

**2004 HSC Notes from  
the Marking Centre  
French**

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# 2004 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 2004 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 2004 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 2004, approximately 498 candidates attempted the French Beginners examination, 836 attempted the French Continuers examination and 193 attempted the French Extension examination.

## Beginners

### Speaking Skills Examination

#### General Comments

The best responses in this section were given by candidates who communicated the meaning of the cues with accuracy, fluency and authenticity, using a range of language and structures. It is important to remember that non-French words, *franglais* or words juxtaposed without meaning or syntax, cannot be rewarded. Similarly, answers which contain overly long pauses are to be discouraged.

Candidates need to express all the elements of a cue and to decide whether it is a statement or a question. Candidates should regard the cues as not just an opportunity to communicate, but also to demonstrate a range of language and structures. In open-ended cues, eg Question 1/line 3, Question 3/line 4, the same language should not be repeated. Parts of basic verbs like *aimer* and *aller* and pronunciation of basic words like *besoin* need to be mastered.

Examiners are reminded that the Rules of Conduct for the Beginners Speaking Examination have been devised to provide fairness to all candidates and need to be carefully implemented. In particular the recording location needs to be quiet and the recording needs to be perfectly audible.

#### Specific Comments

Some examples of good renderings of cues are as follows:

#### Question 1

Tu vas aller au nouveau café?  
J'aime beaucoup ce café  
Parce que la nourriture est délicieuse

### Question 2

J'ai l'intention d'aller à Cannes la semaine prochaine  
Mardi à dix-huit heures  
C'est combien, un aller et retour?  
Je dois être dans un wagon non-fumeurs

### Question 3

Je suis malade. J'ai mal à la tête  
Qu'est-ce que je peux faire?  
Combien de temps je dois rester à la maison?  
Je veux retourner au lycée lundi parce que j'ai un examen

### Question 4

J'adore regarder le sport  
J'ai vu trois matchs cette année  
À ton avis, qui va gagner?  
Si on allait au cinéma après le match?

### Question 5

Je viens de commencer un nouveau travail  
Je travaille au supermarché, au rayon des légumes et des fruits  
J'ai besoin de travailler pour gagner de l'argent pour louer un appartement  
Mais j'ai un problème: je n'ai pas assez de temps pour étudier

## Listening Skills Examination

### General Comments

In general, candidates performed well in the Listening Skills section of the examination. When the context was familiar to candidates, the questions were well attempted, eg Question 2 and Question 8. Numbers and days of the week were well understood. When the context was unfamiliar to candidates, however, they would use one known word and build their own context from it, eg Question 3, the word architect was understood but the idea of *devenir* proved challenging for many.

Candidates also need to be aware that occasionally the order of questions may not necessarily follow the order of information given to them, eg in Question 11, the trip to Germany announcement came first, then the audience that should be interested in this announcement. However, in answering the question, part A was asking for the audience and part B was asking for the context of the announcement.

Candidates would benefit from practising various techniques used in answering open-ended questions. They should always write the overall idea first and then give examples and details. If making a judgement or making connections between points exist, they should make these explicit

eg in Question 13, the apartment was suitable because it had two bedrooms and therefore she could share it with her sister.

Candidates should be reminded to make full use of the notes column. In addition, the number of marks allocated to each question and the amount of space provided should be used as a guide for candidates so that they may provide more complete answers.

### **Specific Comments**

In Question 4, candidates were challenged by the words *les notes/faibles*, which prevented them from answering these questions correctly.

In Question 6, some candidates confused the family member with the activity columns.

In Question 7, many did not understand the difference between *fil*s and *fil*le.

In Question 11, *resteront* was confused with ‘restaurant’ and *célèbre* with celebrity.

In Question 13, candidates were challenged by some vocabulary which they found confusing eg *cinq minutes de marche* – many thought this referred to a market or shops.

## **Written Examination**

### **Section I – Reading Skills**

#### **General Comments**

Candidates were aware that the 5 questions in this section were mandatory and the performance of candidates across the whole paper was very pleasing. 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 outstanding. 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. Candidates should read consecutive questions before attempting to answer in order to avoid repetition, and they should realise that each question requires a specific answer. Candidates are strongly encouraged to re-read their answers to ensure clarity and avoid ambiguity. Candidates were able to show the full 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 and details required. Attention should be paid to the differentiation between singular and plural, genders and tenses in the texts as it can alter the meaning. Candidates should allocate time to critically proofread and edit their answers.

A majority of candidates showed a pleasing level of understanding in this section but a significant minority displayed a very limited understanding especially in the longer answers.

## Specific Comments

### Question 1

Candidates on the whole answered this question well. *Grandes lignes SNCF* was often missed, however, and *Guichets* was not well understood. Some candidates did not mention that the tickets available from the machine were train tickets.

### Question 2

Part (a) was generally well done. In part (b), candidates needed to be clear about the two choices available. Ambiguity needed to be avoided, eg ‘the centre of Perpignan’ is different from ‘the centre in Perpignan’. There was a general lack of knowledge of what Perpignan was and where it was and this caused errors - the address was given at the bottom of the advertisement and candidates should have therefore been able to identify that it was a town in France.

### Question 3

In part (a), many candidates misinterpreted the relationship between the star sign and the date. Candidates needed to be able to identify the reference to the ‘*signe de la semaine*’ to gain a mark. In part (b), *évitéz* was misunderstood and resulted in many wrong answers. To gain full marks in part (c), candidates needed to mention all details and not just give the general gist.

### Question 4

This question was generally well handled and the full range of marks was allocated. Some responses showed an understanding of the gist of the text but lacked details.

- (a) *vacances* was often misinterpreted as vaccines and *après* not always understood.
- (b) Some responses did not provide details of the memories. *Souvenirs* was sometimes considered as a cognate, *montrant* and *esprit pratique* not always understood.
- (c) Some responses misinterpreted *sourd* and *oreilles* and identified the tragedy as blindness and/or muteness. Some common vocabulary items, ie: *leur, fils, deux, depuis, naissance, avocat*, were sometimes not understood.
- (d) Better responses linked the chance meeting of an ear specialist on holiday to the child being cured and gave appropriate details. The whole range of marks was allocated.

### 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.

- (a) Was generally accurately answered, but a small number of candidates did not attempt it.
- (b) Was well answered but Olympia was often interpreted as Olympics.



- (c) Responses were of a good standard but the distinction between journalists was not always stated.
- (d) Was well answered in the majority of responses. *Façon* was sometimes misinterpreted.
- (e) Responses indicated an understanding that the whole text needed to be considered and that several reasons with specific details were required. The whole range of marks was allocated and some comprehensive and well-expressed answers were noted. Some responses were too succinct and/or tended to repeat answers to previous questions.

## Section II – Writing Skills

The standard of candidature continues to improve. The letter was the most popular question, followed to a lesser extent by the dialogue. A small number of candidates attempted the e-mail. Markers agreed that both the letter and the dialogue gave candidates the opportunity to demonstrate a wide variety of vocabulary and language structures. There were some excellent responses to all three questions with candidates using complex structures and idiomatic expressions.

Teachers need to ensure that candidates understand the different formats required for the letter, dialogue and e-mail. In addition, candidates need to mark quite clearly the number of the question they are attempting. Constant practice in writing 100-120 words within a time constraint is obviously beneficial. Candidates are encouraged to plan their response, preferably in French, as coherency and sequencing of information is important. It is unproductive to write much more than is required.

