

**2005 HSC Notes from
the Marking Centre
French**

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Published by Board of Studies NSW
GPO Box 5300
Sydney 2001
Australia

Tel: (02) 9367 8111

Fax: (02) 9367 8484

Internet: <http://www.boardofstudies.nsw.edu.au>

ISBN 1741473667

2006060

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2005 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 2005 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.

This document should be read along with the relevant syllabus, the 2005 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 2005, approximately 466 candidates attempted the French Beginners examination, 871 attempted the French Continuers examination and 193 attempted the French Extension examination.

Beginners

Speaking Skills Examination

General Comments

Responses that communicated clearly the meaning of the cues, using a good range of accurate and authentic language with an even flow, were those which achieved the best marks.

Variety of language was important. This related particularly to open-ended questions where candidates needed to use a range of responses expressed in full sentences or clauses. Better candidates did not repeat the same language and expressed the cues in full, including all ideas. Words were sometimes omitted, for example ‘near’ in Question 3 line 3 and ‘really’ in Question 5 line 3. In Question 4 line 2 ‘directions’ implied more than one direction. Responses were enhanced by paying careful attention to the introductory line of the cue, which defined the situation, and by communication that was logical and appropriate to it. In Question 4 line 2 the ‘directions’ and in line 3 ‘what else’ needed to relate to the library context. In Question 3 line 2 the room was to be defined by at least two suitable criteria, for example *une chambre à deux lits avec douche*.

It is important that the Teacher/Examiner read and implement the *Rules Governing the Conduct of the Speaking Skills Examination*, noting in particular Rule 14. Long pauses between questions or lines constitute extra preparation time and are penalised.

The following strategies played a significant part in good responses: the appropriate use of *tu* and *vous*, correct pronunciation of key basic words, for example *lait, litre, Europe, je préfère*, avoidance of *faux amis* such as *travailler* for travel, deciding whether the cue is a statement or a question as in Question 2 line 2, and the correct and appropriate use of tenses of verbs, for example *j’étudie* or *j’ai étudié*.

Listening Skills Examination

General Comments

Better responses included as much detail as possible in their answers. The number of marks allocated to each question, as well as the amount of space provided, can be used by candidates as a

guide to the amount of detail and the level of the response required. Some candidates showed gaps in their knowledge of numbers, days of the week and directions, for example *tout droit* as opposed to *à droite*. Full use was made of the notes column.

Specific Comments

Question 2

Some responses did not include the qualifiers *avant la fin du mois d'octobre*.

Question 3

Mistakes were made when converting the 24 hour clock to the 12 hour system.

Question 5

Deux and *douze* were often confused.

Question 7

Many candidates did not completely answer the question: reference to the holiday work was missed.

Question 8

Appareil photo was often understood as photographs rather than camera.

Question 10

Bateau was often misunderstood. Better responses addressed the question rather than just listing information heard and gave the reasons why school students would find Thierry's speech interesting.

Question 12

Better responses covered the difference of opinion between the two speakers and gave equal weight to both opinions, and did not just give one side of the argument.

Question 13

Better responses gave the problem and the possible improvement, whereas weaker responses just gave information about the problem.

Written Examination

Section I – Reading Skills

General Comments

In this section, candidates needed to demonstrate both an understanding of the gist of the reading passages and an ability to identify main points and detailed information.

Candidates are advised to read carefully the title, the passage, including any final address or information not included in the body of the text, and all parts of the question before starting to write their answers. The best responses showed candidates' global understanding and expressed the concepts required rather than just translating isolated words; they also showed appropriate organisation of ideas for each response. The simple exercise of underlining or noting the key words in each question will assist many candidates to bring precision to their answers, both in gist and in detail. In order to avoid repetition in responses, candidates are urged to read consecutive parts of each question before writing an answer. By reading through each response candidates can check that they have provided a full and detailed answer rather than a series of unconnected words.

Only a minority of candidates showed scant understanding of the texts in this section.

Specific Comments

Question 1

Most candidates showed an understanding of the gist of the text. Some candidates would have performed better if they had included more detail. *Travaux, fermée, pendant, renouveler* were often misunderstood while *entraînement* and *la période des fêtes* were often misinterpreted.

Question 2

Better responses provided all details pertaining to each question. In (a), many responses did not provide all the details of the location of the café. *Marché aux Puces* and *magasins* proved difficult for some. Candidates needed to show some understanding of terms such as *Gare du Nord* or *Marché aux Puces*. Generally (b) was well answered, although *meilleur, équipé, vos comptes* and *en ligne* were often omitted. In (c), many candidates were able to include the idea of accommodation, transport and cut-price tickets but were unable to understand *demande des renseignements* and *renseigner*. Many responses misinterpreted the café as a travel agency.

Question 3

In (a), some responses showed confusion about the identity of *Jeunes*, interpreting this as the name of a person. A number of candidates were able to give good detailed answers to (b). In (c), some candidates did not provide adequate detail to explain Nathalie's preferences. Candidates needed to elaborate in this style of question, giving as much detail and as many examples as possible. Some candidates misunderstood *gagner de l'argent* in the context of this question and *à l'étranger* was often interpreted as a stranger. *Rencontrer des gens* was well understood.

Question 4

(a) and (b) were well answered, although *gagner un voyage* and *usine* were not always understood. The majority of the responses to (c) were correct. The sections of the text relevant to (d) were generally well understood. Some candidates, however, understood the options offered to Juliette but failed to provide enough details to gain full marks. Some candidates gave only one or two minor details as their response to (e), which required candidates to have a very thorough global understanding of the information in both letters. They then needed to infer positive qualities that an employer would find in Juliette. Better responses provided outstanding analysis of the qualities, based on evidence in the text of what Monsieur Migeot would appreciate.

Section II – Writing Skills

General Comments

Better responses showed evidence of planning, using a wide variety of accurate language structures, tenses and vocabulary. Candidates should be aware that copying phrases or passages from other sections of the examination paper detracts from their response. Correct usage of verbs and tenses was a problem for some candidates. Other grammatical inaccuracies included confusion between *est-ce que* and *qu'est-ce que*, incorrect use of the possessive adjective, uncertainty about the use of *tu* and *vous*, and the construction of sentences using French words in English word order. Candidates are reminded to write clearly the number of the question they are attempting.

Specific Comments

Question 5 – Letter

This was the most popular question.

