



BOARD OF STUDIES
NEW SOUTH WALES

2011 HSC French Extension Marking Guidelines — Written Examination

Section I — Response to Prescribed Text Part A

Question 1 (a)

Criteria	Marks
• Demonstrates a comprehensive understanding of the reference to <i>la Piémontaise</i>	2
• Provides some relevant information	1

Question 1 (b)

Criteria	Marks
• Demonstrates a perceptive understanding of how language is used here to evoke the natural world and its interconnection with the characters	4
• Demonstrates a good understanding of how language is used here to evoke the natural world and its interconnection with the character/s	2–3
• Provides some relevant information	1

Question 1 (c)

Criteria	Marks
• Demonstrates a perceptive understanding of the relationship between Manon and Jean, as revealed in this extract	4
• Demonstrates a good understanding of the relationship between Manon and Jean, as revealed in this extract	3
• Demonstrates some understanding of the relationship between Manon and Jean, as revealed in this extract	2
• Provides some relevant information	1

Question 1 (d)

Criteria	Marks
• Demonstrates a perceptive understanding of how these words might be said to be part of Jean Cadoret's approach to life	5
• Demonstrates a good understanding of how these words might be said to be part of Jean Cadoret's approach to life	3–4
• Demonstrates some understanding of how these words might be said to be part of Jean Cadoret's approach to life	2
• Provides some relevant information	1

Section I — Response to Prescribed Text

Part B

Question 2

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a perceptive and sensitive understanding of le Papet’s motivations for treating Jean and Jean’s family as he did• 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 le Papet’s motivations for treating Jean and Jean’s family as he did• 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 le Papet’s motivations for treating Jean and Jean’s family as he did• 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 le Papet’s motivations for treating Jean and Jean’s family as he did• 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 le Papet’s motivations for treating Jean and Jean’s family as he did• Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures	1–2

Section II — Writing in French

Questions 3 and 4

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

French Extension

2011 HSC Examination Mapping Grid

Oral Examination

Question	Marks	Content	Syllabus outcomes
1	10	The outsider versus social order – monologue	H1.1, H1.2
2	10	The power of attachment – monologue	H1.1, H1.2

Written Examination

Section I — Response to Prescribed Text

Part A

Question	Marks	Content	Syllabus outcomes
1 (a)	2	<i>Jean de Florette</i>	H2.1
1 (b)	4	<i>Jean de Florette</i>	H2.2
1 (c)	4	<i>Jean de Florette</i>	H2.1, H2.2
1 (d)	5	<i>Jean de Florette</i>	H2.1, H2.2, H2.3

Written Examination

Section I — Response to Prescribed Text

Part B

Question	Marks	Content	Syllabus outcomes
2	10	<i>Jean de Florette</i> – narrative account	H2.1

Written Examination

Section II — Writing in French

Question	Marks	Content	Syllabus outcomes
3	15	Our relationship with environment – script of a talk	H1.1, H1.2
4	15	The outsider versus social order – script of a talk	H1.1, H1.2