Candidates should be aware that copying multiple phrases or passages from the reading comprehensions will not gain them any marks. In addition, candidates should try not to repeat French language from the question but rephrase it in an original form. Please note also that e-mail signage is not appropriate and detracts from the language.

Use of tenses was again a problem for many candidates. The perfect tense, particularly *je suis allé* was often used incorrectly. Other grammatical inaccuracies included incorrect use of object pronouns, lack of prepositions (particularly after *aller*) and the use of *tu* and *vous*.

## Continuers

### Oral Examination

Markers continue to be impressed with the standard of responses in the speaking examination. There is a very pleasing level of preparation for this style of examination by candidates and their teachers, with very few candidates unable to give appropriate responses. Candidates show an increasing confidence in expressing comments and opinions. Many candidates have evidently had exposure to authentic spoken French. Better candidates were able to demonstrate a high level of fluency and the ability to manipulate the language to express their own ideas. The better candidates also demonstrated a knowledge of idiomatic language, as well as depth and sophistication in their responses. All candidates should be encouraged to practise expanding upon their answers and demonstrating a range of vocabulary and structures. In particular, it is advisable for candidates to have a range of adjectives with which they can articulate their preferences and reasons for these.

It is important to be aware that this examination is not a prepared monologue, but a conversation. Better candidates strike a balance between thorough preparation of appropriate words and phrases on expected topics and the need to provide spontaneous responses to a broader range of questions about their personal world. The ability to maintain a consistent level of language across a range of questions is a significant discriminator between stronger and weaker candidates.

Some weaker candidates were thrown by questions with an unfamiliar phrasing. It is therefore important that teachers expose candidates to a variety of ways of framing questions and that candidates are comfortable in having a question rephrased or repeated in French.

The mid-range candidates impressed markers with their ability to maintain a conversation, despite grammatical errors. Candidates are reminded to listen carefully to the question, especially for indications of tense. They should do more than just listen for key words, to ensure that they respond appropriately.

Candidates need to be aware that effective communication involves a range of skills, including attentive listening, grammatical accuracy, using a variety of vocabulary and structures, correct pronunciation and intonation, as well as fluency.

Candidates should demonstrate mastery of a range of tenses and modal verbs, as well as verb structures such as *jouer à* + sport, *jouer de* + instrument, *avoir* + age. It is essential that candidates be able to conjugate verbs in the present tense. Other common grammatical weaknesses included genders, use of pronouns (particularly possessive and disjunctive), reflexive verbs and the use of *être* in the past tense.

Candidates will benefit from ensuring correct pronunciation of commonly used words such as *dans*, *temps*, *accueil*, *j'étudie*, *les parents*, *meilleur*, *travail*, *semaine*, *aîné*, *à l'étranger*.

## Written Examination

### Section I – Listening and Responding

#### General Comments

In general, candidates were well prepared and demonstrated a thorough understanding of the syllabus topics in the examination. The more successful candidates were able to produce well-developed answers, including both 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 utilise effectively the time given after the second reading to write a well-structured answer. At the end of this section of the examination, candidates could spend a few extra minutes using their dictionaries to find or verify the meaning of any items of vocabulary which they do not know.

Candidates are also advised to reread their answers to make sure they make sense and actually answer the question asked. Candidates should refer to the mark weighting and use this as a guide to the depth and quality of their response. The lines on the page will give some indication of the length of the response required.

Candidates are reminded to write legibly and to answer in English, unless specifically directed to answer in French. Quotes from spoken texts in French should be accompanied by an English translation or paraphrase.

### **Specific Comments**

#### **Question 3**

Some responses showed a lack of understanding of the word *formation*.

#### **Question 4**

Candidates needed to state what the speakers' attitudes were and support these with examples.

#### **Question 6**

(a) Candidates had difficulty with: '*Dans 5 à 10 ans, il y aura 20% d'enfants obèses...*'

#### **Question 8**

Better responses stated what the event was, ie a car-free day, and used quotations from the text when referring to content and language. They included many details from both areas.

## **Section II – Reading and Responding**

### **Part A**

#### **General Comments**

The subject matter of the texts was within the general scope of the candidates' experiences. In Question 9, the issue of young media stars was topical as were the issues of child-raising and parenting in Question 10. Generally, Question 10 was more challenging. 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. Candidates should be familiar with basic linguistic techniques and stylistic devices (eg structure, content, vocabulary, punctuation, rhetoric, mood, attitude, exaggeration,) and their effects, purpose and use.

Better responses:

- Identified and reflected upon key words and issues in the questions
- Provided textual references in support of their answers
- Included translations or paraphrases of relevant quotations
- Were expressed with clarity
- Were written in clearly legible handwriting
- Reflected global comprehension of the passage and considered all parts of the question before attempting to answer any
- Thoroughly explained their interpretations rather than simply expecting examiners to fill in gaps or make assumptions
- Reflected clear understanding of common linguistic and stylistic devices and a correct grasp of the use /purpose of such devices as required within the set texts

## Specific Comments

### Question 9

Part (a) required candidates not only to identify the general purpose of the interview, but to differentiate between the reasons for interviewing Veronique and M. Tousson. To do this, candidates needed to identify clearly who the interviewees were. They should have read beyond the opening lines of the passage and jumped down to the first question that the journalist posed to M. Tousson. The type of question that part (a) is, serves as a reminder to candidates that it is often necessary to demonstrate a global understanding of the passage and that answers can be synthesised from information throughout the text. Relevant information for a particular answer may not necessarily appear in the passage in a chronological way.

*Poussé* was wrongly seen by a number of candidates as a noun in the passage, with a resultant odd translation. It should be noted that the English word *star* was a suitable rendition of the same French word and thus paraphrasing was unnecessary.

Part (b) was a very straight-forward question but required more detail than was included by some candidates. It was important to decide which of the many statements about Veronique's aspiring career really reflected her determination and which did not. The fact that she had a 'powerful voice', for example, was irrelevant, but the fact that she wanted 'to sing forever' was seen to be evidence of her determination. Better responses provided more than two or three pieces of evidence. Some candidates provided French quotations only as their evidence. Without an explanation in English, marks could not be awarded.

In part (c), candidates needed to explain the change in selection procedures, ie what used to happen as opposed to what happens now. The focus of the correct answer was on the process, not the stars as such. Better responses limited their answers to a correct rendition of the material in the text. Candidates are reminded not to introduce extraneous information drawn from their general knowledge. The mention of current Australian television programs was irrelevant, and often led candidates to make incorrect inferences. *Spectacle* was wrongly rendered by many candidates and *lui-même* was often not understood.

In part (d), candidates were required to conclude and state overtly, that technology is very important in the lives of young people. They then needed to support this claim with relevant information drawn from the text. Again, better responses were able to draw directly from the text, while weaker responses centred on general knowledge and personal opinions about technology. Vocabulary which caused problems included: *rendra légitime*, *revendiqueront*, *se montrer*, *un prolongement naturel*.

### Question 10

Part (a) when candidates are required to comment on some French text, they need to demonstrate their understanding of the text, often a translation is most effective.

Parts (c) and (d) were content-based questions, which required candidates to list detail directly from the passage. Most candidates who were able to translate the passage accurately, scored well on these parts.

