

**2003 HSC Notes from  
the Marking Centre  
French**

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# 2003 HSC NOTES FROM THE MARKING CENTRE FRENCH

## Introduction

This document has been produced for the teachers and candidates of the Stage 6 courses in French. It provides comments with regard to responses to the 2003 Higher School Certificate Examination, indicating the quality of candidate responses and highlighting the relative strengths and weaknesses of the candidature in each section and each question.

It is essential for this document to be read in conjunction with the relevant syllabus, the 2003 Higher School Certificate Examination, the Marking Guidelines and other support documents which have been developed by the Board of Studies to assist in the teaching and learning of French.

In 2003, approximately 492 candidates attempted the French Beginners examination, 808 attempted the French Continuers examination and 169 attempted the French Extension examination.

## Beginners

### Speaking Skills Examination

#### General Comments

The emphasis in this section was on assessing how accurately the candidate communicated the gist of the cues, taking into account the general criteria of fluency, authenticity and range of language used. Minor errors were acceptable if they did not impede communication. However, non-French words or words juxtaposed without meaning or syntactical connection cannot be rewarded. In preparing for the examination, candidates and teachers should consider the following:

- 1 Is the gist of the cue communicated? (see syllabus outcomes H2.6 and H3.1)
- 2 Is it communicated wholly or partially?
- 3 Is it communicated precisely?
- 4 Is it communicated with an even flow, and without frequent or long pauses or marked hesitation?
- 5 Is it communicated in authentic French, rather than *franglais*, English with a French accent, or French with English syntax?

As in 2002, the paper included a progression in the difficulty of the questions, with corresponding mark values. Open-ended cues were again included, allowing candidates to demonstrate their control of language structures. Candidates should ensure that, in dealing with such questions, eg Q3/ line 3 and Q4/ line 3, they use a range of language which expresses accurately the intent of the cue and does not omit any of the ideas intended.

#### Specific Comments

Particular attention needed to be paid to the use of prepositions and verb tenses. Some examples of good renderings of cues were as follows:

### Question 1

*Bonjour, monsieur  
J'ai quinze ans et je viens d'Australie  
Je suis à Paris pour visiter les musées, en particulier Le Louvre*

### Question 2

*Comment est-ce que je peux aller au musée Picasso dans la rue Grandin?  
G-R-A-N-D-I-N  
Je vais à droite, puis à gauche, et il se trouve en face de la mairie  
C'est près d'ici?*

### Question 3

*J'ai perdu mon sac  
Il est bleu et blanc, et gros  
Mon passeport et mes chèques de voyage sont dans le sac  
Qu'est-ce que je peux faire?*

### Question 4

*Je peux partir de l'école tôt?  
Vous pouvez répéter, s'il vous plait? Je n'ai pas compris  
J'ai besoin de partir tôt parce que je prends le train pour Paris  
Je vous remercie de votre aide, madame*

### Question 5

*Allô, Sylvie? Qu'est-ce que tu vas faire pendant les vacances?  
J'ai l'intention d'aller en Nouvelle-Calédonie  
L'année dernière je suis allée à la montagne  
Je ne le fais pas cette année parce que je n'aime pas le froid.*

## Listening Skills Examination

Candidates, on the whole, performed better in those questions that related to places, days, times and topics that they could relate to personally such as pets, internet cafes and sports. In general, more candidates were successful in achieving the higher levels of the criteria in the guidelines (eg Questions 6, 9, 13 and 14) compared with last year. Candidates who used the number of marks allocated to each question and the amount of space provided for their answers as a guide achieved better results.

The multiple-choice questions were quite well answered by candidates. The vocabulary presented in these items was unambiguous, resulting in the correct answers being chosen.

Candidates were challenged by questions 3 and 5 where *lavage*, *sale*, and *apprendre* prevented most candidates from achieving the higher marks allocated for those questions.

Candidates should be aware of cognates and often mistranslated vocabulary (eg *promotion, suisse, amateurs, spectacles* and *travailler*).

Candidates should make full use of the time allocated between items and at the end of the exam to proofread their answers and to transfer all relevant information from the Candidate's Notes section to the space provided.

More exposure to various techniques used in answering questions that involve making judgements or inferences based on an understanding of the whole text would be beneficial to candidates. Because of the demands on candidates of these questions they often attract a bigger mark allocation and will be placed towards the end of the section. These questions provided opportunities to the very best candidates to demonstrate how good their listening comprehension is.

## Written Examination

### Section I – Reading Skills

#### General Comments

A majority of candidates showed a pleasing level of understanding in this section. Only a few candidates did not attempt all 5 questions. Candidates needed to demonstrate an understanding of the gist of the reading passage as well as the ability to identify main points and detailed information. These skills were tested in all questions, including the shorter ones, and performances ranged from very poor to excellent. Candidates should thoroughly read all the questions relating to a passage and the whole passage before attempting to answer individual questions. The best performances demonstrated this global approach and were reflected in well-expressed responses rather than literal translation, and in appropriate organisation of ideas specifically relating to individual questions. Poor spelling and/or syntax were not penalised as long as the semantic correctness of the responses remained. Candidates were able to show the extent of their reading skills through the progressively more demanding questions. Candidates should consider the spaces provided for answers and the number of marks allocated to each question as an indicative guide to the amount of information required. Attention should be paid to the differentiation between singular and plural in the texts as the meaning can be altered. Candidates should allocate time to proofread and edit their answers.

#### Specific Comments

##### Question 1

Part (a) was answered very well by candidates. In part (b), adjectives needed to be included when answering questions. The idea of *conseils professionnels* was not handled well by most candidates. Candidates were awarded marks for details other than dot points.

##### Question 2

Enormous quantities of fish should have been elaborated to the activity of fishing/ catching fish. The use of *franglais* to convey *habitants* was not acceptable. Misinterpretations included: *canard* for 'canoeing'; *caribou* for 'Caribbean' and 'Cuba'; and *chasser* for 'chase'.

### Question 3

In Part (a), some candidates were not specific enough. Candidates needed to read through the whole text to make sure that their answer in part (a) was consistent with the rest of the text. In part (b), many candidates were thrown off track by mention of a chat room in part (a). Many failed to understand the meaning of *grand choc* and *facture*. Many candidates did not translate *grand choc* or give its meaning but the rest of their answer made it clear they had understood the term. Some candidates had difficulty conveying tenses in expressions such as *je viens de recevoir*. Part (c) was answered well. Most candidates understood the need to make a comparison and support their answers with specific detail from the text.

### Question 4

Some responses showed an understanding of the gist of the text but lacked the details required to score well. In part (a), *Lumière* was often interpreted as lights and *d'abord* was not always used as a cue. In part (b), the comparison was generally well identified but not always explained. In part (c), *histoires* was often translated as history and *n'ont pas peur d'essayer* was not always understood. Some responses took Charles instead of *acteurs* to be the subject of *sont plus libres/ n'ont pas peur*. *Goût*, *circulation*, *il me faudra* and *brousse* were not always well understood. The idea expressed in the second last sentence was not often mentioned.

### Question 5

This question tested the full range of abilities. Candidates often displayed a knowledge of a wide range of vocabulary and the ability to summarise/re-organise ideas in the longer answers. Part (a) was generally well answered but some responses did not indicate the idea of having finished the *Bac*/HSC or started university. Part (b) was well answered. In part (c), *loisirs* and *distractions* were difficult for some candidates. In part (d), *Sortir avec*, *s'entendre avec* and *vole mes affaires* challenged candidates. In part (e), better responses indicated an understanding that the ideas in the last three paragraphs needed to be considered and expressed according to the specific question.

## Section II – Writing Skills

Markers agreed that the standard of the candidature continues to improve each year. The letter was the most popular question, followed closely by the dialogue. Both questions gave candidates the opportunity to demonstrate their knowledge of French and to use a variety of language structures ranging from simple to complex. There were some excellent responses to the letter with candidates demonstrating a wide range of vocabulary and idiomatic expressions. Similarly, the dialogue provoked some interesting responses, giving an insight into the experiences of the candidates. The e-mail question was attempted by few candidates and was not handled well in general. Candidates often repeated the information from the question in their response and added little else.

Teachers should ensure that candidates understand exactly what is required in the question they choose to attempt. In other words, they should know the difference between setting out a letter as opposed to a dialogue or an e-mail. Candidates needed to consider to whom they are writing their letter or e-mail and use the appropriate *tu* or *vous* form.

Candidates need practice in writing under examination conditions, with time constraints. In addition, they need to be conscious of the number of words required and to use that as an appropriate guide. Excessive, unnecessary text can lead to the accumulation of errors and loss of control over the structure of the response.



Use of the correct tense was a problem for many candidates. Other grammatical inaccuracies included agreements, the definite and indefinite article, negative constructions, the use of *tu* and *vous*, possessives and the spelling of French icons such as *Notre Dame* and the *Eiffel Tower*. Candidates need to be reminded that copying sentences or paragraphs from the reading section of the examination paper is unproductive and will not earn them any marks.

## Continuers

### Oral Examination

Markers were again impressed with the overall standard of responses in the speaking examination, which reflects a pleasing level of preparation by candidates and teachers. Very few candidates were unable to fulfil the requirements of this section of the course. Many candidates have evidently had a strong exposure to authentic spoken French and were able to demonstrate a high level of fluency and idiomatic language in their own speaking.

Stronger candidates were able to strike a balance between thorough preparation of appropriate words and phrases on expected topics and applying their lexical and grammatical knowledge in spontaneous responses to a broader range of questions about their personal world. In general, candidates are cautioned against an over-reliance on prepared answers. The contrast in the case of weaker candidates, between their prepared responses to expected questions and their much more hesitant responses to questions which had attempted to explore their experiences or attitudes in greater depth, was one of the most significant differentiations between candidates. It is important to remember that the examination is not a prepared monologue but a conversation.

When preparing their candidates, teachers are reminded to practise different ways of phrasing questions, and particularly to practise formulating open-ended questions. Candidates should be encouraged to give more than minimal answers to the questions asked, rather using the question as a springboard giving them the opportunity to display their capabilities in French. Questions asking *Comment?* or *Pourquoi?* still need further attention.