Question 6 – Dialogue

Better responses provided an authentic and creative exchange between the host mother and the candidate.

Question 7 – Email and Message

Better responses were those that were more creative.

Continuers

Oral Examination

On the whole, candidates were extremely well prepared and the majority was able to provide appropriate and relevant responses. The best responses showed evidence of great depth and sophistication, with candidates able to express their opinions fluently and authentically. Better responses manipulated the language and used idiomatic expressions appropriately. Ideas were generally expressed with a great deal of confidence and with correct intonation and pronunciation. The best responses used complex grammatical and linguistic structures competently and consistently and there was richness in vocabulary and expressions used.

Some responses, where language skills were clearly of a high standard, lacked the necessary depth, breadth and sophistication in ideas to achieve the best possible result. In the better responses, it was evident, not only that candidates had prepared syllabus topics well, but that they had also listened carefully to the specifics of the questions asked. Rather than just picking up on and responding to a key word, they answered that specific question, and then elaborated on their initial response. Candidates may ask for clarification if they are unsure of the detail of the question asked: embarking on a monologue that is irrelevant does not enhance performance. While some questions initially required a yes/no answer, most candidates were able to develop their responses further, to ensure they demonstrated their linguistic competence. On the whole, candidates were able to respond consistently well to a broad range of topics about their personal world.

Common grammatical inaccuracies weakened some responses. These involved the use of *beaucoup de*, gender of nouns, possessive pronouns, prepositions, particularly in reference to countries, cities and time, *avoir* to express age, conjugation of *aller*, *être* and *avoir*, *jouer à* with a sport, the *après avoir/être* construction. Correct pronunciation of commonly used phrases such as *temps libre*, *j'étudie*, *dans*, *jeunes* would also have enhanced some responses.

Written Examination

Section I – Listening and Responding

General Comments

Generally candidates showed thorough preparation and a good understanding of the syllabus topics treated in the examination. The better responses provided full and detailed answers including both general and specific aspects of the texts.

Candidates are advised to make full use of the Candidates Notes column to write thorough notes during the first reading, to which they can refer during the second reading to help write a well-structured answer. This enables effective use of dictionaries when checking answers after the CD has finished. Candidates can complete their answers to the Listening section before moving on to the rest of the Written examination.

Candidates are also reminded to re-read their answers to ensure they make sense and actually answer the question. Candidates should refer to the mark weighting and use this as a guide to the length, detail and depth of their answer. Candidates should listen carefully to the information contained in each item and include only information from the text in their answer.

Candidates are reminded to write legibly and to answer in English unless specifically directed to answer in French. Any quotations in French should be accompanied by an English translation or paraphrase.

Specific Comments

Question 2

(b) Weaker responses showed a lack of understanding of *SNCF* and *Auberges de Jeunesse*.

Question 3

(a) Some candidates had difficulty with *ne partiront pas maintenant avant 19 heures*.

Question 5

Better responses restricted themselves to Guillaume and Sandrine's opinions rather than giving their own general comments on personal trainers.

Question 6

Better responses demonstrated an understanding that the advertisement was targeting young scientists and were able to include details of what they would be required to do.

Question 7

Some candidates misinterpreted the question and treated it by looking only at the language used and did not refer to the purpose of the announcement. Others had difficulty with *faux amis*, *lecture*, *exposition* and *spectacle*.

Section II – Reading and Responding

Part A

General Comments

It is important that candidates read the questions very carefully and fully consider the implications of each one. Candidates are advised to consult their dictionaries if unsure of the precise meaning of key pieces of vocabulary, and to use them with great care and precision when determining the correct and full meaning of French text. Candidates should be familiar with basic linguistic techniques and be able to explain their effect with reference to the text. It is also very important that candidates read over their answers to ensure they make sense, that they have included all relevant information, and of course addressed the question. Better responses provided textual references to support their answers, including relevant translations or paraphrases.

Question 10

In (a), candidates were required to explain why the ‘super-detectives’ were described as *faiseurs de miracles*. It was not enough just to translate the French into ‘miracle workers’ as this did not explain why they were described that way. Better responses gave the idea that the ‘super-detectives’ were able to find a solution to a crime using weak evidence and were also able to give a concrete example of how this was done. Some responses showed an understanding of the idea that the ‘super-detectives’ were able to find a solution to some problem, and gave a precise example or expressed the idea that they only needed a weak clue to do this. However, in weaker responses there was no identification of the fact that the weak clues were used to solve a crime or achieve a conviction.

In (b) candidates were required to answer in terms of both academic qualities and personal qualities. When discussing the academic qualities, the better responses took one of two approaches. Some spoke of qualifications, mentioning the need for a basic science degree plus all three specialisations. Others extrapolated the qualities from the text, writing in terms of forensic scientists needing the ability to analyse things scientifically or do academic research. It was not sufficient to simply list the professions. In terms of personal qualities, the best responses were able to list accurately at least three personal qualities. The translation of the expression *la volonté d’aller à fond de ses recherches* proved challenging for some candidates. It was surprising that a number of candidates were not able to correctly translate the word *droit*.

The next part proved far more challenging. In (c), candidates could say whether they thought it appropriate or inappropriate, but then needed to substantiate their point of view. The best responses explained, in a sophisticated way, the allusion to a restaurant menu and/or the idea that, as ‘the career of the day’, the job of forensic scientist is just a current fad. Generally candidates understood the idea that the popularity of this career comes from its representation on TV and that the article was saying that TV does not represent the reality of this career. Some candidates also discussed the way in which TV glamorises the career. Many candidates made reference to and explained various linguistic elements of the title, including the use of a rhetorical question, ellipsis, and the way in

which it set the tone of the article. It is important, however, that any discussion of linguistic devices include an explanation of the effect of the device in the passage. The very best responses displayed an impressive understanding of the nuances of the language, as well as of the content of the text.

Question 11

Generally, this question was more challenging. In (a), most candidates were able to translate accurately from the passage. However, better responses also successfully explained the significance of technology as a catalyst to worrying changes in candidate behaviour. Some words were misinterpreted quite frequently. Some candidates mistranslated *ce désintérêt total menace* as ‘total menace’ because they failed to notice that *total* is an adjective referring to *désintérêt* and not to the verb *menace*. *Se préoccuper* was seen as ‘preoccupied with’, and the use of the reflexive verb was not taken into account. In the phrase *changements de comportement choquants*, it was not always taken into account that *choquants* is a plural adjective and refers to *changements*. Some candidates mistranslated this as ‘shocking behaviour’.