Part (e) was more challenging and was not as well done by some candidates. In responding to this type of question, which required them to comment on *how successful* the author was in *arguing* his/her case, it was important for candidates to show that they could *identify* the author's case, as this would immediately help them to clarify the *author's purpose* in presenting the arguments in the way he/she did.

Many candidates were obviously well prepared by teachers to identify linguistic, punctuation and stylistic features. However, candidates need to be made aware that it was not enough to simply identify a linguistic or stylistic device on its own. It had to be related to the author's use or purpose and they needed to make an assessment of the success of the author's use of such devices. General comments, which were un-linked in any way to the passage, were not a meaningful response to the question.

'*moins l'enfant a connu.....*' this was often mistranslated as '*Less children have experienced /been exposed to parental authority*'... candidates are reminded of the need to carefully read all the various definitions of words in the dictionary, before settling on the most appropriate meaning.

Many candidates mis-identified the quoted questions '*où?*', '*avec qui?*', '*à quelle heure?*' as rhetorical questions - possibly because they were not answered in the text.

Candidates' responses were often too vague in part (e). Frequently, there was no real linking of comments to author's case, author's degree of success, or details of support in the text. In addition, there was some confusion in the identification of what was 'content' or 'structure'. Candidates are reminded that their analysis must always be clear and complete.

Many candidates identified the connection between the final two lines of the text and the *Marseillaise*. Very few explained the inclusion or linked this to the author's purpose.

## **Part B**

Most candidates in 2004 were effective in addressing the essential aspect of this question that requires candidates to identify and respond to information, comments or opinions in a given text.

In the best responses, candidates responded to the key issue of the relative merits of DVDs compared with the cinema and made reference to some of the other ideas referred to in the text. These ideas included the convenience, choice, advances in equipment as well as the leisure/lifestyle benefits associated with both DVDs and cinema. In addition, some attempt was made to address the final part of the text that posed the question of whether the cinema would ultimately disappear. As the question itself asked for the candidate's opinion, they could have agreed or disagreed with the ideas raised in the text.

Some candidates answered the question in a fairly formal way, discussing the ideas and arguing their viewpoint on a theoretical level. Others related it very much to their own personal experiences and discussed it on an anecdotal level. Both interpretations of the question were relevant provided candidates addressed the key issues. What differentiated the better responses was the ability of the candidates to use 'a variety of vocabulary and sentence structures' accurately.

Candidates also needed to use the text type that was required, a letter to a friend, and use appropriate letter conventions and register. Most candidates did this quite well, though the weaker responses had no consistency in the use of the *tu/vous* forms throughout their response. There was

evidence, however, that candidates had been well prepared in the introductions and conclusions to letters.

Some candidates relied too heavily on using large slabs of the text rather than paraphrasing it in some form. Others introduced irrelevant material on their favourite films to form the basis of their answer, rather than dealing with the issues in the article. Candidates are strongly advised not to write excessive amounts as they disadvantage themselves by exposing deficiencies in their language when the time would be better spent checking spelling, verb and adjectival endings and cross-referencing words and phrases they have selected from the dictionary.

The better responses used original arguments and complex sentences to advance their argument, were focussed in their responses, used a variety of tenses and demonstrated their extensive vocabulary. In these responses, candidates used authentic expressions convincingly, wrote in paragraphs and chose linking words effectively to vary their sentences and structure their ideas logically. Aspects of language that were particularly strong in 2004 were the use of the subjunctive, the conditional tense and expressions such as *après avoir*...

Those language aspects requiring greater attention, however, included gender, the present tense forms of verbs, adjectival agreements, the placement of pronoun objects and confusion of the infinitive/past participle forms of verbs. Relative pronouns in all their manifestations were poorly handled, including *qui/que, dont, le quel*. Prepositions need particular care, especially those that use *de* such as *près de* which require modifications of the subsequent definite article. Common mistakes were *à chez moi*; confusion of *savoir/connaître, venir/aller, vendre/acheter* and the use of *cher/chère* forms. There was some difficulty expressing the word for ‘about’ in French with candidates using *environ* as an all-purpose word even when it is obviously inappropriate in a particular context. Some candidates were unable to change an inversion form such as ‘*le cinéma va-t-il donc tout simplement disparaître?*’ into a statement and many omitted *que* after expressions such as *je crois, je sais, je pense, on dit*...

## Section III – Writing in French

### General Comments

The word-count was often disregarded. Candidates must be aware that responses of less than 100 words cannot adequately address the topic; and essays of 500-600 words often lack structure and cohesion. The rubric is clear: candidates are assessed on relevance, accuracy, variety and structure in a 100-150 word response to a question.

Candidates are advised to choose the question to which they feel they can best respond, but they must not try to manipulate the question to fit a pre-prepared but unsuitable answer. It is imperative that they plan their response specifically to the question asked, and not endeavour to incorporate chunks of irrelevant but trustworthy material. Also, lists of any sort are pointless: whether they consist of lists of popular activities, future plans or French tourist sites (especially when so often misspelt!), they are worthless unless validated by supplementary and original detail or description. Better responses always demonstrate a variety of sentence-structures, appropriate idioms and a range of vocabulary and tenses to show their facility with the language.

The dictionary is only useful if appropriately handled, and candidates must be cautioned because its use seemed worse than in previous years. Some candidates could not distinguish between a noun

and a verb; and far too many opted for the first ‘translation’ offered without double-checking the given meaning (hence for a resort *un recours* was a popular offering instead of *une station balnéaire!*). Using a dictionary is a two-step process; otherwise candidates are better off without it.

There are large numbers of outstanding writers of French among the candidature. Many have demonstrably studied hard and achieved an impressive level of expertise, showing few problems in using the subjunctive; pronouns; past, present, future and conditional tense-forms; authentic idioms; strong structure and sequencing of ideas .... However, common errors persist: tense-conjugations; subject-verb agreements; *si* clauses; genders; adjectival agreements; use of the definite and indefinite articles; confusion of singular with plural; Anglicisms; phonetic spelling of familiar words; time-clauses; ignorance of accents; mixing of *tu* and *vous* forms ... The error-lists are repeated every year, but sadly the simple mistakes continue to mar otherwise competent and entertaining scripts. *Quel dommage!*

## Specific Comments

### Question 12

Approximately five times more candidates chose Question (b) than Question (a). It was found that Question (b) attracted responses demonstrating more extensive knowledge of syntax and grammar (especially of tense manipulation), whilst responses to Question (a) more consistently included well-selected information relevant to the demands of the task. Both questions allowed candidates to incorporate a wide variety of ideas and experiences requiring creativity, general knowledge and cultural awareness as well as mastery of written French. This year the questions demanded skills in comparison, evaluation and justification of attitudes and ideas, which proved to be quite challenging for a significant minority of the candidature.

Yet again, many candidates did not address themselves directly to the questions asked, preferring to depend instead on often pre-learned or practised material that was tangential or irrelevant. Hence a ‘contribution to a brochure’ is not a letter to a friend; a ‘French holiday resort’ is not Paris, Nice, Nouméa, France or even Australia! Similarly a ‘student exchange in France’ ought to have taken place in France, not Switzerland, Belgium or Germany; and ‘outlining why you wish to stay’ should indicate plans to remain, or otherwise reluctance or resignation to the need to depart, not glee at the brief time remaining before normal life can be resumed at home.