Candidates and teachers are also reminded to familiarise themselves with the criteria for the examination. One of these is effective communication, which involves good listening skills and answering specific questions with relevant information and comments. Other criteria include authenticity, depth and sophistication of language. Many candidates need help elaborating their reasons for comments and opinions (*parce que...*; *ayant ...*; *en revanche...* etc).

Fluency and authenticity were affected in many cases by poor intonation. In extreme cases, this even interfered with communication.

A distinguishing point between weaker and more competent responses was the ability to demonstrate a strong and consistent mastery of tenses and the ability to handle modal verbs.

Other common grammatical weaknesses involved genders, subject/verb agreement and poor use of articles. The flow of the conversation was sometimes hampered by incorrect word order, in particular in relation to the placement of adverbs (eg *beaucoup*).

Candidates will benefit from ensuring correct pronunciation of commonly used words such as *dans*, *temps*, *ville*, *famille*, *accueil*. Particular attention should be paid to final (silent) consonants.

## Written Examination

### Section I – Listening and Responding

#### General Comments

Once again candidates showed thorough preparation and a good understanding of the syllabus topics tested in the examination. The more successful candidates were able to provide detailed answers reflecting both the general and specific aspects of the items.

Candidates should make sure that they use the Candidate's Notes column to write down as many details as possible during the first reading in order to effectively utilise the time given after the second reading to write a well-structured answer.

Candidates need to re-read their answers in order to ensure that these make sense and are not ambiguous or contradictory. They are reminded to write legibly and to use good English when answering questions. They are also reminded to be careful to transfer all information from the Candidate's Notes Column.

Candidates should listen carefully to the information contained in each item and not rely only on their general knowledge. Candidates should not presume that their knowledge will coincide with the detail in the text, for example in Questions 5 and 9.

When required to tick boxes, eg Question 1 (b), candidates need to be careful to note if there is any specific instruction in French or in English as to the number of boxes to tick.

Candidates are reminded never to leave multiple-choice questions blank, as there is no penalty for wrong answers.

It is worthwhile for candidates to spend a few extra minutes at the end of the paper, thoroughly checking their answers and using dictionaries if required.

#### Specific Comments

##### Questions 4 and 8

Candidates needed to listen to the whole item. Distractors are just that, and are intended to 'mislead' a candidate who has not fully understood the text.

##### Question 7 (b)

The following words were misunderstood by some candidates: *nationale*, *candidats* and *expérimenté*.

##### Question 10 (b)

This question provided an opportunity for candidates to synthesise information presented in order to identify the relationship between Hervé Fontaine's life and his work. Better responses demonstrated the ability to summarise the information in the item and to present this information logically and succinctly.

## Section II – Reading and Responding

### Part A

The subject matter of the texts was within the general scope of the candidates' experiences. In Question 11, the issue of Reality TV was topical and candidates generally understood the intent of the questions. Question 12 was clearly more challenging. It was felt that both written texts were of an appropriate level. However, it is highly recommended that candidates read the wording of all questions with great care and that a quality dictionary is used, to avoid losing marks through misinterpretation of French vocabulary. Objective 3 and the related 3.2 outcome can be assessed in a variety of ways. Candidates should be familiar with basic linguistic techniques and stylistic devices. (eg vocabulary, punctuation, rhetoric, mood, attitude, exaggeration) and their effects, purpose or use.

Better responses:

- identified and reflected upon key words and issues in the question
- provided textual references in support of their answers
- included translations or paraphrases of relevant quotations
- were expressed with clarity
- reflected global comprehension of the passage and considered all parts of the question before attempting to answer any
- thoroughly explained their interpretations rather than expecting examiners to make assumptions or fill in the gaps.

### Question 11

Part (c) required candidates to discuss attitudes towards the actors in reality TV shows. A number of candidates misread the question and wrote only about reality TV shows instead of actors.

Parts (c)(d) and (e) required candidates to discuss or comment upon attitudes, viewpoint and the use of stylistic devices. Many candidates struggled with this. Better responses correctly identified devices and viewpoints and also linked them to their use or purpose.

In part (c) a number of candidates had trouble conveying 'attitude' and instead gave a description of thoughts. Better responses understood that attitude implies the identification of a feeling or an emotional response. A simple statement such as 'Nicole thinks...' was insufficient.

In part (e) it was not sufficient to simply name a stylistic device (eg rhetorical question). Better responses explained the use or purpose of such a device and linked it correctly to the viewpoint of the writer.

*Je suis célibataire; les véritables auteurs de cette baisse de valeurs; les vedettes; le journal du soir* were misinterpreted by a number of candidates.

### Question 12

Part (a) Candidates coped well with this question.

Part (b) This question, although not sequential, was answered well by the majority of candidates.

Part (c) Better responses gave an accurate paraphrase or translation of the quote, provided relevant examples from the text and explained their inevitable impact on her career choice.

Part (d) Well-prepared candidates were able to identify a range of linguistic devices and explain their function within the context of the passage. When quoting, it is imperative that candidates either provide an English equivalent or an explanation of the chosen quotation. It is not sufficient simply to quote the French.

Part (e) The majority of candidates had little difficulty with this question. Better responses were able to extract examples from the text as a whole.

Part (f) Candidates generally demonstrated a poor understanding of tone. Better responses identified the duality in the relationship and provided appropriate textual support for the argument.

## **Part B**

It is important for candidates to read the rubric at the beginning of this question, which states that they will be assessed on their ‘capacity to understand specific and general aspects of a text, by identifying, analysing and responding to information.’ This is the key to this question which distinguishes it from other writing questions in the examination paper. Candidates must show through their responses that they have understood the issues in the text and shape their responses accordingly.

In the stimulus material in 2003, the general issue was the effect of sleep deprivation on your health and the specific issues were:

- lack of sleep affected concentration and academic performance
- children nowadays are overloaded with after-school activities (and therefore go to bed later) and suffer greater pressure in their lives
- children had little time to develop their imagination or play freely.

It was expected that candidates would address the general issue and at least TWO of the specific issues.

Some candidates answered the question in too general a way, writing only about how exhausted they were because of all their homework, part-time job or after school activities. They focused on the busy nature of their lives and did not relate their fatigue to lack of sleep. Some of the better responses addressed the need for imagination and creativity in children’s lives in a very sophisticated manner.

A number of candidates found this question particularly challenging as they needed to transform a formal piece of writing (a newspaper article) into a relatively informal response (a journal entry). Candidates sometimes had difficulty manipulating the ideas from the text and consequently the weaker responses relied heavily on direct quotations from the original text for which they could be given no credit. Candidates need to be able to paraphrase the ideas contained in an article.

While most candidates wrote from the perspective of an adolescent, some chose to write from the perspective of a parent or teacher witnessing this behaviour in a child. Both interpretations were possible within the wording of the question and the adult perspective actually allowed for some very mature observations by candidates. Likewise, while the majority of responses agreed with the ideas put forward in the article, a number of candidates disagreed in a highly effective way.

Candidates should also keep in mind the other key criteria for this question as expressed in the rubric – relevance, accuracy and variety. Some responses went off at a tangent, rarely alluding to the ideas in the article and writing far more than was necessary to answer the question well. Candidates would be better advised to write less and spend more time checking their response for grammatical and spelling errors. On the other hand, candidates who did not reach the word minimum of 150 words could not adequately address the concepts raised within the article. The better responses also used a variety of sentence structures, appropriate idioms and a range of vocabulary and tenses that showed their facility with the language.

Some candidates spent too much time justifying why they were living in France and what they were doing there, rather than coming to terms with the actual issues of the text. The statement at the beginning of the question: ‘While living in France...’ is merely to put the question in context. Others confused the word *sommeil* with *soleil* which affected their overall interpretation of the text.

Dictionaries are used very effectively by the majority of candidates, but some candidates need to cross-reference between the English and French sections or read all the entries for a word more thoroughly before making their choice. A number of candidates do select the correct phrase but fail to make the necessary grammatical changes when they insert it in their response. This is common with verb endings and in particular the pronouns with reflexive verbs.

Some of the strengths amongst candidates in 2003 were their use of the subjunctive, their use of *si/quand* clauses, their use of the imperfect and future forms and their strong opening paragraphs. Areas requiring some attention are the *passé composé*, especially the past participle forms and agreements; *après avoir/être*....; contractions such as *au* (not *à le*), *du* (not *de le*); agreements of adjectives; the use of *parce que/à cause de*; the difference between *ce/cette/cet* and *cela/ça*; the differences between *se coucher/s’endormir* and *médecin/médicaments*.

### Section III – Writing in French

#### Question 14

The questions for the short writing tasks gave candidates plenty of scope. They allowed candidates to include a variety of ideas and experiences, as well as some cultural knowledge and descriptions of places, as the settings were specified.

The more able candidates managed to write descriptively addressing all elements of the question. It is advisable that candidates highlight the components of the question to ensure they address all parts. Some candidates, for instance, described a holiday experience without mentioning the South of France or the fact that they stayed in a youth hostel.

The better candidates wrote a good description of either their course or their stay in the youth hostel, whilst also exploring their surroundings and incorporating some of their cultural and geographical knowledge. This allowed many candidates to use very descriptive language and vocabulary. Good candidates also used a variety of tenses and descriptive adjectives, made good use of statements and exclamations and used appropriate linking words to ensure a natural flow.

It is necessary to stress again that candidates must refrain from incorporating pre-learned material into their answers. Often it is irrelevant to the requirements of the task, and in addition it often

clearly indicates such an imbalance in the control of the language that markers can easily identify which parts were pre-learned and where the candidates' own manipulation of the language starts.

Very few candidates adhered to the word limit and it is important for them to realise that quality is much more important than quantity. Candidates should take time to check their work and to ensure the various aspects of the question have been properly addressed, rather than write lengthy responses with many irrelevant parts and containing fundamental errors in syntax, spelling and vocabulary.

Many scripts contained errors of a very basic kind: *Comment vas-tu? Moi je suis bien*, gender errors which flow on into possessives and adjectives, incorrect use of the definite article: *la auberge, le hôtel*, agreements, verb conjugations, even the present tense of very common verbs, incorrect use of auxiliaries, mixing of register with *tu* and *vous*. It was also clear that the use of imperfect and perfect tenses, necessary in description of past experiences, presented many candidates with difficulties.