In (b), better responses gave more than just a competent translation of the text. The question required candidates to make a reference that correctly identified the nature of M. Fabius’ attitude to how candidates were using technology. This attitude was more negative than positive. A pleasing number of candidates identified this balanced or conditionally negative attitude. From *comme les jeunes sont impatientes*, some candidates inferred incorrectly that technology was causing young people to become impatient: their impatience is not a result of technology.

In (c), a generic statement which defined the general use of suspension points in written text was not a meaningful response to the question, unless it was linked to their use in this specific text. A pleasing number of candidates identified and commented upon the irony of the situation: M. Fabius’ sense of despair or frustration and the on-going, unresolved nature of the situation.

The more challenging (d) was not well done by many candidates. Better responses made several points clearly and offered strong supportive evidence from the passage. It was obvious that most candidates had been well prepared in identifying linguistic features or devices. However, candidates are reminded that it is not enough to simply identify a linguistic device. It must be related to the purpose of the question, in this case, how M. Fabius used language to defend his decision to ban headphones from schools. Many candidates simply listed such devices as alliteration, rhetorical questions, exclamations and hyperbole without referring to the text or commenting on how the use of this language was applied in the passage.

Part B

General Comments

The majority of candidates were able to identify the key ideas and information in the text and a significant number responded in an appropriate and effective manner. In the best responses, candidates addressed the main points, writing an on-line job application in response to an advertisement on the Web for a seasonal job in France that involved working with the young children of hotel guests.

Candidates needed to use the text type that was required, namely a personal profile, and use an appropriate register. The better responses were written in more formal language, for example using *vous* throughout the response, avoiding the usage of slang and incorporating any formulaic expressions appropriately. Some candidates would have benefited from less reliance on formulaic vocabulary and structures found in their dictionary and a more appropriate incorporation of just a

few of these expressions into their response. Some candidates relied too heavily on copying whole sentences from the dictionary.

Some candidates would have responded more successfully had they developed the relevant information in the set text. They needed to recount in some depth past experience in working with children rather than, for example, describing in general their work experience in a lawyer's office or their part-time job in a supermarket. Some responses would have been more appropriate had the key ideas and information in the set text been developed instead of adding irrelevant or less relevant points and detail. Some candidates wrote in too much detail about their skills and experience as a skier instead of focusing on past experience working with young children. Few candidates exploited the opportunity to write about talents they had that would be relevant to a summer job. Some better responses developed the theme of past experience working with children, rather than briefly mentioning babysitting or referring to a fondness for children in general.

A significant number of candidates were able to use their dictionaries correctly. Better responses were characterised by creativity in the development of relevant points as well as the use of a variety of complex and authentic structures. In these answers candidates used some sophisticated expressions convincingly, wrote in paragraphs, and demonstrated the effective use of linking words. The conditional and future tenses, expressions using *après avoir*, the use of *en* with the present participle, and more unusual linking words such as *étant donné que*, were some of the elements of language which were well done.

Some language aspects that were not so well handled included agreement of adjectives, gender of nouns, the present tense, the infinitive, past participles, relative pronouns and prepositions. Common mistakes were *cher/chère*, confusion between noun and adjective, such as *patience* for *patient(e)* and the use of English syntax, such as *appliquer* and *application* for 'apply' and 'application'. Other common errors included an inability to use the correct tense with *pour* and *depuis*, the incorrect use of *environ*, poor usage of relative pronouns, and the failure to use *que* after *je pense/crois*. Some responses could have been improved through the correct use of the dictionary: there were a number of inaccuracies in vocabulary usage as well as anglicisms. In weaker responses, candidates used inappropriate colloquial words such as *boulot* and *vachement* and were unable to sustain the use of *vous* throughout their response. Some responses could have been improved had they addressed *Marie Martin* correctly in the introduction and concluded appropriately.

Candidates are strongly advised to give some time to checking such elements as spelling, verb tenses, gender of nouns and adjectival endings in their answers. Their responses would also benefit from improved cross-referencing of words, phrases and sentences that they have found in the dictionary. A few candidates would also have benefited from a greater exposure to a wide variety of text types and the key words and expressions that characterise such texts.

Section III – Writing in French

General Comments

The word count was more strictly adhered to than in the past. While candidates must continue to be aware that responses of less than 100 words cannot adequately address the topic, essays of 500-600 words are not appropriate. Candidates should have acquired an idea of the appropriate length of a response so their time should not be wasted counting words. The rubric is clearly stated: candidates are assessed on relevance, accuracy, variety and structure and sequence.

Candidates are advised to select the question for which they feel best prepared, but those who attempted to manipulate the question to fit a pre-prepared but unsuitable answer were not among the best responses. Better responses were planned specifically to address the question asked, and did not insert chunks of irrelevant, rote-learned material that did not fit the topic. Also, padding such as lists of any sort served no purpose: whether they were lists of friends, leisure activities, famous actors or tourist sites, they did not enhance the response unless validated by supplementary, original detail or description. Better responses demonstrated a mastery of a variety of sentence structures, appropriate idioms and a range of vocabulary and tenses.

The dictionary is only useful if appropriately handled, and frequently its use seemed as poor as in previous years. Some candidates did not distinguish between a noun and a verb, by using for example *je scie* for ‘I saw’. Far too many opted for the first translation offered without double-checking the given meaning; for example the notion of picking a person up from somewhere was translated by such verbs as *raccrocher*, *ramasser*, *relever*, *remettre*, *soulever*, *recupérer* and *prendre*, instead of the straightforward *chercher quelqu’un*. Using a dictionary must be understood to be a two-step process and thus a time-consuming exercise. Unless candidates take that time, they are often better off not using a dictionary.

The common grammatical errors persisted in such areas as mixing of *tu* and *vous* forms, genders, adjectival agreements, tense conjugations, subject verb agreements, *si* clauses, use of the definite and indefinite articles, confusion of singular with plural, anglicisms, phonetic spelling of familiar words, time-clauses, ignorance of accents.