For Question (a), responses were expected to conform to the positive style of a brochure, extolling the advantages of a holiday resort’s characteristics, features and activities. A criterion for many responses was the accurate use of imperatives: *Venez ...! Imaginez ...! Rêvez ...! Permettez-vous de ...!* The better responses offered a well-selected range of relevant features which were then described in some detail, often echoing the formulaic language-style of brochures and advertisements. Poorer responses simply listed strings of relevant clichés, extracted systematically from the dictionary. Even when these vocabulary-lists were correctly copied, such a technique demonstrated little linguistic expertise; such over-dependence on the dictionary – even to the exclusion of individual input -- should be avoided.

Question (b) required an overall sense of regret, sadness, reluctance or resignation to an imminent departure in order to score well. There was immense scope for candidates to develop a past history of happy times experienced so far during their exchange, along with future projects and anticipation of adventures to come if they succeed in staying for another year. Hence the entire gamut of tenses was available, and better responses were able to exploit this grammatical smorgasbord to great

advantage by providing several good, authentic reasons. However, too many candidates tended to use the question merely as a springboard to recount their time in France, making only token reference to their desire to stay on longer, and thereby failing to address the main point of the question.

### Question 13

Based on the candidates' responses to parts (a) or (b), the following general observations were made. Dictionary use is still improving. Idiomatic expressions were manipulated authentically by more able candidates, as were relative pronouns, conjunctions and the subjunctive tense. Humour was effectively used as well. The most impressive answers were by candidates who manipulated the language well within the parameters of the word limit.

Common errors included: the inconsistent use of *tu* and *vous* within the one response; the use of verbs as nouns; the construction of double verbs; the use of *que* and *qui*; the abbreviation of *qui* before a noun; the use of *de + les*; the use of pronoun objects and possessive pronouns; sentence structure; literal translations, eg *Tu es une perdante.*; and the gender of nouns.

Part (b) was completed by most candidates. There were many interpretations of the 'extreme fashion' aspect of the question including a significant majority not taking 'extreme' into consideration at all. The aspect of body decoration was only mentioned by a few. While some candidates tackled the genre with authenticity and flair, others wrote pieces which sounded more like letters or newspaper/magazine articles. When candidates could not draw from personal experience, imagining that they were someone else was valuable.

The less popular option was part (a). Candidates were more likely to be on task if they chose this question. Difficulty arose for a majority of candidates in the use of correct vocabulary. Continued work on how to begin and end speeches would significantly benefit candidates.

## Extension

### Oral Examination

#### General Comments

Many candidates handled this question well, demonstrating a high level of competence in French as well as formulating a well-structured and convincing argument.

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.

There was, however, a fairly high incidence of inaccuracies in language (gender, grammar, use of invented words) even amongst many fluent candidates, and in pronunciation of key words such as *règles* in Question 1, *symboles religieux*, *atteinte* in Question 2 and in Question 3 *s'adapter* and *universitaire*.



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. The small number of candidates who went 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 1 and Question 3 which prompted pre-learned speeches on the marginalised, the unemployed, the status of women and religious groups. Candidates who regurgitated pre-learned and irrelevant material only barely tying it in to the topic in their conclusion did themselves a disservice.

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 an in-depth knowledge of the issues and use examples from a variety of sources to back their argument. They should conclude with an appropriate summary, rather than just restating the question.

### **Specific Comments**

#### **Question 1**

Many candidates treated this question on a rather superficial level, mainly referring to rules in society, eg road rules (speeding/alcohol), school rules etc. citing a lot of examples without necessarily going into depth or drawing conclusions. Others spoke in very general terms about belonging to a group (friends/school/unemployed).

#### **Question 2**

A number of candidates used this topic as a springboard to launch a general discussion on racism and therefore failed to address the question adequately. Some candidates tended to relate the question to the crises in the Middle East, to Islam or the September 11 attacks. The most successful candidates were able to expand on the notion of secularism in French society and the notion of individual freedom.

#### **Question 3**

Many candidates tended to focus either on ‘Coping with Change’ or the importance of having a university degree, instead of addressing the question, which required them to compare both. A number of candidates turned this question solely into a general debate on the relevance of education in our society and some only equated the changes in society with the increasing importance of information technology. Correctly translating the noun ‘change/s’ into French proved challenging for many candidates.

## Written Examination

### Section I – Response to Prescribed Text

#### Part A

##### General Comments

The film analysis section for both films allowed candidates to demonstrate their understanding of the issues and themes and their familiarity with the overall content of the films. It is important to address the requirements of questions, as in both films a number of candidates gave general answers without referring to the given scene. In general, there was a thorough understanding of the characters and their personalities as revealed through the film, with candidates offering perceptive interpretations and analysis. Again it must be stressed to candidates to read the questions thoroughly, to ensure they have covered all aspects needed. Candidates are reminded that it is important to refer to given quotes in terms of style, content, analysis and supporting ideas. Similarly, in the last question candidates had to analyse not only a number of scenes in the film but also the given scene in relation to a specified issue and theme. The most able candidates were able to draw a wide range of references throughout the film in a coherent, logical manner, to support their ideas and justify their analysis.

#### Part B

##### General Comments

Candidates generally demonstrated insight into what the task required and were able to respond both characters in the context of the quote and the question.

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 the conversation. An ‘understanding’ meant an understanding of the facts of the film that relate to the moment of the conversation, and the events that the characters had experienced up to that moment, that were relevant to the imagined conversation.

At a higher level, a ‘perceptive and sensitive understanding’ meant an understanding of the feelings and psyche of the character in the conversation, demonstrating insights into that character’s perception of and reaction to the events that had led to this conversation. In the better responses, candidates were consistent with the psyche and world-view of that character as portrayed in the film. In other words they were able to become the believable voice of that character in the context of the question. This required an authentic and creative manipulation of language in order to meet the requirements of the task.

Candidates demonstrated originality and flair by being creative in revealing and being true to the character’s perceptions of their situation at that moment. Such a conversation illuminated what has actually happened and the characters themselves. Therefore adding entirely new events which have not occurred in the film rarely afforded an opportunity to demonstrate a comprehensive understanding. A perceptive understanding was also demonstrated through consistency in the conversation with the events of the film, taking into account what has already occurred before the moment of the conversation and what has yet to occur. Thus a perceptive response remained true to

those events and did not refer to them before they had actually happened in the story, the latter point being particularly relevant to the *Au revoir les enfants* task.

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

### Specific Comments

#### Question 1

- (a) In this question it was necessary to identify the appropriate cultural reference and to link this with the communal aspect of the activity of making *aioli*. Candidates were given credit for acknowledging that Marius was now regarded as an integral part of the Estaque community. Note: *Aioli* is a popular dish enjoyed by all people of southern France and is not restricted to the working class only.
- (b) This question was well handled by the majority of candidates. Most were able to describe each personality by referring to the language given in the scene. Some candidates misinterpreted Dédé as only being ‘mean’ or Justin as only being ‘powerful’. Such answers were not adequate as no explanation was given to support these claims. In some instances, only two characters were analysed, Marius being the character most frequently left out.
- (c) It was necessary to address the points of view of both Magali and Jeannette with respect to the change in their relationship, as well as use the given quotes to justify the ideas presented. It was also necessary to allude to their former closeness to explain how and why the relationship had changed.
- (d) Candidates seemed to find this question more difficult and few discussed the use of humour. There was a general tendency to cite incidents of humour from the scene without explaining its use, function or purpose in the scene. Some candidates misread the light-hearted banter amongst the characters as far more serious than its intention, trying to fit it into the three major themes when this was not necessarily the case. This then led them to deviate from the requirements of the question.
- (e) There was enough choice of scenes for most candidates to gain some marks. However, candidates are reminded to read the question carefully as some did not adequately deal with the given scene. The aspect of belonging was more fully dealt with than alienation on the whole. All the relevant scenes needed to be linked to the issue of food and drink as required by the question. In the best responses, candidates demonstrated both breadth and depth of understanding of the issue of food and drink. There were many relevant scenes which candidates could choose, such as Ramadan, Caroline & Justin sharing meals, the restaurant, Jeannette goes to Marius with Martini, breakfast at Jeannette’s and Marius’ absence, drinking in the bar, Marius’ drunkenness and many more. On the whole, this question was pleasingly managed.