Weaker responses relied on dictionaries to translate idiomatic expressions, often used inappropriately or too abundantly. Candidates are advised to make use of their dictionaries in checking genders and conjugations, rather than copying irrelevant bits of information.

### Question 15

In general, the following observations were made based on the candidates' responses to parts (a) and (b). Dictionary use is continuing to improve, although candidates still need to build their knowledge of vocabulary so that appropriate words can be applied in given situations. Better candidates used authentic idiomatic expressions appropriately and their knowledge of French culture was also impressive. Once again, many candidates' scripts were too long. It is therefore necessary to stress quality over quantity. The most impressive answers were able to manipulate the language within the word limit.

Common errors included: the inconsistent use of *tu* and *vous* within the one response; conjugating irregular verbs, particularly *offrir*; basic introductory greetings were misused; the misplacement and misuse of pronoun objects; *avoir* expressions were used with *être*; common words were misspelled; there was an abundance of listing with incorrect articles; and incorrect prepositions were used after verbs.

Part (a) was completed by most candidates. Using humour to convince was done successfully by some. Candidates were able to draw on personal experience. Unfortunately, many candidates chose to write about sport as the only form of co-curricular activity. They did this by way of listing, which made for a shallow argument. Aspects of the question were sometimes not addressed in the response. These included not addressing the French exchange student or mentioning sport as the only co-curricular activity. The use of register needs particular attention.

A less popular choice was part (b) where candidates seemed to experience difficulty with using the correct text type. Many responses did not keep within the parameters of the question. Personal experience was not successfully drawn upon as some candidates imagined they were much older and hence their writing did not sound authentic. Candidates often overlooked the fact that they were writing for a youth magazine.

## Extension

### Oral Examination

#### General Comments

Most candidates handled the monologues well, demonstrating a high level of competence in French as well as formulating well-structured and convincing arguments.

In the most successful responses, candidates

- addressed the topic
- demonstrated clear, logical thought and opinions supported by the use of relevant examples
- communicated fluently and effectively with a high level of grammatical accuracy using sophisticated vocabulary and sentence structure.

However, even amongst the most fluent candidates, there was a fairly high incidence of inaccuracies in language (gender, grammar, use of invented words), and in pronunciation of key words – especially cognates of English such as *respect* and *adultes* in Question 1, *essentiel* and *rappports humains* in Question 2 and *ignorance* in Question 3 being the most frequently mispronounced words.

The length of time was handled well, with the majority of candidates speaking for between two and two and a half minutes on each question, which was sufficient to cope with the requirements of the task. Some candidates appeared to be ‘running out of steam’ by the second monologue, and thus tended to do less well overall. The small number of candidates who went well beyond the recommended time limit tended to repeat themselves and stray from the topic.

Again this year, a number of candidates attempted to relate the question(s) solely to a topic for which they already had prepared statements. This was particularly evident in Question 3 which prompted pre-learned speeches on intolerance and racism. Candidates who regurgitated pre-learned and irrelevant material only barely tying it in to the topic in their conclusion did themselves a disservice. At extension level, candidates should be able to address the issues raised in the topic without resorting to slabs of pre-learned material.

Candidates are reminded that they should address the topic early on and indicate what their stance or opinion is, then develop their argument and illustrate it with suitable examples. They should demonstrate a wide knowledge of the issues and use examples from a variety of sources to support their argument. A very small number of candidates penalised themselves by relying solely on examples from the prescribed text.

#### Specific Comments

##### Question 1

This question was generally handled well although the notion of *automatiquement* was often not addressed. Most candidates agreed with the statement, and talked about the issues of respect in the family and at school, our changing society, the increasing use of technology, increasing freedom and busy parents.

##### Question 2

Most candidates expanded on why human relationships are important. Less able candidates just stated a few clichés about love and friendship being important. A number of responses dealt with

modern technology rather than the pursuit of wealth as the major cause for a breakdown in relationships. Few candidates were able to manipulate the various forms of the verb *poursuivre* or use the noun *poursuite*.

### Question 3

Stronger candidates generally dealt well with this topic, expanding on the statement in the question in depth. In a number of responses, candidates decided to deliver a tirade about such issues as the war in Iraq, September 11, the Bali terrorist attacks and the Pauline Hanson phenomenon.

## Written Examination

### Section I – Response to Prescribed Text

#### Part A

##### General Comments

Candidates once again demonstrated a thorough understanding of the themes and issues relevant to the two films and they were able to apply their understanding to the questions. It was felt, however, that some candidates had a rather simplistic understanding of the films, especially *Au revoir les enfants*. They misunderstood the motives for the actions of certain characters. It is important to know the films well and to analyse in a meaningful way the reasons the characters say and do what they do. Although the final question for each film lends itself to a more discursive answer, it is essential that candidates address the question asked. It was pleasing to see that candidates are learning to write more concisely, synthesising their ideas rather than repeating themselves unnecessarily and labouring their points.

#### Part B

##### General Comments

Candidates were assessed on how well they demonstrated an understanding of the prescribed text and how well they wrote in French in the context of a journal entry. An 'understanding' meant an understanding of the facts of the film that relate to the moment of the journal entry, of the events of that day and their sequence in the film.

At a higher level, a 'perceptive and sensitive understanding' meant an understanding of the motivations of the character writing the journal, demonstrating insights into that character's perception of the events of that day and of the people related to them. They capture what that person, in character, might write in a journal about the events made specific through the quotation in the question. Better candidates were consistent with the character as revealed in the film, reflecting a psychology, world-view, feelings or reflections as that character might well reveal in the context of the question; in other words to become the voice of that character in that context. This required an authentic and creative manipulation of language in order to better meet the requirements of the task.

Level, choice and correctness of language were of course intrinsic to the task and taken into consideration in the awarding of marks. However, perfectly written French would not of itself be



awarded the highest range of marks. A candidate could demonstrate originality and flair by being creative in revealing and being true to the character's perceptions of their situation at that moment. Candidates are advised that being creative does not mean adding a new story line or a string of events that do not occur in the film. This is wasting time if no light is thrown on what actually does happen or if it does not reveal the character.

## Section I – Response to Prescribed Text: *Marius et Jeannette*

### Specific Comments

#### Question 1

- (a) It was important in this question to identify why Marius no longer had enough music in his heart. Although a translation is not necessary, it is usually expected that candidates will demonstrate in their answer that they know what the quotation means. Some candidates did not realise that this statement was in the negative. It was also possible to gain marks by talking about the significance of the quotation in relation to the whole film.
- (b) In the main, this question was well handled. Candidates who looked at each stage of the extract and discussed Jeannette's reaction in a chronological fashion were able to explain more comprehensively than those who tried to find a single or global reaction. At first, Jeannette is shocked and angry as you would expect, worried about her children, then disbelieving and hurt as she feels betrayed.
- (c) Candidates seemed to find this question more difficult and few discussed the juxtaposition filmically of the conversation about *attachement* and the physical attaching of the couple. Most, however, were able to identify the contrast between the emotional and physical aspects of the term. Many candidates tried to discuss other film techniques, but were unable to make their responses relevant to the question.
- (d) While candidates were able to analyse in depth the different qualities of these two characters, those who were able to show how this scene revealed a development in their relationship answered the question more fully. In this scene, Justin and Dédé are united for a common purpose and put aside their differences. Some mention of other scenes where they were less attuned was important.
- (e) Candidates were able to choose either Marius or Jeannette (or indeed neither or both) for this answer. All choices were possible as long as responses were well justified. It was essential, however, to refer to both characters and to describe how successfully or not they cope with change.

#### Question 2

Most candidates, in taking the role of Magali writing her journal, revealed a good knowledge of what happened on the morning that the lines quoted in the question are said in the film. They referred to what happened when Jeannette returned home that morning after being with Marius, and to Magali's telling Jeannette of her intentions to study journalism in Paris.

The more perceptive, sensitive responses captured well Magali's feelings and motivations about those two moments. Many mentioned her annoyance that Jeannette had not called that night, and

her mounting agitation, the main reason for which being her intention to tell her mother about Paris. Some added her positive feelings about Jeannette's relationship with Marius or her initial diversionary tactics in telling Jeannette about having to get Malek off to school and missing her own classes. Some of the better candidates were able to creatively weave together Magali's feelings with the moments of that morning: for example they showed that Magali had expected that Jeannette would be hurt, and how she had dreaded doing that to her. Some included Jeannette's immediate reaction to the announcement: her jumping to conclusions as usual and her questions (marriage? pregnancy? to do with Marius?). They revealed a Magali who understood that her mother's hitting out at Rose, at Paris itself and at Magali's intentions was because of her fears, yet at the same time managing to weave into this Magali's strong motivations for wanting to go to Paris and for studying journalism. Some of the better candidates managed to evoke a Magali who was both understanding of, and patient with, her mother's perspective and yet resolute in her decision about her studies. They wrote as an intelligent, aware, calm and educated young French woman, who appreciates her mother's concerns, is conscious and proud of her origins and yet determined in the path she wants to take to achieve her long-term goals. Some even managed to evoke the feelings of both women as they sit quietly at the kitchen table once Jeannette's outburst has passed and of the love, complicity and yet occasional brittleness between them.

Some candidates overlaid what appeared to be their own values and aspirations for the future upon Magali's. They imposed their own view on how a mother should act, or on what it would be like to live in the *courette* or in l'Estaque or Marseille, which was conveyed by a few candidates as a small, backward town without even a cinema or tertiary institution. Those who portrayed a petulant, resentful, incensed, outraged, enraged Magali or a regretful, apologetic, doubting, self-pitying, self-righteous Magali, did not do her justice. Nor did some do justice to Jeannette when they had Magali paint a picture of an irresponsible mother who had gone off the rails, neglecting her children in her pursuit of another man who will probably let her down. There were a few who created a Magali who judged l'Estaque and her class harshly, who despised where she came from and could not wait to escape this existence.

