

## 2015 HSC French Extension — Written Examination Marking Guidelines

### Section I — Response to Prescribed Text Part A

#### Question 1 (a)

Criteria	Marks
• Provides a good understanding of Sami’s exclamation	2
• Provides some relevant information	1

**Sample answer:**

Sami’s comment ‘how funny, I can understand Chinese’, shows that he has seen Chow-Yung-Fi and assumed he was speaking Chinese. The real reason Sami understood was that Chow-Yung-Fi was speaking Arabic.

#### Question 1 (b)

Criteria	Marks
• Provides a comprehensive explanation of the significance of the statement	3
• Provides a satisfactory explanation of the significance of the statement	2
• Provides some relevant information	1

**Sample answer:**

‘This horror’ refers to a cake, which was a gift from Sami and his mother Nadia to the family. It is a kind and respectful gesture from Sami. Caroline’s reply shows total insensitivity towards Sami’s feelings as she describes the gift as ‘transfat rubbish’, with a facial expression showing utter disgust. By using ‘horror’, it also underlines her obsession with environmental issues and healthy food vs processed foods.

**Question 1 (c)**

Criteria	Marks
• Demonstrates an excellent understanding of how irony is used in this extract	5
• Demonstrates a thorough understanding of how irony is used in this extract	4
• Demonstrates a sound understanding of how irony is used in this extract	3
• Demonstrates an adequate understanding of how irony is used in this extract	2
• Provides some relevant information	1

**Sample answer:**

It is ironic that Caroline in welcoming Sami makes stereotypical remarks about his 'ethnic appearance'. She makes it clear that her intention is to use him as a pawn to stir up her bourgeois reactionary neighbours. This is ironic because she is part of this society. In wishing to welcome Sami, she rejects his gift ungraciously. Caroline reinforces class differences in her tone when she addresses/speaks to the domestic staff, the painter and the maid. This contradicts her intention to be seen as tolerant.

The use of different languages in this extract is also a source of irony. None of the domestic staff speaks either their native tongue or the language of their adopted country, causing confusion. The incongruity of the informal/familiar language and slang spoken by Caroline in a formal setting, a bourgeois home, creates irony.

Sami is an outsider in the wealthy home and sees a photo of his family, behind many others, as he enters the room. Ironically, for an instant he feels part of this home.

**Question 1 (d)**

Criteria	Marks
<ul style="list-style-type: none"> <li>Demonstrates an excellent understanding of how the impact of social class is explored through the relationship between Caroline and Chow-Yung-Fi in this extract and the film as a whole</li> </ul>	5
<ul style="list-style-type: none"> <li>Demonstrates a thorough understanding of how the impact of social class is explored through the relationship between Caroline and Chow-Yung-Fi in this extract and the film as a whole</li> </ul>	4
<ul style="list-style-type: none"> <li>Demonstrates a sound understanding of how the impact of social class is explored through the relationship between Caroline and Chow-Yung-Fi in this extract and/or the film as a whole</li> </ul>	3
<ul style="list-style-type: none"> <li>Demonstrates some understanding of how the impact of social class is explored in this extract and/or the film as a whole</li> </ul>	2
<ul style="list-style-type: none"> <li>Provides some relevant information</li> </ul>	1

**Sample answer:**

The overall dynamic between Caroline and Chow-Yung-Fi is one of master and servant, demonstrating the two different classes that these characters come from. Caroline and Chow-Yung-Fi move from a working relationship of employer-employee to an artificial personal engagement, which is not a romantic relationship.

The communication between the characters in this scene highlights the difference between the social classes. Caroline does not understand nor does she try to understand Chow-Yung-Fi, and never addresses him directly. She is totally indifferent to him, often referring to him as 'he' (*il*). She depends on Sami, who is from a different social class, to translate for her.

A physical and emotional relationship is non-existent between Caroline and Chow-Yung-Fi, reflecting the distance between their classes. Caroline and Chow-Yung-Fi are presented on opposite sides of a room or shown in different shots while in the same scene (for example, in this scene and in the one when she announces their engagement).

Caroline's dominance and manipulation of Chow-Yung-Fi's actions highlight the impact of social class. She feels entitled to manipulate him and he equally allows himself to be dominated by her. She uses Chow-Yung-Fi to aggravate her father and uses him as a pawn to achieve her own agenda, while he allows her to help him gain his residency.

## Section I — Response to Prescribed Text

### Part B

#### Question 2

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

## Section II — Writing in French

### Questions 3 and 4

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

# 2015 HSC French Extension Mapping Grid

## Oral Examination

Question	Marks	Content	Syllabus outcomes
1	10	Relationships — monologue	H1.1, H1.2
2	10	The impact of social class — monologue	H1.1, H1.2

## Written Examination

### Section I — Response to Prescribed Text

#### Part A

Question	Marks	Content	Syllabus outcomes
1 (a)	2	<i>Neuilly sa mère!</i>	H2.1, H2.2, H2.3
1 (b)	3	<i>Neuilly sa mère!</i>	H2.1, H2.2, H2.3
1 (c)	5	<i>Neuilly sa mère!</i>	H2.1, H2.2, H2.3
1 (d)	5	<i>Neuilly sa mère!</i>	H2.1, H2.2, H2.3

## Written Examination

### Section I — Response to Prescribed Text

#### Part B

Question	Marks	Content	Syllabus outcomes
2	10	<i>Neuilly sa mère!</i> — diary entry	H2.1

## Written Examination

### Section II — Writing in French

Question	Marks	Content	Syllabus outcomes
3	15	Issues of tolerance/the impact of social class — script of speech	H1.1, H1.2
4	15	Relationships — script of speech	H1.1, H1.2