#### Question 2

Implicit in the question was the need to incorporate into the conversation what Marius’s recent behaviour had been and his explanation for these actions. Most candidates mentioned that Marius had walked away from his relationship with Jeannette and from her children. Many mentioned that

he had been drinking again and some were able to weave in that Jeannette was already aware of this fact. They also incorporated that he was drunk at that moment as result of the session with Justin and Dédé and that it was through the actions of these two friends that Marius has been reunited with her. It was not, as some candidates implied, that he had decided to come back of his own accord.

Most candidates had Marius explain that fear was the main reason for his leaving them. Not all, however, tied this correctly to his always wondering if Malek and Magali would be safe, and that his primary fear was of losing again children he loved. In quite a number of responses Marius recounted in full the story of the accident whereas others allowed Jeannette to say that she already knew something of his secret and therefore she did not require the full story from him.

Better responses captured the notion from the quote that Marius would always be afraid but that he was now ready to take the risk. The more sensitive and perceptive responses captured his suffering in being consumed with guilt about his family and his awareness of the hurt he had caused Jeannette. Other references were to his anxieties when the children had been climbing on the machines during *cimenterie* lunch, his fear that Magali and Malek would not return after leaving in the mornings, and his thoughts the last time he was with them at the beach. Some also incorporated his recent connections with the children, for example at the market with Magali and going through lessons with Malek.

Many of those who wrote with flair and originality managed to write believably in the conversational style of both Marius and Jeannette, as it would be at this particular loving moment of being reunited. Weaker responses used trite, overly sentimental lines, as per the soap opera genre, which were far from the understated declarations that Marius in particular would make. Some excellent responses portrayed a Marius who was at last expressing his feelings and yet was still struggling with this, still grappling with fear and guilt, even though there is a happy ending. Some also portrayed an angry, defensive generalisation of Jeannette, a Jeannette familiar to us in other contexts, but which would not be appropriate to the mood set in this final scene: she now knows something about his tragedy, so would not be harshly accusatory or defensive in her usual way. Some very sensitive responses carried through some of the playful, loving humour between the two in the scene from which the quote was taken. As Jeannette's voice, many of the more perceptive candidates evoked her feelings upon being abandoned for the third time and why she had taken up smoking again. Some candidates incorporated the circumstances outside the bedroom, with Justin and Dédé bellowing *On vous aime* to Caroline and Monique, as well as having Jeannette say how the children will feel about Marius's return.

Some candidates cleverly conveyed two ironies in the story: that Marius was afraid of losing his new family and yet it was through his own actions that he almost lost them forever, and secondly that drinking was the cause of the tragedy in his life, and yet it is because of drinking that they are now back together.

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

### **Specific Comments**

#### **Question 3**

- (a) This question was generally well handled. However, some candidates only treated one aspect of the significance, which was insufficient for 2 marks. Marks were awarded for an

understanding of the idea uniting all the college, regardless of status, and for illustrating an understanding of the theme of liberty/freedom, and of the Chaplin film mirroring the same needs in the Jewish boys. Answers which were able to explain comprehensively the fact that the film had been banned by the Nazis and yet was shown by Père Jean were also rewarded.

- (b) All three characters' personalities had to be individually discussed in the light of Joseph's stealing. Some candidates mistakenly wrote about Joseph's personality and could not be awarded marks for this. Some also combined Julien and François as a single analysis, while it was necessary to highlight their differences and not just their common characteristics: eg Julien's selfish naivety, compared with François' selfish cynicism. The description of Père Jean's personality was generally well handled by the majority of candidates.
- (c) The change in the relationship between Julien and Bonnet needed to reflect both boys' changes as well as how the relationship had changed from what it had been previously. Many candidates managed to achieve this. However, some candidates only analysed the change from either Julien's point of view (or, more rarely, Bonnet's), which was insufficient. Some candidates neglected to look at the actual language used in the quotes, to show the increased trust, familiarity and depth of friendship between the boys.
- (d) Candidates found it difficult to comment on why and how the humour was used in this scene. They were able to find instances of humour, but did not adequately explain the function/use/purpose of humour. For example the humorous exchange between Bonnet and Julien about having/not having a cook, and the mother cooking or not, was a chance to highlight social and class differences between the boys, and yet they accepted one another despite these differences. Candidates needed to understand that the humour of the Chaplin film was used as a device to contrast with the melancholic reality of war torn France, and as a means of uniting the college in a shared moment of happiness.
- (e) Better responses referred to the given scene in considerable detail, as well as making numerous references to other sections of the film relating to the theme of food and drink and the issue of belonging versus alienation. More able candidates linked the sharing of food in this scene to Père Jean's sermon. They drew the analogy of Jean's new belonging to the community through Julien's acceptance and sharing, to Père Jean's urging his congregation not to alienate those in need, whilst arrogantly enjoying their privileges. Some candidates used the example of spiritual food, ie communion, to illustrate the theme of belonging versus alienation. In the best responses, candidates demonstrated both breadth and depth of understanding of the issue of food and drink. There were many relevant scenes which candidates could choose, such as: the restaurant, the infirmary scene, the refectory scene, the black marketeering of the food, the kitchen scene of Madame Perrin drinking, and many more. On the whole, this question was quite pleasingly done.

#### Question 4

Most candidates were aware that the task required Julien to persuade his mother to invite Bonnet to lunch at the restaurant. Such persuasion would therefore imply that the mother did not immediately agree to his request. As the conversation was just after his scuffle with Jean, many responses had the mother firstly ask for an explanation of the fight in light of his request. The more perceptive responses were able to take on the voice of Julien as well as the mother, conveying a relationship consistent with the one portrayed in the film. Sensitive responses were able to adopt the good natured and affectionate tone Julien adopts with his dotting, protective, sometimes empty headed

mother, and still captured the occasional gentle mockery in his humour. Less perceptive responses gave a most unsympathetic portrayal of Julien as an overtly rude, disrespectful boy patronising a totally arrogant, stupid and unyielding woman.

Some candidates found it a challenge to incorporate appropriate facts from the film and yet not have Julien reveal to his mother that he was convinced Jean was a Jew. Handling the context without revealing facts that come out later at the restaurant proved difficult for others. Those who wrote with creativity and flair were able to show that Julien did not want his mother to know Jean was a Jew and did not want her to know the full facts about their dangerous plight in the forest. They were, however, able to have Julien mention certain elements and embroider or cover up others so that he could achieve his aim of having Jean go with them for a good meal. There were some facts which were later revealed in the restaurant that Julien could believably weave in, but only if this were subtly handled, for example that Jean came from Marseilles and the mother thinking Jean's name was Gillet. At the restaurant the mother says to François that their father could not attend, so it is conceivable that she might have already told Julien this fact in this imagined conversation. Some more creative responses exploited this notion by having Julien say that they could use his father's allowance of meal tickets to pay for Jean's meal.