A small number of candidates wrote only of Jeannette's late return and focused only on Magali's view of her mother's relationship with Marius. They evidently did not note that the question required them to express their feelings on what happened that morning, which includes the Paris revelation, the main focus for Magali that day. The quotation served to set the context of what particular morning is to be treated. It did not limit the content that could be treated or confine all Magali's feelings to that moment of annoyance that comes out in the quote.

## **Section I – Response to Prescribed Text: *Au revoir les enfants***

### **Specific Comments**

#### **Question 3**

- (a) Although candidates mostly understood this quotation, they often failed to appreciate the level of language used. They also did not place the quotation in context. Père Jean is stressed because he is harbouring the Jewish boys. He is trying to look after all the boys in his care and, in those difficult times, he feels the weight of his vocation.
- (b) Some candidates misunderstood certain traits in Julien's character in this question. He is precocious and asks probing questions as he is inquisitive. He does not really think that Bonnet is sick and wants to know more, especially after the mysterious phone call.

- (c) This question was well answered. Julien is clearly thinking about his piano teacher. The voice-off, piano playing and the slow zoom in on Julien's face evoke for us the lesson where Bonnet plays in a superior way. Julien is jealous and also has a crush on Mlle Davenne. The dripping of the tap creates a reflective mood.
- (d) Better responses referred to all of the extract – the scene in Père Jean's study, the walk to the baths and the scene at the bathhouse. It was important to mention both Julien and the other boys, as the relationships are different. The other boys ignore him mostly but they are interested passingly in his religion. Bonnet initiates the conversation with Julien, while Julien, on the other hand, begins to realise that they have something in common.
- (e) Candidates found it difficult to identify how Bonnet coped with change, though they were able to see that he did. He adopts a low profile and concentrates on his work. He lies about his identity and has taken a false name. He learns from Julien how to blend in and gradually opens up to him. He is bullied and teased, but he copes by ignoring it, though he almost cracks in the infirmary. At the end he does not lose control, but comforts Julien and gives him his books. Some candidates took the opportunity to address the issues of alienation and tolerance of difference, which were of course irrelevant to this question.

#### Question 4

In the role of Père Jean, most candidates showed a very good understanding of the events surrounding the incident in the film which the quotation situates as the one to be treated. Many skilfully stepped into his shoes, taking on the authentic voice of Père Jean in his role as both man of God and manager of a school in very difficult and dangerous times. There are many events in the text connected with the incident of Joseph being caught stealing and also with Père Jean's actions taken as a result of this, which they were able to incorporate into the journal. They were able to weave in many of his views explicitly expressed to the boys on the incident and on their implication in the *marché noir* and his abhorrence of this activity. Many also incorporated his views on selfishness conveyed earlier to the congregation. Many candidates revealed Père Jean as very concerned as to where he had gone wrong if his pupils were prepared to engage in such self-interested behaviour when his message had always been that they share the treats they received.

What many candidates found more difficult to include in Père Jean's reflections were his motivations for dismissing Joseph, as these had not been explicitly mentioned in the text. Some candidates were able to bring all the threads together creatively in imagining such motivations. Some realised that in his private diary Père Jean might express some doubts about the 'rightness' of his actions before God or express his concerns about possible consequences. Many found it difficult to tie together a motivation for Père Jean's saying that he needed to avoid problems for the families of the boys, also culprits in his eyes, and yet he did not choose to protect Joseph, a far more vulnerable person. A few more able candidates painted a picture of a more complex man, with a dilemma, perhaps torn by his conscience; some revealed a man who was brave enough and anti-establishment enough to protect Bonnet and the others, and yet was not magnanimous enough to forgive Joseph. They also portrayed a man divided who reluctantly dismissed Joseph and, knowing Joseph's weaknesses, expressed fears of his possible betrayal of them.

## Section II – Writing in French

### General Comments

Candidates who chose to structure their arguments and to support them with relevant material were able to gain higher marks. On the other hand, candidates who kept to simple descriptions without establishing a coherent argument or presenting and supporting a point of view were not able to score as highly. Written expression in French was most effective when candidates made judicious use of varied vocabulary, correct grammar and a wide range of expressions and structures.

Candidates are strongly advised to avoid anglicisms and/or expressions heavily influenced by English. It is recommended that candidates steer away from regurgitating slabs of pre-learned material tenuously related to the prescribed issues or to the topic they are attempting. Supporting material needs to be closely linked to the chosen topic.

In some cases the responses were unduly long and candidates should be made aware that this, in no way, secures a higher mark.

### Specific Comments

The vast majority of candidates attempted Question 5 and identified the class division as existing at a societal level and an international level. This topic seemed to give them wider scope to use material related to the prescribed issues. Most candidates illustrated their points of view by referring to relevant facts about material possessions as reflecting the different lifestyles in a range of countries.

Some candidates misunderstood the word *déshérités* as meaning ‘disinherited’ or ‘discriminated against’, despite being given the English equivalent ‘deprived’, and this affected the breadth and depth in the treatment of relevant ideas.

Better responses respected the format of the question (writing the text of a speech) by using the correct conventions for public speaking.

Very few candidates attempted Question 6. The criterion ‘write for a specific audience and/or purpose and/or context’, in this case writing an article for a newspaper, was often ignored.

# French Beginners

## 2003 HSC Examination Mapping Grid

| Question                            | Marks | Content<br>(Theme/Topic — Text Type)  | Syllabus Outcomes                        |
|-------------------------------------|-------|---|--|
| <b>Speaking Skills Examination</b>  |       |   |  |
| <b>Situations</b>                   |       |   |  |
| 1                                   | 3     | Personal identification   | H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7 |
| 2                                   | 3     | Travel and tourism  | H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7 |
| 3                                   | 4     | Shops and services  | H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7 |
| 4                                   | 5     | Social interaction  | H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7 |
| 5                                   | 5     | Leisure activities  | H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7 |
| <b>Listening Skills Examination</b> |       |   |  |
| 1                                   | 1     | Personal identification — school announcement                                 | H3.1, H3.3                               |
| 2                                   | 1     | Social interaction — voice mail   | H3.1, H3.3                               |
| 3                                   | 2     | Shops and services — conversation   | H3.1, H3.3                               |
| 4                                   | 2     | Travel and tourism — recorded announcement                                    | H3.1, H3.3                               |
| 5                                   | 2     | Travel and tourism — dialogue   | H3.1, H3.3                               |
| 6 (a)                               | 1     | Leisure activities — news item  | H3.1, H3.3                               |
| 6 (b)                               | 3     | Leisure activities — news item  | H3.1, H3.3                               |
| 7                                   | 1     | Personal identification — speech  | H3.1, H3.3                               |
| 8 (a)                               | 1     | Social interaction — dialogue   | H3.1, H3.3                               |
| 8 (b)                               | 3     | Social interaction — dialogue   | H3.1, H3.3                               |
| 9                                   | 3     | Personal identification — travel and tourism<br>school/mishaps — conversation | H3.1, H3.3                               |
| 10 (a)                              | 1     | Leisure activities (technology) — radio advertisement                         | H3.1, H3.3                               |
| 10 (b)                              | 2     | Leisure activities (technology) — radio advertisement                         | H3.1, H3.3                               |
| 11                                  | 3     | Shops and services — conversation   | H3.1, H3.3                               |
| 12                                  | 1     | Leisure activities — advertisement  | H3.1, H3.3                               |
| 13                                  | 4     | Personal identification (school) — conversation                               | H3.1, H3.3                               |
| 14                                  | 4     | Travel and tourism — dialogue   | H3.1, H3.3                               |

| Question                           | Marks | Content<br>(Theme/Topic — Text Type)        | Syllabus Outcomes                     |
|------------------------------------|-------|---|---------------------------------------|
| <b>Written Examination</b>         |       |   |                                       |
| <b>Section I — Reading Skills</b>  |       |   |                                       |
| 1 (a)                              | 1     | Sport and leisure — brochure                | H3.1, H3.3                            |
| 1 (b)                              | 2     | Sport and leisure — brochure                | H3.1, H3.3                            |
| 2 (a)                              | 1     | Travel — advertisement                      | H3.1, H3.3                            |
| 2 (b)                              | 2     | Travel — advertisement                      | H3.1, H3.3                            |
| 2 (c)                              | 2     | Travel — advertisement                      | H3.1, H3.3                            |
| 3 (a)                              | 1     | Consumer technology — chatroom text         | H3.1, H3.3                            |
| 3 (b)                              | 2     | Consumer technology — chatroom text         | H3.1, H3.3                            |
| 3 (c)                              | 3     | Consumer technology — chatroom text         | H3.1, H3.3                            |
| 4 (a)                              | 1     | Lifestyles — magazine interview             | H3.1, H3.3                            |
| 4 (b)                              | 2     | Lifestyles — magazine interview             | H3.1, H3.3                            |
| 4 (c)                              | 2     | Lifestyles — magazine interview             | H3.1, H3.3                            |
| 4 (d)                              | 4     | Lifestyles — magazine interview             | H3.1, H3.3                            |
| 5 (a)                              | 1     | Current issues — article                    | H3.1, H3.3                            |
| 5 (b)                              | 1     | Current issues — article                    | H3.1, H3.3                            |
| 5 (c)                              | 2     | Current issues — article                    | H3.1, H3.3                            |
| 5 (d)                              | 3     | Current issues — article                    | H3.1, H3.3                            |
| 5 (e)                              | 5     | Current issues — article                    | H3.1, H3.3                            |
| <b>Written Examination</b>         |       |   |                                       |
| <b>Section II — Writing Skills</b> |       |   |                                       |
| 6                                  | 10    | Sports/holidays — letter                    | H2.1, H2.2, H2.3, H2.5,<br>H2.7, H2.8 |
| 7                                  | 10    | Going out — dialogue                        | H2.1, H2.2, H2.3, H2.5,<br>H2.7, H2.8 |
| 8                                  | 10    | Emergencies and mishaps — email and message | H2.1, H2.2, H2.3, H2.5,<br>H2.7, H2.8 |