Many candidates have achieved an impressive level of expertise, proving their mastery of the subjunctive, past, present, future and conditional verb forms, adjectives and adverbs, pronouns, authentic idioms, the structuring and sequencing of ideas. This improving trend, established partly through candidates recognising the need for diligent, careful proof-reading of their writing, is to be applauded. *Vive l’amélioration!*

Specific Comments

Question 13

More candidates chose (a) than (b). The task in (b) seemed to attract creative responses demonstrating more extensive knowledge of syntax and grammar, especially of tense manipulation, whilst responses to (a) generally included more practical, transactional information relevant to the demands of the task. Both questions allowed candidates to incorporate a wide variety of ideas and experiences requiring imagination, general knowledge and cultural awareness as well as control of written French. The questions this year demanded skills in conveying specific information as well as evaluation and justification of intentions, attitudes and ideas, which proved to be quite challenging for a significant minority of the candidature.

Again, many candidates regurgitated pre-learned or practised material that was tangential or simply irrelevant to the task.

For (a), responses were expected to acknowledge, explicitly or implicitly, the fact that the note was to the host mother. It was anticipated that candidates would imagine themselves to be on exchange in France, or at least away from home. They would use a more respectful, courteous tone, that might be absent from a note to one’s own mother, and perhaps even use *vous* instead of *tu*. A deferential or appreciative tone was especially intrinsic to the request for a lift home: stronger responses conveyed their diffidence or gratitude in asking such a favour of the host mother; many responses left out this aspect of the question altogether or handled it poorly.

A reaction to a recent experience was required in (b). Better responses conveyed a realistic, credible sense of lively enthusiasm towards a performance just seen, with often a sophisticated and detailed appreciation of their perceptions of the production as a whole, its staging and characterisation. However, a number of candidates used the question merely as a springboard to recount elements of a film or novel, often to a friend in Australia instead of a French penfriend, making only token reference to the theatrical performance and thereby not addressing the demands of the question.

Question 14

Most candidates chose (a). Those who attempted (b) persuaded effectively, manipulating tenses and structures to meet the specific requirements of the task. Both questions allowed for creative responses where candidates were able to use a variety of ideas, vocabulary and tenses to reflect in (a) and to persuade in (b).

Some candidates did not address all aspects of the question. A number of candidates read 'letter' and had prepared introductions which were irrelevant to the question at hand. Not only does this waste time and attract no marks, but it is time not spent on proofreading the relevant information in the script, thus leading to errors. These include such mistakes as writing *mais* instead of *mes*, *et* instead of *est*, *ce* instead of *se* and vice versa.

In (a) the question required the writer and sibling to have differing natures and abilities. In light of this, their parents did not treat them in the same way. While some candidates addressed their differing natures and abilities implicitly, others did so explicitly and yet others did not touch on the differences at all. The latter candidates were penalised, as they did not address the question adequately.

There were errors in syntax, for example *regarder après moi*. There were also instances of inappropriate use, and in some cases overuse, of the subjunctive. Responses were mostly written in the right genre and authentically. The idiom popular amongst young French people today was well manipulated.

Extension

Oral Examination

General Comments

The majority of candidates handled the question well, demonstrating a high level of competence in French as well as presenting a well-structured and convincing argument. In the most successful responses candidates presented relevant and varied examples to support their point of view, addressed the topic, communicated effectively with a high level of fluency, demonstrated grammatical accuracy and used a variety of vocabulary and sentence structures. They structured their arguments clearly and provided an introduction and conclusion instead of simply repeating the question. They stated clearly the stance they were taking very early on. Whilst developing their argument, they used several relevant illustrations in order to lend variety, sophistication and depth to the presentation.

Inaccuracies in language tended to occur in the words contained in the questions. For instance, there were frequent errors in the pronunciation of *société*, *pays*, *enrichi*, *cultures*, *les émigrés*, and *les*

jeunes adultes. There were also gender related inaccuracies on *le mode de vie*, *le racisme* and *le riche mélange*.

Most candidates were able to speak for approximately two minutes on each question, which was sufficient to meet the requirements of the task. Those who chose to speak for longer tended to repeat their main points, thus detracting from the logic and persuasion of their arguments. Only a very small number of candidates fell short of the recommended length for the monologues and thus presented underdeveloped arguments.

The candidates who relied heavily on the insertion of pre-learned material tended to lose the thread of their argument and stray from the topic.

Reading the question aloud before starting the monologue is unnecessary.

Specific Comments

Question 1

This prompted many responses on gender inequality, the marginalised and the unemployed. The majority of candidates who chose this question contrasted evidence of wealth versus poverty. Some focused on historical background. Others debated gender inequality or the differences in public and private education systems. In a few weaker responses it was clear that the expression *sans classe* has been misunderstood as meaning ‘classy’ or ‘chic’ and this led to very superficial arguments.

Question 2

This gave rise to ideas on tolerance of difference and racism. A number of candidates did not focus on the key words *mode de vie*, *enrichi* and *cultures*. Instead they gave exposés on the integration of immigrants, racism, discrimination and unemployment. Better responses were able to refute the generalisation contained in *tous les pays*. Some candidates simply listed aspects of multiculturalism to illustrate the idea of enrichment without expanding on the actual benefits.

Question 3

This question was on the whole well addressed, with most responses hinging on issues of generational conflict, assertiveness, work aspirations and educational opportunities. Weaker responses tended to focus either on the future or on exclusion and did not have enough depth to illustrate their stance on those two key ideas.

Written Examination

Section I – Response to Prescribed Text

Part A

General Comments

It is most important to address the requirements of questions: in both films a number of candidates gave general answers without referring to specific examples from the film to support and justify their answers. In general, there was a thorough understanding of the characters, their personalities and their behaviour as revealed through the film, with many candidates able to offer perceptive

interpretations and analyses. However, it is stressed that candidates need to read the questions thoroughly to ensure they have covered all aspects of the question. The weighting for each question gives an indication of the amount of depth and detail required in a response. Candidates are reminded that when quotations appear in a question they should show they have understood these by either paraphrasing or translating them.

In the last question candidates had to analyse a number of scenes in the film in relation to a specified issue and theme with reference to two characters. General references without reference to the specified issues linked to the characters did not adequately address the question. In the best responses, candidates drew on a wide range of moments throughout the film in a coherent, logical manner to support their ideas and justify their analysis.

In both films candidates performed better in (d) and (e), where they could display their general knowledge and understanding of the film, than on the questions requiring precise references and explanations.

Candidates are urged to write their ideas legibly.