In their role as Julien, some of the facts that candidates commonly used as persuasion and that also demonstrated a comprehensive understanding of the text were: Jean Bonnet was Julien's friend, he was good at his studies, maths in particular, was a reader like him, an excellent pianist, unlike him, and Jean's family had not been able to visit. More sensitive responses were able to capture Julien's respect for and fascination with Jean, and his guilt at not always being friendly to him and that others had been mean to him. As further persuasion to his mother, they had Julien use Père Jean's request to be kind to his new friend, as well as refer to the standard of the food at the school.

Some common resistance lines given to the mother were to say she would prefer to have her two boys to herself at lunch, to ask about why Jean's parents were not there and to question the appropriateness of Jean's attire for the restaurant. This allowed stronger candidates a chance to have Julien cover or embroider the facts or divert the conversation. François's preoccupation with girls was used well as an ending, as Julien was sent off by his mother to drag him away.

## **Section II – Writing in French**

### **General Comments**

Better responses demonstrated an ability to present and develop a structured, coherent argument, supported by relevant material and/or examples. 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. Better responses made use of appropriate and varied vocabulary, were grammatically accurate and demonstrated mastery of a wide range of expressions and sentence structures.

Candidates should be made aware of the danger of reproducing slabs of pre-learned material unrelated or tenuously related to the topic they are attempting. They should make sure that supporting material is relevant to the chosen topic. Unduly long responses do not attract higher marks, and candidates should not waste precious examination time producing such responses.

## **Specific Comments**

Responses were spread fairly evenly across Questions 5 and 6. Better responses respected the format of the questions and used correct text type conventions for writing a letter or an article for a school magazine. The letter format was more difficult to adhere to since a letter to a magazine does not follow usual letter conventions. Some responses tended to follow conventions for public speaking rather than letter writing.

In general, Question 6 was more conducive to better responses than Question 5 by allowing candidates to give more substantial answers. In Question 5, some candidates experienced difficulties in demonstrating breadth and depth in their use of supporting material without moving away from the question's parameters and included references to unemployment, exclusion, terrorism or other topical issues concerning the future of young Australians.

In Question 6, better responses concentrated on children's adaptation to changes in family structure and demonstrated a deeper understanding of issues at hand.

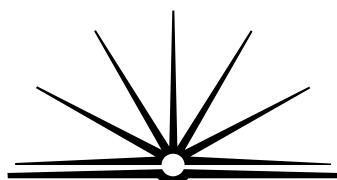
# French Beginners

## 2004 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
<b>Speaking Skills Examination</b>			
<b>Situations</b>			
1	3	Social interaction	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	Leisure activities	H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7
5	5	Personal identification	H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7
<b>Listening Skills Examination</b>			
1	1	Travel and tourism — answering machine message	H3.1, H3.3
2	1	Shops and services — radio advertisement	H3.1
3	2	Personal identification — conversation	H3.1, H3.3
4	2	Social interaction — telephone conversation	H3.1, H3.3
5	1	Personal identification — guessing game	H3.1
6	2	Leisure activities — dialogue	H3.1, H3.3
7	2	Shops and services — dialogue	H3.1, H3.3
8	3	Leisure activities — radio advertisement	H3.1, H3.3
9	1	Travel and tourism — conversation	H3.1
10	3	Shops and services — dialogue	H3.1, H3.3
11 (a)	1	Travel and tourism — announcement	H3.1, H3.3
11 (b)	3	Travel and tourism — announcement	H3.1, H3.3
12 (a)	1	Leisure activities — conversation	H3.1, H3.3
12 (b)	3	Leisure activities — conversation	H3.1, H3.3
13	4	Personal identification — telephone conversation	H3.1, H3.3
14	5	Social interaction — conversation	H3.1, H3.2, H3.3



Question	Marks	Content	Syllabus outcomes
<b>Written Examination</b>			
<b>Section I — Reading Skills</b>			
1 (a)	1	Consumer technology — notice	H3.1, H3.3
1 (b)	2	Consumer technology — notice	H3.1, H3.3
2 (a)	1	Current issues — webpage	H3.1
2 (b)	2	Current issues — webpage	H3.1, H3.3
2 (c)	2	Current issues — webpage	H3.1, H3.3
3 (a)	1	Lifestyles — horoscope	H3.1, H3.3
3 (b)	2	Lifestyles — horoscope	H3.1, H3.3
3 (c)	3	Lifestyles — horoscope	H3.1
4 (a)	1	Sport and leisure — narrative	H3.1, H3.3
4 (b)	2	Sport and leisure — narrative	H3.1, H3.3
4 (c)	2	Sport and leisure — narrative	H3.1, H3.3
4 (d)	4	Sport and leisure — narrative	H3.1
5 (a)	1	Popular entertainment — letter	H3.1
5 (b)	1	Popular entertainment — letter	H3.1, H3.3
5 (c)	2	Popular entertainment — letter	H3.1, H3.3
5 (d)	3	Popular entertainment — letter	H3.1, H3.3
5 (e)	5	Popular entertainment — letter	H3.1, H3.2, H3.3
<b>Written Examination</b>			
<b>Section II — Writing Skills</b>			
5	10	Travelling — letter	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8
7	10	Family and friends — dialogue	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8
8	10	Social interaction — email and message	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8



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

## 2004 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

Criteria	Marks
<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

Criteria	Marks
<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**

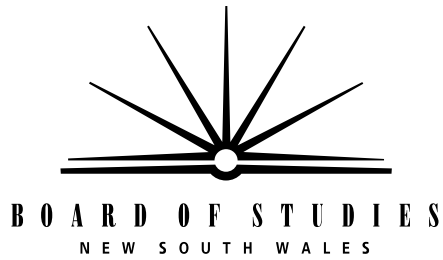
<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Uses French effectively to convey the meaning of the cues</li><li>• Demonstrates control of complex French structures</li></ul>	4
<ul style="list-style-type: none"><li>• Uses French appropriately to convey the meaning of most of the 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



## 2004 HSC French Beginners Marking Guidelines — Listening Skills

### Question 1

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

#### MARKING GUIDELINES

Criteria	Marks
• Explains how to get to the cinema	1

### Question 2

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• (B)	1

### Question 3

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

#### MARKING GUIDELINES

Criteria	Marks
• Identifies most details about Richard	2
• Identifies some details about Richard	1

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

Criteria	Marks
• Identifies most information in the telephone message	2
• Identifies some information in the telephone message	1

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

Criteria	Marks
• (D)	1

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

Criteria	Marks
• Explains comprehensively how the family prepares for the event	2
• Explains partially how the family prepares for the event	1

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

Criteria	Marks
• Explains comprehensively why the appointment needs to be on Friday	2
• Explains partially why the appointment needs to be on Friday	1

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

Criteria	Marks
• Identifies comprehensively what can be found at this website	3
• Identifies partially what can be found at this website	2
• Identifies ONE thing that can be found at this website	1

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

<b>Criteria</b>	<b>Marks</b>
• (A)	1

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

<b>Criteria</b>	<b>Marks</b>
• Gives a comprehensive explanation of what the friends are complaining about	3
• Gives a partial explanation of what the friends are complaining about	2
• Provides some detail of what the friends are complaining about	1