# French Continuers

## 2003 HSC Examination Mapping Grid

| Question                                    | Marks | Content<br>(Theme/Topic — text type)             | Syllabus outcomes                  |
|---|-------|--|------------------------------------|
| <b>Oral Examination</b>                     |       |  |                                    |
|   | 20    | Conversation — covering student's personal world | H1.1, H1.2, H1.3, H1.4, H2.1, H2.3 |
| <b>Written Examination</b>                  |       |  |                                    |
| <b>Section I — Listening and Responding</b> |       |  |                                    |
| 1   | 2     | Leisure and interests — interview                | H3.1                               |
| 2   | 1     | Travel/Tourism — advertisement                   | H3.1                               |
| 3   | 2     | Personal Identity — conversation                 | H3.1                               |
| 4   | 1     | School Life — conversation                       | H3.1                               |
| 5 (a)                                       | 1     | Current Issues — radio news item                 | H3.1                               |
| 5 (b)                                       | 2     | Current Issues — radio news item                 | H3.1                               |
| 6   | 1     | Arts and Entertainment — television announcement | H3.1                               |
| 7 (a)                                       | 1     | World Of Work — telephone conversation           | H3.1                               |
| 7 (b)                                       | 3     | World Of Work — telephone conversation           | H3.1                               |
| 8   | 1     | Technology — recorded telephone message          | H3.1, H3.2                         |
| 9   | 4     | Environment — radio interview                    | H3.1, H3.2                         |
| 10 (a)                                      | 1     | Prominent people and events — announcement       | H3.1                               |
| 10 (b)                                      | 5     | Prominent people and events — announcement       | H3.1, H3.2                         |
| <b>Written Examination</b>                  |       |  |                                    |
| <b>Section II — Reading and Responding</b>  |       |  |                                    |
| <b>Part A</b>                               |       |  |                                    |
| 11 (a)                                      | 1     | Arts and Entertainment — report                  | H3.1                               |
| 11 (b)                                      | 1     | Arts and Entertainment — report                  | H3.1                               |
| 11 (c)                                      | 2     | Arts and Entertainment — report                  | H3.1                               |
| 11 (d)                                      | 2     | Arts and Entertainment — report                  | H3.1                               |
| 11 (e)                                      | 3     | Arts and Entertainment — report                  | H3.1, H3.2                         |
| 12 (a)                                      | 1     | Young Person's World — narrative account         | H3.1                               |
| 12 (b)                                      | 1     | Young Person's World — narrative account         | H3.1                               |
| 12 (c)                                      | 3     | Young Person's World — narrative account         | H3.1, H3.2                         |
| 12 (d)                                      | 3     | Young Person's World — narrative account         | H3.1, H3.2                         |

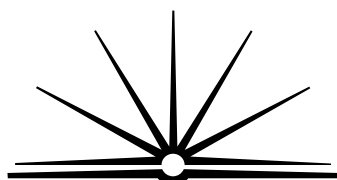
| Question                                   | Marks | Content<br>(Theme/Topic — text type)         | Syllabus outcomes               |
|--|-------|--|---------------------------------|
| 12 (e)                                     | 3     | Young Person's World — narrative account     | H3.1                            |
| 12 (f)                                     | 5     | Young Person's World — narrative account     | H3.1, H3.2                      |
| <b>Written Examination</b>                 |       |  |                                 |
| <b>Section II — Reading and Responding</b> |       |  |                                 |
| <b>Part B</b>                              |       |  |                                 |
| 13   | 15    | Personal identity<br>News item – diary entry | H1.2, H1.3, H2.1, H2.3,<br>H3.1 |
| <b>Written Examination</b>                 |       |  |                                 |
| <b>Section III — Writing in French</b>     |       |  |                                 |
| 14 (a)                                     | 6     | Leisure and interests — postcard             | H2.1, H2.2, H2.3                |
| 14 (b)                                     | 6     | Travel and tourism — message                 | H2.1, H2.2, H2.3                |
| 15 (a)                                     | 9     | Arts and entertainment — speech              | H2.1, H2.2, H2.3                |
| 15 (b)                                     | 9     | Current issues — magazine report             | H2.1, H2.2, H2.3                |



# French Extension

## 2003 HSC Examination Mapping Grid

| Question                                       | Marks | Content<br>(Theme/Topic — text type)             | Syllabus outcomes |
|--|-------|--|-------------------|
| <b>Oral Examination</b>                        |       |  |                   |
| 1  | 5     | Coping with change — monologue                   | H1.1, H1.2        |
| 2  | 5     | Belonging versus alienation — monologue          | H1.1, H1.2        |
| 3  | 5     | Tolerance of difference — monologue              | H1.1, H1.2        |
| <b>Written Examination</b>                     |       |  |                   |
| <b>Section I — Response to Prescribed Text</b> |       |  |                   |
| <b>Part A</b>                                  |       |  |                   |
| 1 (a) &<br>3 (a)                               | 2     | <i>Marius et Jeannette/Au Revoir les Enfants</i> | H2.1              |
| 1 (b) &<br>3 (b)                               | 2     | <i>Marius et Jeannette/Au Revoir les Enfants</i> | H2.1              |
| 1 (c) &<br>3 (c)                               | 3     | <i>Marius et Jeannette/Au Revoir les Enfants</i> | H2.1, H2.2        |
| 1 (d)<br>3 (d)                                 | 3     | <i>Marius et Jeannette/Au Revoir les Enfants</i> | H2.1, H2.2, H2.3  |
| 1 (e)<br>3 (e)                                 | 5     | <i>Marius et Jeannette/Au Revoir les Enfants</i> | H2.1, H2.2, H2.3  |
| <b>Written Examination</b>                     |       |  |                   |
| <b>Section I — Response to Prescribed Text</b> |       |  |                   |
| <b>Part B</b>                                  |       |  |                   |
| 2 & 4  | 10    | <i>Marius et Jeannette/Au Revoir les Enfants</i> | H2.1              |
| <b>Written Examination</b>                     |       |  |                   |
| <b>Section II — Writing in French</b>          |       |  |                   |
| 5  | 15    | Coping with change — script of talk              | H1.1, H1.2        |
| 6  | 15    | Tolerance of difference — report                 | H1.1, H1.2        |



**B O A R D O F S T U D I E S**  
NEW SOUTH WALES

## **2003 HSC French Beginners Marking Guidelines — Speaking Skills**

### **Situations**

#### **Question 1**

*Outcomes assessed: H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7*

#### **MARKING GUIDELINES**

| <b>Criteria</b>  | <b>Marks</b> |
|--|--------------|
| <ul style="list-style-type: none"><li>• Uses French appropriately to convey the meaning of the cues</li><li>• Demonstrates an appropriate range of language and structures</li></ul> | 3            |
| <ul style="list-style-type: none"><li>• Uses French to convey the meaning of most of the cues</li></ul>  | 2            |
| <ul style="list-style-type: none"><li>• Conveys the gist of some of the cues in comprehensible, but not necessarily accurate French</li></ul>  | 1            |

#### **Question 2**

*Outcomes assessed: H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7*

#### **MARKING GUIDELINES**

| <b>Criteria</b>  | <b>Marks</b> |
|--|--------------|
| <ul style="list-style-type: none"><li>• Uses French appropriately to convey the meaning of the cues</li><li>• Demonstrates an appropriate range of language and structures</li></ul> | 3            |
| <ul style="list-style-type: none"><li>• Uses French to convey the meaning of most of the cues</li></ul>  | 2            |
| <ul style="list-style-type: none"><li>• Conveys the gist of some of the cues in comprehensible, but not necessarily accurate French</li></ul>  | 1            |

**Question 3***Outcomes assessed: H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7***MARKING GUIDELINES**

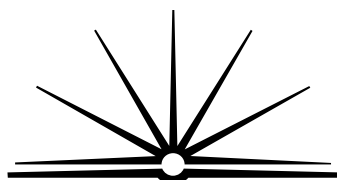
| <b>Criteria</b>  | <b>Marks</b> |
|--|--------------|
| <ul style="list-style-type: none"><li>• Uses French effectively to convey the meaning of the cues</li><li>• Demonstrates control of complex French structures</li></ul>                      | 4            |
| <ul style="list-style-type: none"><li>• Uses French appropriately to convey the meaning of most of the cues</li><li>• Demonstrates an appropriate range of language and structures</li></ul> | 3            |
| <ul style="list-style-type: none"><li>• Uses French to convey the meaning of some of the cues</li></ul>  | 2            |
| <ul style="list-style-type: none"><li>• Conveys the gist of some of the cues in comprehensible, but not necessarily accurate French</li></ul>  | 1            |

**Question 4***Outcomes assessed: H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7***MARKING GUIDELINES**

| <b>Criteria</b>  | <b>Marks</b> |
|--|--------------|
| <ul style="list-style-type: none"><li>• Uses French effectively and fluently to convey the meaning of the cues</li><li>• Demonstrates control of complex French structures</li></ul>         | 5            |
| <ul style="list-style-type: none"><li>• Uses French appropriately to convey the meaning of most of the cues</li><li>• Demonstrates an appropriate range of language and structures</li></ul> | 3–4          |
| <ul style="list-style-type: none"><li>• Uses basic French to convey the meaning of some of the cues</li></ul>  | 2            |
| <ul style="list-style-type: none"><li>• Conveys the gist of some of the cues in comprehensible, but not necessarily accurate French</li></ul>  | 1            |

**Question 5***Outcomes assessed: H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7***MARKING GUIDELINES**

| <b>Criteria</b>  | <b>Marks</b> |
|--|--------------|
| <ul style="list-style-type: none"><li>• Uses French effectively and fluently to convey the meaning of the cues</li><li>• Demonstrates control of complex French structures</li></ul>         | 5            |
| <ul style="list-style-type: none"><li>• Uses French appropriately to convey the meaning of most of the cues</li><li>• Demonstrates an appropriate range of language and structures</li></ul> | 3–4          |
| <ul style="list-style-type: none"><li>• Uses basic French to convey the meaning of some of the cues</li></ul>  | 2            |
| <ul style="list-style-type: none"><li>• Conveys the gist of some of the cues in comprehensible, but not necessarily accurate French</li></ul>  | 1            |



## **2003 HSC French Beginners Marking Guidelines — Listening Skills**

### **Question 1**

*Outcomes assessed: H3.1, H3.3*

#### **MARKING GUIDELINES**

| <b>Criteria</b>        | <b>Marks</b> |
|------------------------|--------------|
| • Identifies the place | 1            |