Specific Comments

Marius et Jeannette

Question 1

In (a) it was necessary to refer to the given quotation in the immediate context, showing understanding, as well as the significance, of the time of its being said. It was not sufficient to refer to Monique and Dédé's previous quarrels about strikes or that he wanted to show his love for her. Responses needed to show an understanding that Dédé mentioned strikes to cajole Monique to let him back into the house, as he was drunk and she had told him to sober up.

Many candidates did not handle (b) accurately. They frequently misinterpreted the quotation as referring to the car accident when Marius' wife and children died. Although Jeannette had just been told of their deaths she did not know the cause or the circumstances of the accident. Better responses recognised that Jeannette was referring to her own situation, the loss of her father and Malek's father in accidents, about which Marius knew, and that she was seeking reassurance. It was possible to mention only that Jeannette was seeking reassurance for their future relationship to gain a mark.

In (c) it was necessary to show how effective the use of a narrator was by referring to the closure that the narrator gives and the use of irony to highlight that, despite the apparent 'fairytale' ending, life was still difficult for the characters. Examples to support these points were rewarded. It was also possible to gain credit by referring to technique such as the iris effect or the setting or framing, as long as this was linked to the effectiveness of the narration. The dedication to the workers through the narration was an important point to show understanding of the director's intention. However, merely including it as a quotation in French without explaining its meaning and significance was insufficient.

Generally (d) was quite well answered. There was a tendency to say what Marius became without clearly explaining what he had been like at the start of the film, thus not clarifying the change in him. Many responses included relevant examples of scenes that illustrated Marius' successful integration into the community as a means of supporting their points of view.

(e) was answered well and allowed candidates to show their understanding of the issues in the film in relation to the question. It was necessary to link relevant scenes to the issue of coping with change in relation to fear and anxiety. Candidates who only made reference to two or three scenes could not gain full marks. It was acceptable to show that there were instances where Jeannette and Marius were able to cope with change, despite the potential fear or anxiety these instances may have caused. There were many relevant scenes used as illustrations of fear and anxiety affecting Marius and Jeannette's ability to cope. On the whole this question was done well. In order to get full marks candidates needed to supply adequate details to substantiate their ideas rather than fleetingly refer to a scene.

Question 3

Au revoir les enfants

Most candidates answered (a) correctly.

Many candidates misunderstood the given quotation in (b) and thought that it referred to Julien wanting to become a priest and to Joseph saying he should not think of becoming one. Full marks were awarded to responses that showed an understanding that Joseph was criticising Julien for his 'holier than thou', moralistic reaction, as Joseph understood the double standards involved in his dismissal and Julien's equal guilt in the black marketeering. Where criticism of Julien's moralistic reaction was not recognised, it was possible to gain one mark for saying that Joseph felt justified about his behaviour, because Julien and others were just as involved as he was in the black market and yet they went comparatively unpunished.

In (c) it was necessary to show how effective the use of a narrator was by referring to the closure the narrator gives, leaving no doubt about what happened, as it was based on fact and reality. It was also necessary to show understanding that the narrator was in fact the director portrayed through the character of Julien, and his narration personalised the content, powerfully drawing in the viewer. Candidates could refer to the technique of the slow zoom-in on to Julien's face adding to the personalising of the narration. Better responses explained that the narration served effectively as a homage or memorial to those friends, and all others such as Père Jean, lost in the war — and thus explained the reason for the making of the film 40 years later. It was possible to gain one or two marks by mentioning only one or two uses of the narration and its/their effectiveness.

Candidates answered (d) quite well. Most candidates explained Julien's change and found supporting scenes to illustrate the differences in his behaviour with explanation.

In (e), it was necessary to link all the relevant scenes to the issue of coping with change. Candidates who only made reference to two or three scenes could not gain full marks. It was acceptable to show that there were instances where Bonnet was able to cope with change despite the potential fear or anxiety these instances may have caused as long as these examples were explained in terms of coping or not coping with change. Candidates needed to elaborate on their ideas with supporting examples to justify their points of view. Sweeping generalisations without reference to actual scenes that show change were not sufficient.

Part B

General Comments

Candidates were assessed on how well they demonstrated an understanding of the prescribed text and how well they wrote in French in the context of 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, if relevant to the imagined conversation.

In the better responses, candidates were confident with the psyche and world-view of each character as portrayed in the film. In other words, they were able to become the believable voice of each character in the context of the question. This required an authentic and creative manipulation of language.

Better responses were creative in revealing and being true to the characters' perceptions of their situation at that moment. 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.

Specific Comments

Question 2

Marius et Jeannette

The question quoted the end of Magali's conversation with Jeannette in which she tells her mother about her plans to go to Paris to study journalism. Candidates needed to show an understanding of the entire conversation that had taken place, and the circumstances of it, in order to respond adequately to the question. Most were able to show that they had a good grasp of these two issues, although some responses indicated that candidates were too focused on Jeannette's anger rather than on her anxiety and concern for Magali. Candidates were able to write a totally imaginary conversation or make judicious use of the very short conversation that does in fact occur in the film between Marius and Magali on this subject.

Better responses were able to capture the 'voice' of each character. Good responses demonstrated a sensitive understanding of Magali's determination to go to Paris coupled with her wish not to cause pain or heartache to her mother, whom she loves. Such responses showed an understanding that Magali was disappointed about her mother's lack of enthusiasm for her plans but no longer angry with her.

Weaker responses were less authentic in the voices of the characters: Marius spoke too much and in a manner that was too high-flown to be true to the way he is portrayed in the film. Some candidates also had him speaking in too familiar a way with Magali for example *ma belle, ma chérie*, which is inappropriate at this stage of their knowledge of each other. He would also not be making extravagant commitments to Magali about looking after her mother and Malek. Some candidates unsuccessfully sought to incorporate the market conversation or quoted directly from the lunch at the *cimenterie*. Both of these were clumsy and showed a lack of sensitivity to the chronology of the film. It was also important for the reference to Rose to be dealt with in a sensitive manner and to be developed in a way that showed a perceptive understanding of Jeannette's anxieties about her. Merely quoting *elle n'a pas beaucoup d'épines* did not demonstrate an understanding of the implications of Jeannette's words.

The language used had to be appropriate to the actual voices of the characters, remaining true to the diction of the characters. It was also not appropriate for candidates to use a string of idiomatic expressions, perhaps learned by heart, which were irrelevant to the question, implausible and lacking authenticity when placed in the mouths of the characters.