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

<b>Criteria</b>	<b>Marks</b>
• Identifies the target audience	1

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

<b>Criteria</b>	<b>Marks</b>
• Explains what is being announced with most relevant detail	3
• Explains with some relevant detail what is being announced	2
• Provides some detail about what is being announced	1

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

<b>Criteria</b>	<b>Marks</b>
• Correctly identifies the student's library card number	1

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

<b>Criteria</b>	<b>Marks</b>
• Gives a comprehensive explanation of why the student has phoned the library	3
• Gives a partial explanation of why the student has phoned the library	2
• Identifies some relevant details of why the student has phoned the library	1

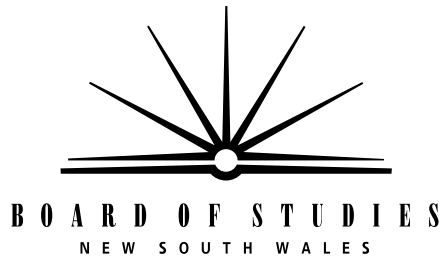
**Question 13***Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Explains comprehensively why the apartment is suitable	4
• Explains with relevant detail why the apartment is suitable	2–3
• Gives one reason why the apartment is suitable	1

**Question 14***Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Explains comprehensively why Françoise thinks her father is unfair	5
• Explains adequately why Françoise thinks her father is unfair	3–4
• Provides some detail about why Françoise thinks her father is unfair	1–2





## 2004 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 what is available from this machine	1

#### Question 1 (b)

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

#### MARKING GUIDELINES

Criteria	Marks
• Identifies what you are advised to do if there is a problem, with most relevant detail	2
• Identifies what you are advised to do if there is a problem, with some relevant detail	1

#### Question 2 (a)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• (D)	1

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

<b>Criteria</b>	<b>Marks</b>
• Identifies the two choices offered by the CFEE	2
• Identifies one choice offered by the CFEE	1

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

<b>Criteria</b>	<b>Marks</b>
• Identifies substantially the advantages offered by Perpignan	2
• Identifies partially the advantages offered by Perpignan	1

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

<b>Criteria</b>	<b>Marks</b>
• Identifies the reason why Aries is featured in the article	1

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

<b>Criteria</b>	<b>Marks</b>
• Identifies what Aries readers are advised to do	2
• Identifies some details about what Aries readers are advised to do	1

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

<b>Criteria</b>	<b>Marks</b>
• Explains comprehensively how this week will be better	3
• Partially explains how this week will be better	2
• Identifies some relevant information	1

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

<b>Criteria</b>	<b>Marks</b>
• Identifies the reason why the doctor was in Vietnam	1

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

<b>Criteria</b>	<b>Marks</b>
• Identifies with most detail what the doctor wished to share with his wife	2
• Identifies with some detail what the doctor wished to share with his wife	1

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

<b>Criteria</b>	<b>Marks</b>
• Identifies with most detail the tragedy that had occurred in his friends' family	2
• Identifies with some detail the tragedy that occurred in his friends' family	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates an excellent understanding of the text by explaining the link between it and the title	4
• Demonstrates a good understanding of the text by explaining the link between it and the title	3
• Demonstrates some understanding of the text by explaining the link between it and the title	2
• Explains one relevant aspect of the title	1

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

Criteria	Marks
• (C)	1

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

Criteria	Marks
• Describes the event which caused the Italian public to take an interest in Gianmarco Testa	1

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

Criteria	Marks
• Describes comprehensively what different journalists find in his songs	2
• Provides some detail about what different journalists find in his songs	1

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

Criteria	Marks
• Explains comprehensively why he continues working in his old job	3
• Explains well why he continues working in his old job	2
• Provides some detail about why he continues working in his old job	1

**Question 5 (e)***Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates an excellent understanding of why Sylvain wrote the letter	5
• Demonstrates a good understanding of why Sylvain wrote the letter	3–4
• Demonstrates some understanding of why Sylvain wrote the letter	2
• Identifies some relevant information	1

## Section II — Writing Skills

### Questions 6–8

*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

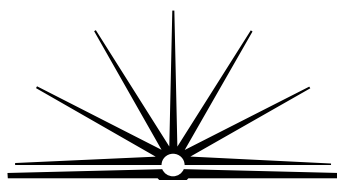
# French Continuers

## 2004 HSC Examination Mapping Grid

Question	Marks	Content	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	1	Arts and entertainment — phone message	H3.1
2	2	Leisure and interests — conversation	H3.1
3	3	The world of work — announcement	H3.1
4	3	Daily life and lifestyles — conversation	H3.1
5	4	Current issues — news item	H3.1
6 (a)	2	Daily life and lifestyles — interview	H3.1
6 (b)	4	Daily life and lifestyles — interview	H3.1, H3.2
7	1	Arts and entertainment — conversation	H3.1
8	5	Current issues — advertisement	H3.1, H3.2
<b>Written Examination</b>			
<b>Section II — Reading and Responding</b>			
<b>Part A</b>			
9 (a)	2	Leisure and interest — interview	H3.1
9 (b)	2	Leisure and interest — interview	H3.1
9 (c)	2	Leisure and interest — interview	H3.1
9 (d)	4	Leisure and interest — interview	H3.1, H3.2
10 (a)	2	Current issues – article	H3.1
10 (b)	1	Current issues – article	H3.1
10 (c)	3	Current issues – article	H3.1, H3.2
10 (d)	3	Current issues – article	H3.1, H3.2
10 (e)	6	Current issues – article	H3.1, H3.2

Question	Marks	Content	Syllabus outcomes
<b>Written Examination</b>			
<b>Section II — Reading and Responding</b>			
<b>Part B</b>			
11	15	Arts and entertainment – newspaper item	H1.2, H1.3, H2.1, H2.3, H3.1
<b>Written Examination</b>			
<b>Section III — Writing in French</b>			
12 (a)	6	Travel and tourism – description	H2.1, H2.2, H2.3
12 (b)	6	Personal identity – email	H2.1, H2.2, H2.3
13 (a)	9	School life and aspirations – text of speech	H2.1, H2.2, H2.3
13 (b)	9	Current issues – diary entry	H2.1, H2.2, H2.3





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

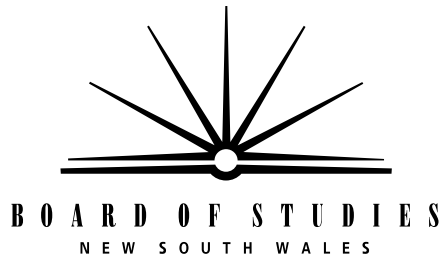
## **2004 HSC French Continuers Marking Guidelines — Oral Examination**

### **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 comments</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 comments</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



## 2004 HSC French Continuers Marking Guidelines — Written Examination

### Section I — Listening and Responding

#### Question 1

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Provides all details	1

#### Question 2

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of why Benjamin is unhappy	2
• Identifies some relevant information	1

#### Question 3

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of the advantages of the work being advertised	3
• Identifies some advantages of the work being advertised	1–2

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a good understanding of the difference between the two speakers' attitudes towards children	3
• Demonstrates some understanding of the speakers' attitudes	1–2

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a comprehensive understanding of the improved features of the SACD	4
• Demonstrates some understanding of the improved features of the SACD	2–3
• Provides one relevant detail	1

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

<b>Criteria</b>	<b>Marks</b>
• Provides all relevant details	2
• Identifies some relevant details	1