### **Question 2**

*Outcomes assessed: H3.1, H3.3*

#### **MARKING GUIDELINES**

| <b>Criteria</b> | <b>Marks</b> |
|-----------------|--------------|
| • (B)           | 1            |

### **Question 3**

*Outcomes assessed: H3.1, H3.3*

#### **MARKING GUIDELINES**

| <b>Criteria</b>                                       | <b>Marks</b> |
|---|--------------|
| • Provides a good explanation of why the man is happy | 2            |
| • Provides some explanation of why the man is happy   | 1            |

**Question 4***Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

| <b>Criteria</b>                             | <b>Marks</b> |
|---|--------------|
| • Identifies most details of days and times | 2            |
| • Identifies some details of days and times | 1            |

**Question 5***Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

| <b>Criteria</b>   | <b>Marks</b> |
|---|--------------|
| • Explains comprehensively why the girl wants to visit the museum | 2            |
| • Explains partially why the girl wants to visit the museum       | 1            |

**Question 6 (a)***Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

| <b>Criteria</b>                         | <b>Marks</b> |
|---|--------------|
| • Identifies the result being announced | 1            |

**Question 6 (b)***Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

| <b>Criteria</b>  | <b>Marks</b> |
|--|--------------|
| • Identifies substantially the reasons given for this result | 3            |
| • Identifies partially the reasons given for this result     | 2            |
| • Identifies ONE reason given for this result                | 1            |

**Question 7***Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

| <b>Criteria</b> | <b>Marks</b> |
|-----------------|--------------|
| • (B)           | 1            |

**Question 8 (a)***Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

| Criteria                          | Marks |
|-----------------------------------|-------|
| • Correctly identifies the number | 1     |

**Question 8 (b)***Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

| Criteria  | Marks |
|---|-------|
| • Explains comprehensively the reasons why Philippe wants to call her | 3     |
| • Explains partially the reasons why Philippe wants to call her       | 2     |
| • Explains ONE reason why Philippe wants to call her                  | 1     |

**Question 9***Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

| Criteria   | Marks |
|--|-------|
| • Gives a comprehensive explanation as to why the student is upset | 3     |
| • Gives a partial explanation as to why the student is upset       | 2     |
| • Gives a basic explanation as to why the student is upset         | 1     |

**Question 10 (a)***Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

| Criteria              | Marks |
|-----------------------|-------|
| • Identifies the site | 1     |

**Question 10 (b)***Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

| Criteria  | Marks |
|---|-------|
| • Identifies in detail what can be found at this site | 2     |
| • Identifies partially what can be found at this site | 1     |

**Question 11***Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

| <b>Criteria</b>  | <b>Marks</b> |
|--|--------------|
| • Explains in detail why it is a good restaurant             | 3            |
| • Gives a partial explanation of why it is a good restaurant | 2            |
| • Gives a minimal explanation of why it is a good restaurant | 1            |

**Question 12***Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

| <b>Criteria</b> | <b>Marks</b> |
|-----------------|--------------|
| • (C)           | 1            |

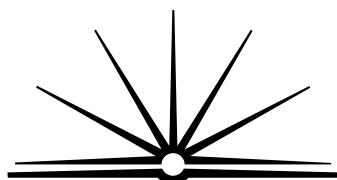
**Question 13***Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

| <b>Criteria</b>   | <b>Marks</b> |
|---|--------------|
| • Gives a comprehensive explanation of what the views of BOTH speakers reveal about themselves  | 4            |
| • Gives a good explanation of what the views of BOTH speakers reveal about themselves   | 3            |
| • Gives a partial explanation of what the views of BOTH speakers reveal about themselves<br>OR<br>• Gives a good explanation of what the views of ONE speaker reveals about himself/herself | 2            |
| • Gives a partial explanation of what ONE speaker's views reveal about himself/herself  | 1            |

**Question 14***Outcomes assessed: H3.1, H.3.3***MARKING GUIDELINES**

| <b>Criteria</b>  | <b>Marks</b> |
|--|--------------|
| • Explains comprehensively how the girl's experience has enabled her to give travel advice | 4            |
| • Explains well how the girl's experience has enabled her to give travel advice            | 2–3          |
| • Explains partially how the girl's experience has enabled her to give travel advice       | 1            |





BOARD OF STUDIES  
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## 2003 HSC French Beginners Marking Guidelines — Written Examination

### Section I — Reading Skills

#### Question 1 (a)

*Outcomes assessed: H3.1, H3.3*

#### MARKING GUIDELINES

| Criteria           | Marks |
|--------------------|-------|
| • Identifies place | 1     |

#### Question 1 (b)

*Outcomes assessed: H3.1, H3.3*

#### MARKING GUIDELINES

| Criteria  | Marks |
|---|-------|
| • Identifies most aspects of the advertisement which encourage people to visit <i>Physique Plus</i> | 2     |
| • Identifies some aspects of the advertisement which encourage people to visit <i>Physique Plus</i> | 1     |

#### Question 2 (a)

*Outcomes assessed: H3.1, H3.3*

#### MARKING GUIDELINES

| Criteria                                       | Marks |
|--|-------|
| • Identifies the location of <i>Le Nunavik</i> | 1     |

**Question 2 (b)***Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

| <b>Criteria</b>  | <b>Marks</b> |
|--|--------------|
| • Explains both aspects of what is offered, with some detail | 2            |
| • Explains at least one aspect of what is offered            | 1            |

**Question 2 (c)***Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

| <b>Criteria</b>                                | <b>Marks</b> |
|--|--------------|
| • Describes both activities with some detail   | 2            |
| • Partially describes the activities available | 1            |

**Question 3 (a)***Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

| <b>Criteria</b>                           | <b>Marks</b> |
|---|--------------|
| • Identifies the subject of the chat-room | 1            |

**Question 3 (b)***Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

| <b>Criteria</b>   | <b>Marks</b> |
|---|--------------|
| • Comprehensively explains the meaning of <i>grand choc</i> | 2            |
| • Partially explains the meaning of <i>grand choc</i>       | 1            |

**Question 3 (c)***Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

| <b>Criteria</b>  | <b>Marks</b> |
|--|--------------|
| • Explains comprehensively both points of view   | 3            |
| • Partially explains BOTH points of view<br>OR<br>• Comprehensively explains ONE point of view | 2            |
| • Identifies some relevant information   | 1            |

**Question 4 (a)***Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

| <b>Criteria</b>   | <b>Marks</b> |
|---|--------------|
| • Identifies what Charles first noticed about Australia | 1            |

**Question 4 (b)***Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

| <b>Criteria</b>  | <b>Marks</b> |
|--|--------------|
| • Identifies comprehensively the comparisons made between Paris and Sydney | 2            |
| • Identifies partially the comparisons made between Paris and Sydney       | 1            |

**Question 4 (c)***Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

| <b>Criteria</b>   | <b>Marks</b> |
|---|--------------|
| • Identifies substantially what Charles enjoys about working in Australia | 2            |
| • Identifies partially what Charles enjoys about working in Australia     | 1            |

**Question 4 (d)***Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

| <b>Criteria</b>  | <b>Marks</b> |
|--|--------------|
| • Identifies comprehensively what Charles' trip will provide | 4            |
| • Identifies well what Charles' trip will provide            | 3            |
| • Identifies partially what Charles' trip will provide       | 2            |
| • Identifies ONE aspect of what Charles' trip will provide   | 1            |

**Question 5 (a)***Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

| <b>Criteria</b>   | <b>Marks</b> |
|---|--------------|
| • Identifies the stage of education reached by the person | 1            |

**Question 5 (b)***Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

| <b>Criteria</b>                         | <b>Marks</b> |
|---|--------------|
| • Identifies the major issue of concern | 1            |

**Question 5 (c)***Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

| <b>Criteria</b>  | <b>Marks</b> |
|--|--------------|
| • Identifies comprehensively what the writer likes about her present situation | 2            |
| • Identifies partially what the writer likes about her present situation       | 1            |

**Question 5 (d)***Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

| <b>Criteria</b>   | <b>Marks</b> |
|---|--------------|
| • Identifies comprehensively what the writer dislikes about her present situation | 3            |
| • Identifies partially what the writer dislikes about her present situation       | 2            |
| • Identifies ONE aspect of what the writer dislikes about her present situation   | 1            |

**Question 5 (e)***Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

| <b>Criteria</b>  | <b>Marks</b> |
|--|--------------|
| • Explains comprehensively how the writer makes a final decision           | 5            |
| • Demonstrates some understanding of how the writer makes a final decision | 3–4          |
| • Provides some relevant details of how the writer makes a final decision  | 1–2          |

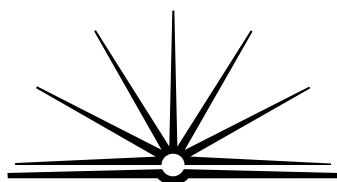
## Section II — Writing Skills

### Questions 6, 7, 8

*Outcomes assessed: H2.1, H2.2, H2.3, H2.5, H2.7, H2.8*

#### MARKING GUIDELINES

| Criteria   | Marks |
|--|-------|
| <ul style="list-style-type: none"> <li>• Presents and develops relevant information, ideas and/or opinions</li> <li>• Demonstrates a wide range of vocabulary and language structures</li> <li>• Demonstrates a high degree of accuracy with only minor errors</li> <li>• Sequences and structures ideas and information effectively</li> <li>• Correctly observes all conventions of the discourse form</li> </ul>  | 9–10  |
| <ul style="list-style-type: none"> <li>• Presents and develops relevant information, ideas and/or opinions</li> <li>• Demonstrates some variety of vocabulary and language structures</li> <li>• Demonstrates a degree of accuracy with occasional (sometimes even significant) errors</li> <li>• Sequences and structures ideas and information coherently</li> <li>• Observes all conventions of the discourse form</li> </ul>   | 7–8   |
| <ul style="list-style-type: none"> <li>• Presents some relevant information, ideas and/or opinions</li> <li>• Uses only basic vocabulary and simple language structures</li> <li>• Demonstrates some consistency in the use of language, with more frequent errors, but generally achieves communication</li> <li>• Organises and sequences some information</li> <li>• Generally observes conventions of the discourse form</li> </ul>  | 5–6   |
| <ul style="list-style-type: none"> <li>• Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax</li> <li>• Achieves limited communication, using single words, set formulae and anglicisms to express information</li> <li>• Demonstrates little evidence of organisation and sequencing</li> <li>• Is often repetitive</li> <li>• Rarely observes conventions of the discourse form</li> </ul> | 3–4   |
| <ul style="list-style-type: none"> <li>• Uses single words, set phrases in isolation and anglicisms</li> <li>• Barely addresses topic</li> <li>• Demonstrates minimal knowledge of vocabulary and language structures</li> </ul>   | 1–2   |