Question 4

Au revoir les enfants

Most candidates were aware that the task required the conversation to include a justification on the part of Père Jean of the games in the woods and of the benefits he saw resulting from them. It was also generally understood that the conversation probably took place in the courtyard after the chapel service, and immediately prior to the meal in the restaurant. Some candidates wrote a telephone conversation between Père Jean and Mme Quentin, in which he notifies her of what has taken place, immediately after the events occurred. Within the context of the question, this was seen as a legitimate way of addressing the requirements of the task.

Sensitive responses showed a very perceptive understanding of the voices and motivations of both characters. Good responses showed sensitivity to Père Jean's 'gravitas' and to the calm and measured way in which he speaks. Mme Quentin, on the other hand, was portrayed in the most perceptive responses as being very focused on the well-being of her son, tending towards an over-reaction to the dangers to which he was exposed. The very best responses captured authentically her 'machine-gun' style of delivery and her fairly superficial concern for the general welfare of all the boys. Pertinent references to other parts of the film were also a feature of the best responses: Père Jean's sermon, his lecture to the boys after the black market incident, which was a way of indicating his beliefs and value system. The reference *Pensez qu'il y a des gens qui sont plus malheureux que vous* had to be smoothly incorporated to really add authenticity to the response. Equally, references made by Mme Quentin, such as to the danger of being exposed to the German soldiers, the possibility of *une cinquantaine de sangliers*, when used smoothly and in her voice, were a feature of better and more perceptive responses.

Weaker responses were not true to voice: in some cases Père Jean capitulated to Mme Quentin and became subservient to her wish to have the games discontinued; Mme Quentin was concerned about the general welfare of all the boys and instructed the priest on how he should run the school. Neither of these indicates a comprehensive understanding of these characters or the film. Likewise, Père Jean's motives for having the games, and continuing to have them, were sometimes misunderstood.

Section II – Writing in French

General Comments

The better responses presented and developed a sophisticated, coherent argument, discussion or explanation. They were written effectively and perceptively for a specific audience, purpose and context, and demonstrated breadth and depth in the treatment of relevant ideas, with a high level of grammatical accuracy, and breadth and sophistication in vocabulary and sentence structure. Lateral thinking and the use of comparative and contrasting discussion skills were also evident in the better responses.

Candidates are advised to take adequate time to analyse the set topic to ensure they are addressing all aspects of the question, and that the illustrations they choose to support their argument are indeed relevant to the question. Sometimes material that had been prepared on a topic and inserted into the response was only tenuously related to the question being discussed.

Unduly long responses did not necessarily attract higher marks. In some longer responses the same ideas were repeated and just differently expressed, which diminished the effectiveness of the argument.

In a substantial number of responses there were frequent errors in the basics of French grammar, which in turn impeded the flow and clarity of the argument. Some candidates experienced difficulties in differentiating between informal and formal terms of address.

Specific Comments

Question 5

Better responses included references to current social controversies and concerns surrounding the lack of males in primary teaching.

Question 6

This was overwhelmingly the more popular choice. Some responses were not written in the format of a speech, and did not include the appropriate conventions for opening and closing. Better responses made use of relevant and varied rhetorical devices, adding a perceptive element to their discussions.

French Extension

2005 HSC Examination Mapping Grid

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

French Continuers

2005 HSC Examination Mapping Grid

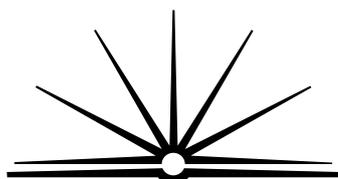
Question	Marks	Content	Syllabus outcomes
Oral Examination			
	20	Conversation — covering student's personal world	H1.1, H1.2, H1.3, H1.4, H2.1, H2.3
Written Examination			
Section I — Listening and Responding			
1 (a)	1	Daily life and lifestyles — phone message	H3.1
1 (b)	1	Daily life and lifestyles — phone message	H3.1
2 (a)	1	The young person's world — conversation	H3.1
2 (b)	2	The young person's world — conversation	H3.1
3 (a)	1	Travel and tourism — announcement	H3.1
3 (b)	2	Travel and tourism — announcement	H3.1
4	1	Current issues — news item	H3.1
5	3	Relationships — conversation	H3.1
6	3	Current issues — announcement	H3.1
7	3	School life and aspirations — announcement	H3.1, H3.2
8	2	Personal identity — interview	H3.1, H3.2
9	5	Daily life and lifestyles — advertisement	H3.1, H3.2
Written Examination			
Section II — Reading and Responding			
Part A			
10 (a)	2	The world of work — article	H3.1
10 (b)	3	The world of work — article	H3.1
10 (c)	5	The world of work — article	H3.1, H3.2
11 (a)	3	Current issues — interview	H3.1
11 (b)	4	Current issues — interview	H3.1
11 (c)	3	Current issues — interview	H3.1, H3.2
11 (d)	5	Current issues — interview	H3.1, H3.2
Written Examination			
Section II — Reading and Responding			
Part B			
12	15	Travel and tourism — advertisement/personal profile	H1.2, H1.3, H2.1, H2.3, H3.1
Written Examination			
Section III — Writing in French			
13 (a)	6	Daily life and lifestyles — note	H2.1, H2.2, H2.3
13 (b)	6	Arts and entertainment — postcard	H2.1, H2.2, H2.3
14 (a)	9	Relationships — letter	H2.1, H2.2, H2.3
14 (b)	9	Current issues — letter	H2.1, H2.2, H2.3

French Beginners

2005 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Speaking Skills Examination			
Situations			
1	3	Shops and services	H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7
2	3	Social interaction	H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7
3	4	Travel and tourism	H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7
4	4	Leisure activities	H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7
5	6	Personal identification	H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7
Listening Skills Examination			
1	2	Travel and tourism – telephone conversation	H3.1, H3.3
2	2	Personal identification – announcement	H3.1, H3.3
3	2	Shops and services – recorded message	H3.1, H3.3
4	2	Social interaction – monologue	H3.1, H3.3
5	3	Travel and tourism – mishaps – conversation	H3.1, H3.3
6	1	Leisure activities – report	H3.1
7	3	Personal identification advertisement	H3.1, H3.3
8	3	Shops and services – conversation	H3.1, H3.3
9	3	Travel and tourism – interview	H3.1, H3.3
10	4	Leisure activities – speech	H3.1, H3.3
11	1	Social interaction – telephone conversation	H3.1
12	4	Shops and services – disagreement	H3.1, H3.2, H3.3
13	5	Leisure activities – report	H3.1, H3.2, H3.3

