



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

2012 HSC French Continuers 'Sample Answers'

When examination committees develop questions for the examination, they may write 'sample answers' or, in the case of some questions, 'answers could include'. The committees do this to ensure that the questions will effectively assess students' knowledge and skills.

This material is also provided to the Supervisor of Marking, to give some guidance about the nature and scope of the responses the committee expected students would produce. How sample answers are used at marking centres varies. Sample answers may be used extensively and even modified at the marking centre OR they may be considered only briefly at the beginning of marking. In a few cases, the sample answers may not be used at all at marking.

The Board publishes this information to assist in understanding how the marking guidelines were implemented.

The 'sample answers' or similar advice contained in this document are not intended to be exemplary or even complete answers or responses. As they are part of the examination committee's 'working document', they may contain typographical errors, omissions, or only some of the possible correct answers.

Section I — Listening and Responding

Question 1

Sample answer:

He is going to kayak down a river during the holidays.

Question 2

Sample answer:

Feed the dog.

The dog food is in the fridge.

Question 3

Sample answer:

Tom won't be able to go on the trip because the plane tickets are too expensive.

He has already spent the savings of his part-time job on a motorbike.

He can't ask his parents for money as his father is unemployed.

Question 4

Sample answer:

(A) Presenting new singers

Question 5

Sample answer:

Simone is feeling frustrated because she feels he is avoiding her and they haven't spent much time together lately. Antoine has a more casual approach to the relationship as he is very busy with studies, his job and rugby. He feels their relationship should be based on trust and he reassures her that he loves her.

Question 6***Sample answer:***

At first Nathalie takes Paul's side because she thinks the teacher had no right to confiscate the tablet. When Paul tells her he was writing an email to his girlfriend, Nathalie sides with the teacher as Paul should know the rules. In a final twist, Paul tells her that his teacher read the email aloud to the class and this made him feel very humiliated. Nathalie then agrees the teacher went too far.

Question 7***Sample answer:***

She has high self-esteem: she is proud of achieving so much at a young age.

She is strong-willed/determined/courageous: she overcame a serious injury to get back into training.

She is ambitious: she wants to participate in the World Championships.

She is competitive: she looks forward to competing with the best cyclists in the world.

Question 8***Sample answer:***

Alex is torn between pleasing his family and following his dreams. On the one hand, if he chooses to become a real estate agent he will avoid disappointing his parents. He has a ready-made position and he will be continuing the family tradition. On the other hand, he has always wanted to become an actor but never dared to talk to his parents about it.

Madame Picard helps him see that by becoming an actor he will be fulfilling his dream and he may actually make his parents proud.

It is difficult because it is a matter of pleasing his parents or being true to himself.

Section II — Reading and Responding

Part A

Question 9 (a)

Sample answer:

Delphine sends Cloé a text message at 2 o'clock in the morning / Cloé was woken in the middle of the night by Delphine's text message.

Question 9 (b)

Sample answer:

Delphine needs some advice/help. Delphine wants Cloé to speak to Bruno who threatens to send a compromising photo to her parents.

Question 9 (c)

Sample answer:

Her parents are strict and controlling and she fears their reactions.

She hides the fact that she is texting her friend secretly as her parents have forbidden her to use her mobile in her room at night.

Her response *Tu parles comme mes parents* echoes her parents' reaction to the fact that her addiction to social networks has a negative influence on her school results.

She is afraid of the consequences if they see the photo she sent to Bruno (they won't allow her to go out at night with her friends).

Saying *Ce n'est pas un sermon...* shows her frustration at her parents' constant lecturing.

Question 10 (a)

Sample answer:

He is a Frenchman who now lives in Australia. He has become a famous film-maker.

Question 10 (b)**Sample answer:**

The repetition of *pas prévu* – not planned ahead of time – gives the impression that Bernard attributes his career progression to nothing more than mere coincidence or chance.

His contract in Australia with *New Fashion* magazine somehow led to establishing himself in Australia indefinitely.

Then leaving *New Fashion* to become a film-maker wasn't planned either. Nor was directing a documentary a premeditated step.

Question 10 (c)**Sample answer:**

The interviewer uses this expression to sum up the situation that Bernard has just explained.

Ordinary people won out over the more powerful, hence the analogy of the 'little fish' outsmarting 'the sharks'. The citizens of Eastport mobilised to protect the heritage fisherman cottages of their town, which were under threat because a property developer was planning to build a huge supermarket on the site.

The campaign began small and slowly gained momentum. The pressure mounted to the point where big business had to give in.

Question 10 (d)**Sample answer:**

Professional satisfaction: he is honoured to be involved in the project, he finds it great to interview the people involved, it's a good story to share. The idea that it was a project worth doing is reinforced by positive expressions such as *honoré, épatant, mérite d'être vu, une bonne histoire*.

Emotional satisfaction: he helped save a heritage site in a place that is dear to his heart (where he met his wife and where he spends weekends). This is shown by the use of emotive language: *un endroit que j'affectionne particulièrement* (a place I'm particularly fond of), *sauver un endroit qui m'est cher* (saving a place I'm especially attached to).

Personal satisfaction: helping a small community win over big business. His own involvement in the campaign meant a lot to him. His depth of commitment is shown through the use of strong language suggestive of battle/war: *défendre, lutte, sauver, mobilisation, engagé à fond*.