the canteen scene when Sami is bullied once again because of his social class, he maintains his calm demeanour. He sits alone, and when Guilain approaches him he reacts with distrust. He does not try to cover his social ignorance/ignorance of how things operate at that level of society when he does not understand what a brunch is. He shows his naivety due to his social class when he is tricked into believing that the pork is veal. In the face of so much hostility and teasing coming from those who are of a higher social class, his final reaction is to strike out at Guilain.

Answers could include:

There are alternative possibilities, such as: A contrasting example is the scene in which Sami acts assertively in the principal's office regarding his previous grades (compared to expected Neuilly grades) in defence of his level of performance. His reaction is inappropriate because he is not familiar with the behavioural expectations/mores that in a Neuilly school one wouldn't question the principal. He reacts spontaneously and according to his own understanding of the social rules.

Section I — Response to Prescribed Text
Part B

Question 2

Criteria	Marks
• 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
• 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
• 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
• 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
• 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
• 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
• 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
• 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
• Presents some relevant information, opinions or ideas • Demonstrates the use of appropriate supporting materials • Demonstrates evidence of the use of complex sentences	4–6
• Presents some relevant information, opinions or ideas • Communicates primarily in simple sentences or set formulae	1–3

French Extension
2014 HSC Examination Mapping Grid

Oral Examination

Question	Marks	Content	Syllabus outcomes
1	10	Impact of social class — monologue	H1.1, H1.2
2	10	Issues of tolerance — monologue	H1.1, H1.2

Written Examination
Section I — Response to Prescribed Text
Part A

Question	Marks	Content	Syllabus outcomes
1 (a)	2	*Neuilly sa Mère !*	H2.1
1 (b)	3	*Neuilly sa Mère !*	H2.1, H2.3
1 (c)	4	*Neuilly sa Mère !*	H2.1, H2.2, H2.3
1 (d)	6	*Neuilly sa Mère !*	H2.1, H2.2, H2.3

Written Examination
Section I — Response to Prescribed Text
Part B

Question	Marks	Content	Syllabus outcomes
2	10	*Neuilly sa Mère !* — script of conversation	H2.1

Written Examination
Section II — Writing in French

Question	Marks	Content	Syllabus outcomes
3	15	Relationships — article	H1.1, H1.2
4	15	Impact of social class — article	H1.1, H1.2