Question	Marks	Content	Syllabus outcomes
Written Examination			
Section I — Reading Skills			
1 (a)	2	Sport and leisure – sign	H3.1, H3.3
1 (b)	2	Sport and leisure – sign	H3.1, H3.3
2 (a)	2	Consumer technology – brochure	H3.1, H3.3
2 (b)	2	Consumer technology – brochure	H3.1, H3.3
2 (c)	3	Consumer technology – brochure	H3.1, H3.3
3 (a)	2	Travel – chatroom	H3.1, H3.3
3 (b)	4	Travel – chatroom	H3.1, H3.2, H3.3
3 (c)	4	Travel – chatroom	H3.1, H3.2, H3.3
4 (a)	2	Current issues – letter and reply	H3.1, H3.3
4 (b)	2	Current issues – letter and reply	H3.1
4 (c)	1	Current issues – letter and reply	H3.1, H3.3
4 (d)	4	Current issues – letter and reply	H3.1, H3.3
4 (e)	5	Current issues – letter and reply	H3.1, H3.2, H3.3
Written Examination			
Section II — Writing Skills			
5	10	Jobs – letter	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8
6	10	Making plans – dialogue	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8
7		Shopping/money – 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

2005 HSC French Beginners Marking Guidelines — Speaking Skills

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

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

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

Question 5*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">• Uses French effectively and fluently to convey the meaning of the cues• Demonstrates control of complex French structures	6
<ul style="list-style-type: none">• Uses French appropriately to convey the meaning of most of the cues• Demonstrates an appropriate range of language and structures	4–5
<ul style="list-style-type: none">• Uses basic French to convey the meaning of some of the cues	2–3
<ul style="list-style-type: none">• Conveys the gist of some of the cues in comprehensible, but not necessarily accurate French	1

2005 HSC French Beginners Marking Guidelines — Listening Skills

Question 1

Outcomes assessed: H3.1, H3.3

MARKING GUIDELINES

Criteria	Marks
• Identifies comprehensively the purpose of the phone call	2
• Identifies partially the purpose of the phone call	1

Question 2

Outcomes assessed: H3.1, H3.3

MARKING GUIDELINES

Criteria	Marks
• Provides most detail of what the students have to do	2
• Provides some detail of what the students have to do	1

Question 3

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

Criteria	Marks
• Provides details of why the girl is pleased	2
• Provides at least one detail why the girl is pleased	1

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

Criteria	Marks
• Identifies with most detail the directions given	3
• Identifies with some detail the directions given	2
• Identifies some relevant information	1

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

Criteria	Marks
• (B)	1

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

Criteria	Marks
• Identifies with most detail who would be interested in this job	3
• Identifies with some detail who would be interested in this job	2
• Identifies some relevant information	1

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

Criteria	Marks
• Identifies with most detail why the woman is so upset	3
• Identifies with some detail why the woman is so upset	2
• Identifies with some relevant detail	1

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

Criteria	Marks
• Identifies most details of transport survey	3
• Identifies some details of transport survey	2
• Identifies at least one detail of transport survey	1

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

Criteria	Marks
• Explains comprehensively why Thierry's speech could be interesting	4
• Explains partially why Thierry's speech could be interesting	2–3
• Gives some relevant information about why Thierry's speech could be interesting	1

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

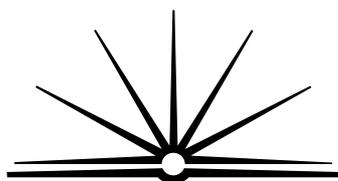
Criteria	Marks
• (D)	1

Question 12*Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Explains comprehensively the differences of opinion between the speakers	4
• Explains adequately the differences of opinion between the speakers	2–3
• Gives some relevant detail	1

Question 13*Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates an excellent understanding of how to improve the festival next year	5
• Demonstrates a good understanding of how to improve the festival next year	3–4
• Gives some detail on how to improve the festival next year	1–2



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

2005 HSC French Continuers Marking Guidelines — Oral Examination

Conversation

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

MARKING GUIDELINES

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

2005 HSC French Extension Marking Guidelines — Written Examination

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

Question 1 (a)

Outcomes assessed: H2.1, H2.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates an understanding of why Dédé makes these remarks	1

Question 1 (b)

Outcomes assessed: H2.1, H2.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of the significance of this question	2
• Demonstrates some understanding of the significance of this question	1

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

Criteria	Marks
• Demonstrates a comprehensive understanding of the role of the narrator in creating an effective ending to the film	3
• Demonstrates a good understanding of the role of the narrator in creating an effective ending to the film	2
• Identifies some relevant detail	1

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

Criteria	Marks
• Shows a comprehensive understanding of how the social environment of l'Estaque brings about a change in Marius	4
• Shows a good understanding of how the social environment of l'Estaque brings about a change in Marius	2–3
• Identifies some relevant detail	1

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

Criteria	Marks
• Demonstrates a sophisticated understanding of how fear and anxiety affect Marius and Jeannette's ability to cope with change	5
• Demonstrates a good understanding of how fear and anxiety affect Marius and Jeannette's ability to cope with change	3–4
• Identifies some relevant points relating to the effects of fear and anxiety on Marius and Jeannette	1–2

Section I — Response to Prescribed Text: *Au Revoir les enfants*
Part A**Question 3 (a)***Outcomes assessed: H2.1, H2.2***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates an understanding of why Julien has asked this question	1

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

Criteria	Marks
• Demonstrates a good understanding of the significance of this question	2
• Demonstrates some understanding of the significance of this question	1

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

Criteria	Marks
• Demonstrates a comprehensive understanding of the role of the narrator in creating an effective ending to the film	3
• Demonstrates a good understanding of the role of the narrator in creating an effective ending to the film	2
• Identifies some relevant detail	1

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

Criteria	Marks
• Shows a comprehensive understanding of how the social environment of the college changes Julien during the course of the film	4
• Shows a good understanding of how the social environment of the college changes Julien during the course of the film	2–3
• Identifies some relevant detail	1