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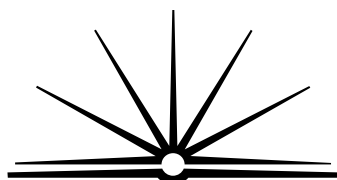
## **2003 HSC French Continuers Marking Guidelines — Oral Examination**

### **Conversation**

*Outcomes assessed: H1.1, H1.2, H1.3, H1.4, H2.1, H2.3*

#### **MARKING GUIDELINES**

| <b>Criteria</b>   | <b>Marks</b> |
|---|--------------|
| <ul style="list-style-type: none"><li>• Communicates confidently and fluently with correct intonation and pronunciation</li><li>• Demonstrates depth of the treatment through the presentation of relevant information, opinions and/or comment</li><li>• Responds with a high level of grammatical accuracy, and breadth and sophistication of vocabulary and sentence structure</li></ul> | 17–20        |
| <ul style="list-style-type: none"><li>• Communicates effectively, with some degree of fluency and authenticity</li><li>• Responds with relevant information and a range of relevant opinions and/or comment</li><li>• Responds with a range of vocabulary and structures, but with some minor inaccuracies</li></ul>  | 13–16        |
| <ul style="list-style-type: none"><li>• Maintains satisfactory communication with some degree of fluency but with repetition and inaccuracies in grammar and vocabulary</li><li>• Responds with relevant information and opinions</li></ul>   | 9–12         |
| <ul style="list-style-type: none"><li>• Maintains a basic level of communication using simple structures and vocabulary with frequent pauses and errors</li><li>• Presents some relevant information, opinions or ideas</li></ul>   | 5–8          |
| <ul style="list-style-type: none"><li>• Responds with a limited range of ideas and information relating to the topic using single words and set formulae, and using anglicisms and English syntax</li></ul>   | 1–4          |



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## **2003 HSC French Continuers Marking Guidelines — Written Examination**

### **Section I — Listening and Responding**

#### **Question 1**

*Outcomes assessed: H3.1*

#### **MARKING GUIDELINES**

| <b>Criteria</b>        | <b>Marks</b> |
|------------------------|--------------|
| • Provides all details | 2            |
| • Provides two details | 1            |

#### **Question 2**

*Outcomes assessed: H3.1*

#### **MARKING GUIDELINES**

| <b>Criteria</b> | <b>Marks</b> |
|-----------------|--------------|
| • (B)           | 1            |



**Question 3***Outcomes assessed: H3.1***MARKING GUIDELINES**

| <b>Criteria</b>   | <b>Marks</b> |
|---|--------------|
| • Demonstrates a good understanding of why Jean-Pierre is upset | 2            |
| • Identifies some relevant information                          | 1            |

**Question 4***Outcomes assessed: H3.1***MARKING GUIDELINES**

| <b>Criteria</b> | <b>Marks</b> |
|-----------------|--------------|
| • (B)           | 1            |

**Question 5 (a)***Outcomes assessed: H3.1***MARKING GUIDELINES**

| <b>Criteria</b>  | <b>Marks</b> |
|--|--------------|
| • Links the ideas of insufficient money and government reimbursement | 1            |

**Question 5 (b)***Outcomes assessed: H3.1***MARKING GUIDELINES**

| <b>Criteria</b>   | <b>Marks</b> |
|---|--------------|
| • Demonstrates a good understanding of the doctor's plans | 2            |
| • Identifies some relevant information                    | 1            |

**Question 6***Outcomes assessed: H3.1***MARKING GUIDELINES**

| <b>Criteria</b> | <b>Marks</b> |
|-----------------|--------------|
| • (C)           | 1            |

**Question 7 (a)***Outcomes assessed: H3.1***MARKING GUIDELINES**

| <b>Criteria</b>   | <b>Marks</b> |
|---|--------------|
| • Identifies the reason for the phone call with some detail | 1            |

**Question 7 (b)***Outcomes assessed: H3.1***MARKING GUIDELINES**

| <b>Criteria</b>   | <b>Marks</b> |
|---|--------------|
| • Demonstrates a good understanding of what the two speakers find surprising about Philippe Lebœuf<br>• Includes some relevant detail | 3            |
| • Demonstrates some understanding of what the two speakers find surprising about Philippe Lebœuf                                      | 2            |
| • Identifies some relevant information  | 1            |

**Question 8***Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

| <b>Criteria</b> | <b>Marks</b> |
|-----------------|--------------|
| • (B)           | 1            |

**Question 9***Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

| <b>Criteria</b>   | <b>Marks</b> |
|---|--------------|
| • Demonstrates a good understanding of the encouraging aspects of the report, with some relevant detail | 4            |
| • Demonstrates some understanding of the encouraging aspects of the report                              | 2–3          |
| • Provides some detail  | 1            |

**Question 10 (a)***Outcomes assessed: H3.1***MARKING GUIDELINES**

| <b>Criteria</b>   | <b>Marks</b> |
|---|--------------|
| • Identifies the competition/prize and that the winner has been announced | 1            |

**Question 10 (b)***Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

| <b>Criteria</b>  | <b>Marks</b> |
|--|--------------|
| • Demonstrates a perceptive understanding of the relationship between Hervé Fontaine's life and his latest work<br>• Includes relevant information | 5            |
| • Demonstrates a good understanding of the relationship between Hervé's life and his latest work   | 3–4          |
| • Demonstrates some understanding of the relationship between Hervé's life and his latest work   | 2            |
| • Identifies some relevant information   | 1            |

## Section II — Reading and Responding

### Part A

#### Question 11 (a)

*Outcomes assessed: 3.1*

#### MARKING GUIDELINES

| Criteria                | Marks |
|-------------------------|-------|
| • Identifies the prompt | 1     |

#### Question 11 (b)

*Outcomes assessed: 3.1*

#### MARKING GUIDELINES

| Criteria | Marks |
|----------|-------|
| • (B)    | 1     |

#### Question 11 (c)

*Outcomes assessed: 3.1*

#### MARKING GUIDELINES

| Criteria   | Marks |
|--|-------|
| • Identifies the contrasting attitudes of Nicole and Laurent and gives details of each                     | 2     |
| • Identifies the contrasting attitudes in broad terms OR<br>• Identifies one of the attitudes with details | 1     |

#### Question 11 (d)

*Outcomes assessed: 3.1*

#### MARKING GUIDELINES

| Criteria   | Marks |
|--|-------|
| • Explains Nicole's attitudes towards French TV stations<br>• Explains how young people are presented with a false view of normality | 2     |
| • Identifies some relevant information   | 1     |

**Question 11 (e)***Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

| Criteria  | Marks |
|---|-------|
| • Demonstrates a perceptive understanding of the links between Charles' style and his viewpoint | 3     |
| • Links Charles viewpoint to an aspect of his life  | 2     |
| • Identifies some relevant information  | 1     |

**Question 12 (a)***Outcomes assessed: H3.1***MARKING GUIDELINES**

| Criteria                   | Marks |
|----------------------------|-------|
| • Identifies Annette's job | 1     |

**Question 12 (b)***Outcomes assessed: H3.1***MARKING GUIDELINES**

| Criteria   | Marks |
|--|-------|
| • Indicates the level and field of her qualification | 1     |

**Question 12 (c)***Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

| Criteria  | Marks |
|---|-------|
| • Demonstrates a good understanding of the statement and its significance | 3     |
| • Demonstrates some understanding of the statement and its significance   | 2     |
| • Identifies some relevant information                                    | 1     |

**Question 12 (d)***Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

| Criteria   | Marks |
|--|-------|
| • Demonstrates a perceptive understanding of the use of language | 3     |
| • Demonstrates some understanding of the use of language         | 2     |
| • Identifies some relevant information                           | 1     |

**Question 12 (e)***Outcomes assessed: H3.1***MARKING GUIDELINES**

| <b>Criteria</b>   | <b>Marks</b> |
|---|--------------|
| • Explains the negative aspects of the ambassadorial lifestyle with relevant detail | 3            |
| • Explains some negative aspects of the ambassadorial lifestyle                     | 2            |
| • Identifies some relevant information  | 1            |

**Question 12 (f)***Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

| <b>Criteria</b>   | <b>Marks</b> |
|---|--------------|
| • Demonstrates a perceptive understanding of the link between content and tone and how these are used to illustrate the relationship between Annette and her mother | 5            |
| • Demonstrates a good understanding of the link between content and tone and how these are used to illustrate the relationship between Annette and her mother       | 3–4          |
| • Identifies the relationship between Annette and her mother and links this to aspects of content   | 2            |
| • Identifies some relevant information  | 1            |

## Section II — Reading and Responding

### Part B

#### Question 13

*Outcomes assessed: H1.2, H1.3, H2.1, H2.3, H3.1*

#### MARKING GUIDELINES

| Criteria   | Marks |
|--|-------|
| <ul style="list-style-type: none"> <li>• Responds to the information, ideas and/or opinions of the text (includes main points)</li> <li>• Demonstrates depth in the treatment of the task through the development of relevant information, ideas and/or opinions relating to text</li> <li>• Demonstrates extensive knowledge and understanding of vocabulary and sentence structures</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>                 | 13–15 |
| <ul style="list-style-type: none"> <li>• Responds to most of the information, ideas and/or opinions of the text (includes main points)</li> <li>• Demonstrates depth in the treatment of the task through the development of some relevant information, ideas and/or opinions</li> <li>• Demonstrates a thorough knowledge and understanding of vocabulary and sentence structures</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> | 10–12 |
| <ul style="list-style-type: none"> <li>• Responds to some of the information, ideas and/or opinions of the text (includes points)</li> <li>• Demonstrates a satisfactory knowledge and understanding of vocabulary and sentence structures</li> <li>• Organises information and ideas to meet the requirements of the task</li> </ul>  | 7–9   |
| <ul style="list-style-type: none"> <li>• Responds to some of the information, ideas and/or opinions of the text</li> <li>• Demonstrates a basic knowledge and understanding of vocabulary and sentence structures</li> <li>• Demonstrates limited evidence of the ability to organise information and ideas</li> </ul>   | 4–6   |
| <ul style="list-style-type: none"> <li>• Demonstrates a limited understanding of the text</li> <li>• Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax</li> <li>• Uses single words and set formulae to express information</li> </ul>   | 1–3   |