**Question 6 (b)***Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Describes all solutions proposed and how they are to be implemented	4
• Describes most of the solutions proposed and how they are to be implemented	3
• Describes some of the solutions proposed	1–2

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

<b>Criteria</b>	<b>Marks</b>
• (D)	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a perceptive understanding of the use of content and language to promote the event	5
• Demonstrates a good understanding of the use of content and/or language used to promote the event	3–4
• Identifies some aspects of the language or content used to promote the event	1–2

## Section II — Reading and Responding

### Part A

#### Question 9 (a)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Explains the different reasons for interviewing Véronique and Mme Tousson	2
• Gives some explanation of the reasons for interviewing Véronique and Mme Tousson	1

#### Question 9 (b)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Gives comprehensive evidence of Véronique's determination to succeed	2
• Gives some evidence of Véronique's determination to succeed	1

#### Question 9 (c)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Identifies accurately the nature of the change in the selection process	2
• Identifies one aspect of the change in the selection process	1

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

<b>Criteria</b>	<b>Marks</b>
• Explains comprehensively the importance of technology in the lives of young people	4
• Explains aspects of the importance of technology in the lives of young people	3
• Identifies some relevant information	1–2

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates an understanding of the appropriateness of the title	2
• Demonstrates an understanding of the title	1

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

<b>Criteria</b>	<b>Marks</b>
• (B)	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates comprehensive understanding of what recent surveys indicate about trends in parenting	3
• Demonstrates some understanding of what recent surveys indicate about trends in parenting	1–2

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a comprehensive understanding of the causes of young people's behaviour	3
• Demonstrates some understanding of young people's behaviour	1–2

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates perceptively how structure, content and language are used to achieve the writer's purpose	6
• Demonstrates good understanding of how structure, content and/or language are used to achieve the writer's purpose	4–5
• Demonstrates some understanding of how the writer's purpose is achieved	2–3
• Identifies some relevant information	1

**Section II — Reading and Responding  
Part B****Question 11***Outcomes assessed: H1.2, H1.3, H2.1, H2.3, H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
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<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 the 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 12

*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 13

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

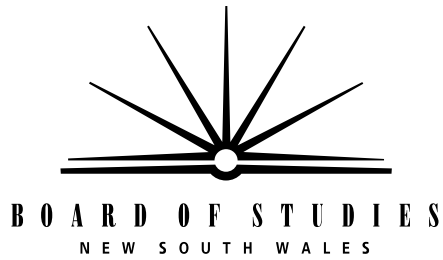
#### MARKING GUIDELINES

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

# French Extension

## 2004 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
<b>Oral Examination</b>			
1	5	Belonging versus alienation — monologue	H1.1, H1.2
2	5	Tolerance of difference — monologue	H1.1, H1.2
3	5	Coping with change — monologue	H1.1, H1.2
<b>Written Examination</b>			
<b>Section I — Response to Prescribed Text</b>			
<b>Part A</b>			
1 (a)	2	<i>Marius et Jeannette</i>	H2.2, H2.3
1 (b)	3	<i>Marius et Jeannette</i>	H2.1, H2.2
1 (c)	2	<i>Marius et Jeannette</i>	H2.1, H2.2, H2.3
1 (d)	3	<i>Marius et Jeannette</i>	H2.1, H2.3
1 (e)	5	<i>Marius et Jeannette</i>	H2.1, H2.2, H2.3
3 (a)	2	<i>Au revoir les enfants</i>	H2.2, H2.3
3 (b)	3	<i>Au revoir les enfants</i>	H2.1, H2.2
3 (c)	2	<i>Au revoir les enfants</i>	H2.1, H2.2, H2.3
3 (d)	3	<i>Au revoir les enfants</i>	H2.1, H2.3
3 (e)	5	<i>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	10	<i>Marius et Jeannette</i> — conversation	H2.1
4	10	<i>Au revoir les enfants</i> — conversation	H2.1
<b>Written Examination</b>			
<b>Section II — Writing in French</b>			
5	15	Coping with change — letter	H1.1, H1.2
6	15	Coping with change — article	H1.1, H1.2



## **2004 HSC French Extension Marking Guidelines — Written Examination**

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

#### **Question 1 (a)**

*Outcomes assessed: H2.2 H2.3*

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a comprehensive understanding of the cultural and social significance of the preparation of aïoli in this scene	2
• Demonstrates some understanding of the cultural and social significance of the preparation of aïoli in this scene	1

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

<b>Criteria</b>	<b>Marks</b>
• Shows a good understanding of how the comments of Dédé, Marius and Justin reflect aspects of their character in this scene	3
• Shows some understanding of how the comments of Dédé, Marius and Justin reflect aspects of their character in this scene	2
• Gives some isolated relevant points of how the comments of Dédé, Marius and Justin reflect aspects of their character in this scene	1

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

<b>Criteria</b>	<b>Marks</b>
• Identifies effectively the change in relationship which is occurring from the viewpoint of both Jeannette and Magali	2
• Identifies some elements of the change in relationship which is occurring from the viewpoint of both Jeannette and Magali	1

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

<b>Criteria</b>	<b>Marks</b>
• Comprehensively discusses the use of humour with supporting evidence	3
• Shows some understanding of the use of humour with some supporting evidence	2
• Identifies some relevant points about the use of humour	1

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

<b>Criteria</b>	<b>Marks</b>
• Identifies appropriate scenes and links them effectively to the issue of belonging and alienation	5
• Identifies appropriate scenes and links them to some extent to the issue of belonging and alienation	3–4
• Identifies one or more scenes with minimal linking to the issue of belonging and alienation	1–2

**Section I — Response to Prescribed Text: *Au revoir les enfants***  
**Part A****Question 3 (a)***Outcomes assessed: H2.2, H2.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a comprehensive understanding of the social and/or dramatic significance of the screening of the film in this scene	2
• Demonstrates some understanding of the cultural and social significance of the screening of the film in this scene	1

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

<b>Criteria</b>	<b>Marks</b>
• Shows a good understanding of how the comments of Julien, François and Père Jean reflect aspects of their character in this scene	3
• Shows some understanding of how the comments of Julien, François and Père Jean reflect aspects of their character in this scene	2
• Gives some isolated relevant points of how the comments of Julien, François and Père Jean reflect aspects of their character in this scene	1

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

<b>Criteria</b>	<b>Marks</b>
• Identifies effectively how the remarks of both characters reveal a change in their relationship	2
• Identifies how the remarks of either of the characters reveal a change in the relationship	1

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

<b>Criteria</b>	<b>Marks</b>
• Comprehensively discusses the use of humour with supporting evidence	3
• Shows some understanding of the use of humour with some supporting evidence	2
• Identifies some relevant points about the use of humour	1

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

<b>Criteria</b>	<b>Marks</b>
• Identifies appropriate scenes and links them effectively to the issue of belonging and alienation	5
• Identifies appropriate scenes and links them to some extent to the issue of belonging and alienation	3–4
• Identifies one or more scenes with minimal linking to the issue of belonging and alienation	1–2



## 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

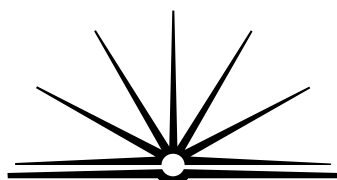
## Section II — Writing in French

### 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



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

## **2004 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