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

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

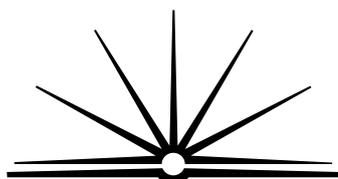
Section II — Writing in French

Questions 5 and 6

Outcomes assessed: H1.1, H1.2

MARKING GUIDELINES

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



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

2005 HSC French Extension Marking Guidelines — Oral Examination

Monologue

Questions 1–3

Outcomes assessed: H1.1, H1.2

MARKING GUIDELINES

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

2005 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 most details of the changes announced to the public	2
• Identifies some details of the changes announced to the public	1

Question 1 (b)

Outcomes assessed: H3.1, H3.3

MARKING GUIDELINES

Criteria	Marks
• Identifies most details of what members are asked to remember	2
• Identifies some details of what members are asked to remember	1

Question 2 (a)

Outcomes assessed: H3.1, H3.3

MARKING GUIDELINES

Criteria	Marks
• Identifies most advantages of the location of the café	2
• Identifies some advantages of the location of the café	1

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

Criteria	Marks
• Identifies most special technical services provided	2
• Identifies some special technical services provided	1

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

Criteria	Marks
• Identifies comprehensively what help the café staff provides to travellers	3
• Identifies partially what help the café staff provides to travellers	2
• Provides some detail about what help the café staff provides to travellers	1

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

Criteria	Marks
• Identifies fully why this chatroom topic has been chosen	2
• Identifies partially why this chatroom topic has been chosen	1

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

Criteria	Marks
• Demonstrates a comprehensive understanding of how Paul's holiday fits this topic	4
• Demonstrates a good understanding of how Paul's holiday fits the two chatroom conditions	3
• Demonstrates some understanding of how Paul's holiday fits the two chatroom conditions	2
• Identifies some relevant detail	1

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

Criteria	Marks
• Demonstrates a comprehensive understanding of why Natalie would prefer Anne's holiday to Paul's	4
• Demonstrates a good understanding of why Natalie prefers Anne's holiday to Paul's	3
• Demonstrates some understanding of why Natalie prefers Anne's holiday to Paul's	2
• Identifies some relevant detail	1

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

Criteria	Marks
• Identifies with most detail why Juliette is writing this letter	2
• Identifies with some detail why Juliette is writing this letter	1

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

Criteria	Marks
• Explains comprehensively why Juliette has always wanted to take this trip	2
• Identifies with some detail why Juliette has always wanted to take this trip	1

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

Criteria	Marks
• (C)	1

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

Criteria	Marks
• Demonstrates an excellent understanding of the options offered to Juliette	4
• Demonstrates a good understanding of the options offered to Juliette	2–3
• Demonstrates some understanding of the options offered to Juliette	1

Question 4 (e)*Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates an excellent understanding of why Mr Migeot might consider Juliette a future employee	5
• Demonstrates a good understanding of why Mr Migeot consider Juliette a future employee	3–4
• Demonstrates some understanding of why Mr Migeot consider Juliette a future employee	1–2

Section II — Writing Skills

Questions 5–7

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

MARKING GUIDELINES

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

2005 HSC French Continuers Marking Guidelines — Written Examination

Section I — Listening and Responding

Question 1 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies why Laurent is calling Mr Robert	1

Question 1 (b)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• 66 42 13 71	1

Question 2 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies what the man wants to know	1

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

Criteria	Marks
• Identifies in detail the advice given in relation to tickets and accommodation	2
• Identifies some elements of the advice given	1

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

Criteria	Marks
• Identifies why the announcement is being made	1

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

Criteria	Marks
• Shows a good understanding of the other arrangements with some detail	2
• Identifies some of the other arrangements	1

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

Criteria	Marks
• (B)	1

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

Criteria	Marks
• Demonstrates a clear understanding of the popularity of personal trainers	3
• Outlines most elements of the popularity of personal trainers	2
• Identifies ONE relevant detail	1

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

Criteria	Marks
• Demonstrates a full understanding of the nature of the target audience	3
• Demonstrates a good understanding of the nature of the target audience	2
• Identifies ONE relevant detail about the target audience	1

Question 7*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a full understanding of the purpose of this announcement and provides detail	3
• Demonstrates a good understanding of the purpose of this announcement	2
• Identifies some aspects of the purpose of this announcement	1

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

Criteria	Marks
• Explains comprehensively what motivated Condor's actions	2
• Explains some aspects of Condor's motivations	1

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

Criteria	Marks
• Demonstrates a sophisticated understanding of how language is used to encourage listeners to buy this car	5
• Shows an understanding of how language is used to encourage listeners to buy this car	3–4
• Understands some aspects of how listeners are encouraged to buy this car	1–2

Section II — Reading and Responding

Part A

Question 10 (a)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Explains comprehensively ‘faiseurs de miracles’	2
• Explains partially ‘faiseurs de miracles’	1

Question 10 (b)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Outlines in detail the academic and personal qualities required in forensics	3
• Outlines with some detail the academic and personal qualities required in forensics	2
• Outlines the academic or the personal qualities required in forensics	1

Question 10 (c)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a sophisticated understanding of how the title relates to the text of the article	5
• Demonstrates a good understanding of how the title relates to the text of the article	3–4
• Demonstrates a partial understanding of how the title relates to the text of the article	1–2

Question 11 (a)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Explains comprehensively how student behaviour has changed	3
• Explains partially how student behaviour has changed	2
• Identifies one aspect of how student behaviour has changed	1

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

Criteria	Marks
• Demonstrates a comprehensive understanding of Mr Fabius' attitude towards the use of technology by young people	4
• Demonstrates a good understanding of Mr Fabius' attitude towards the use of technology by young people	2–3
• Provides one relevant aspect of Mr Fabius' attitude	1

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

Criteria	Marks
• Demonstrates a perceptive understanding of the use and effect of the three suspension points	3
• Demonstrates a good understanding of the use and effect of the three suspension points	2
• Demonstrates a limited understanding of the use and effect of the three suspension points	1

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

Criteria	Marks
• Demonstrates a comprehensive understanding of how structure, content and/or language is used by Mr Fabius	5
• Demonstrates a good understanding of how structure, content and/or language is used by Mr Fabius	3–4
• Demonstrates some understanding of how structure, content and/or language is used by Mr Fabius	1–2

Section II — Reading and Responding

Part B

Question 12

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

MARKING GUIDELINES

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

Section III — Writing in French

Question 13

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

MARKING GUIDELINES

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

Section III (continued)

Question 14

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

MARKING GUIDELINES

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