## Section III — Writing in French

### Question 14

*Outcomes assessed: H2.1, H2.2, H2.3*

#### MARKING GUIDELINES

| Criteria   | Marks |
|--|-------|
| <ul style="list-style-type: none"><li>• Writes descriptively with well-selected information relevant to the demands of the task</li><li>• Demonstrates extensive knowledge and understanding of relevant and appropriate vocabulary, tense, adjectives, adverbs and syntax</li><li>• Manipulates language authentically and creatively to describe</li><li>• Sequences and structures information coherently and effectively</li></ul> | 5–6   |
| <ul style="list-style-type: none"><li>• Writes descriptively to meet the general requirements of the task</li><li>• Demonstrates a satisfactory knowledge and understanding of relevant vocabulary, tense, adjectives, adverbs and syntax</li><li>• Sequences and structures information effectively</li></ul>   | 3–4   |
| <ul style="list-style-type: none"><li>• Demonstrates a limited understanding of the requirements of the task</li><li>• Demonstrates an elementary knowledge and understanding of relevant vocabulary, adjectives and adverbs with evidence of the influence of English syntax and vocabulary</li><li>• Demonstrates limited evidence of the ability to organise information</li></ul>  | 1–2   |



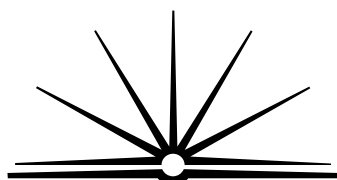
## Section III (continued)

### Question 15

*Outcomes assessed: H2.1, H2.2, H2.3*

#### MARKING GUIDELINES

| Criteria  | Marks |
|---|-------|
| <ul style="list-style-type: none"> <li>• Demonstrates depth and breadth in the treatment of the task through the presentation and development of relevant information, ideas and/or opinions</li> <li>• Demonstrates extensive knowledge and understanding of vocabulary, tense, mood, syntax</li> <li>• Manipulates language authentically and creatively to persuade and evaluate</li> <li>• Sequences and structures ideas and information coherently and effectively</li> </ul> | 8–9   |
| <ul style="list-style-type: none"> <li>• Demonstrates breadth in the presentation and some depth in the development of information, ideas and/or opinions relevant to the task</li> <li>• Demonstrates a thorough knowledge and understanding of vocabulary, tense, mood, syntax</li> <li>• Manipulates language with some degree of authenticity and creativity to persuade, reflect and evaluate</li> <li>• Sequences and structures ideas and information effectively</li> </ul> | 6–7   |
| <ul style="list-style-type: none"> <li>• Presents information and a range of ideas and/or opinions in order to persuade and evaluate</li> <li>• Demonstrates a satisfactory knowledge and understanding of vocabulary, tense, mood and syntax</li> <li>• Organises information and ideas to meet the requirements of the task</li> </ul>  | 4–5   |
| <ul style="list-style-type: none"> <li>• Presents some information, opinions or ideas relevant to the task</li> <li>• Demonstrates a basic knowledge and understanding of vocabulary and sentence structures</li> <li>• Demonstrates limited evidence of the ability to organise information and ideas</li> </ul>   | 2–3   |
| <ul style="list-style-type: none"> <li>• Demonstrates a limited understanding of the requirements of the task</li> <li>• Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax</li> <li>• Uses single words, set formulae and anglicisms to express information</li> </ul>  | 1     |



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## **2003 HSC French Extension Marking Guidelines — Oral Examination**

### **Monologue**

#### **Questions 1–3**

*Outcomes assessed: H1.1, H1.2*

#### **MARKING GUIDELINES**

| <b>Criteria</b>  | <b>Marks</b> |
|--|--------------|
| <ul style="list-style-type: none"><li>• Presents and develops a sophisticated, coherent argument</li><li>• Demonstrates breadth and depth in the treatment of relevant ideas and information</li><li>• Communicates confidently and fluently with correct intonation and pronunciation</li><li>• Communicates with a high level of grammatical accuracy, and breadth and sophistication of vocabulary and sentence structure</li></ul> | 5            |
| <ul style="list-style-type: none"><li>• Presents and develops a coherent argument</li><li>• Demonstrates breadth and some depth in the use of relevant ideas and information</li><li>• Communicates effectively, with some degree of fluency and authenticity</li><li>• Communicates with a range of vocabulary, language structures and complex sentences, but with some inaccuracies of expression or syntax</li></ul>               | 4            |
| <ul style="list-style-type: none"><li>• Attempts to present and develop a coherent argument</li><li>• Supports the argument with a range of relevant examples</li><li>• Communicates with some degree of fluency, but with repetition and inaccuracies in grammar and vocabulary</li></ul>   | 3            |
| <ul style="list-style-type: none"><li>• Attempts to present an argument using some relevant information or ideas with limited fluency of presentation</li><li>• Communicates using simple sentences and language structures and a limited vocabulary with pauses and errors</li></ul>  | 2            |
| <ul style="list-style-type: none"><li>• Communicates some relevant information or ideas with pauses and repetitions</li><li>• Communicates using simple sentences and language structures, set formulae, limited vocabulary with evidence of English syntax and vocabulary</li></ul>   | 1            |

## 2003 HSC French Extension Marking Guidelines — Written Examination

### Section I — Response to Prescribed Text: *Marius et Jeannette* Part A

#### Question 1 (a)

*Outcomes assessed: H2.1*

#### MARKING GUIDELINES

| Criteria   | Marks |
|--|-------|
| • Explains the significance of the statement as it relates to Marius' life or to the film as a whole | 2     |
| • Demonstrates some understanding of the statement   | 1     |

#### Question 1 (b)

*Outcomes assessed: H2.1*

#### MARKING GUIDELINES

| Criteria   | Marks |
|--|-------|
| • Identifies and explains Jeannette's negative reactions | 2     |
| • Demonstrates some understanding of her upset           | 1     |

**Question 1 (c)***Outcomes assessed: H2.1, H2.2***MARKING GUIDELINES**

| <b>Criteria</b>  | <b>Marks</b> |
|--|--------------|
| • Demonstrates a good understanding of how the director links the physical and emotional concept of attachment | 3            |
| • Demonstrates some understanding of how the director links the physical and emotional concept of attachment   | 2            |
| • Identifies some relevant information   | 1            |

**Question 1 (d)***Outcomes assessed: H2.1, H2.2, H2.3***MARKING GUIDELINES**

| <b>Criteria</b>   | <b>Marks</b> |
|---|--------------|
| • Demonstrates a perceptive understanding of the relationship between Dédé and Justin | 3            |
| • Demonstrates a good understanding of the relationship between Dédé and Justin       | 2            |
| • Demonstrates some understanding of the relationship between Dédé and Justin         | 1            |

**Question 1 (e)***Outcomes assessed: H2.1, H2.2, H2.3***MARKING GUIDELINES**

| <b>Criteria</b>  | <b>Marks</b> |
|--|--------------|
| • Demonstrates a perceptive awareness of the issue of coping with change as it relates to Marius and Jeannette | 5            |
| • Demonstrate a good awareness of the issue of coping with change as it relates to Marius and Jeannette        | 3–4          |
| • Demonstrates some awareness of the issue of coping with change as it relates to Marius and Jeannette         | 2            |
| • Identifies some relevant information   | 1            |

## Section I — Response to Prescribed Text: *Au Revoir les Enfants* Part A

### Question 3 (a)

*Outcomes assessed: H2.1*

#### MARKING GUIDELINES

| Criteria   | Marks |
|--|-------|
| • Demonstrates an understanding of the significance of Père Jean's statement | 2     |
| • Demonstrates some understanding of the statement                           | 1     |

### Question 3 (b)

*Outcomes assessed: H2.1*

#### MARKING GUIDELINES

| Criteria  | Marks |
|---|-------|
| • Identifies and explains Julien's reactions            | 2     |
| • Demonstrates some understanding of Julien's reactions | 1     |

### Question 3 (c)

*Outcomes assessed: H2.1, H2.2*

#### MARKING GUIDELINES

| Criteria   | Marks |
|--|-------|
| • Demonstrates a good understanding of the links between film techniques and Julien's thoughts | 3     |
| • Demonstrates some understanding of the links between film techniques and Julien's thoughts   | 2     |
| • Identifies some relevant information   | 1     |

### Question 3 (d)

*Outcomes assessed: H2.1, H2.2, H2.3*

#### MARKING GUIDELINES

| Criteria  | Marks |
|---|-------|
| • Demonstrates a perceptive understanding of the relationship between Bonnet and the other boys | 3     |
| • Demonstrates a good understanding of the relationship between Bonnet and the other boys       | 2     |
| • Demonstrates some understanding of the relationship between Bonnet and the other boys         | 1     |

**Question 3 (e)***Outcomes assessed: H2.1, H2.2, H2.3***MARKING GUIDELINES**

| <b>Criteria</b>  | <b>Marks</b> |
|--|--------------|
| • Demonstrates a perceptive awareness of the issue of coping with change as it relates to Bonnet | 5            |
| • Demonstrates a good understanding of the issue of coping with change as it relates to Bonnet   | 3–4          |
| • Demonstrates some understanding of the issue of coping with change as it relates to Bonnet     | 2            |
| • Identifies some relevant information   | 1            |

## Section I — Response to Prescribed Text Part B

### Questions 2 and 4

*Outcomes assessed: H2.1*

#### MARKING GUIDELINES

| 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 5 and 6

*Outcomes assessed: H1.1, H1.2*

#### MARKING GUIDELINES

| 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   |