



BOARD OF STUDIES
NEW SOUTH WALES

2012 HSC French Extension Marking Guidelines

Section I — Response to Prescribed Text Part A

Question 1 (a)

Criteria	Marks
• Demonstrates a comprehensive understanding of the events which have led to the conversation between Le Papet and Ugolin	2
• Provides some relevant information	1

Question 1 (b)

Criteria	Marks
• Demonstrates a perceptive analysis of Ugolin's character as revealed in lines 29 to 43	3
• Demonstrates a good analysis of Ugolin's character as revealed in lines 29 to 43	2
• Provides some relevant information	1

Question 1 (c)

Criteria	Marks
• Demonstrates a perceptive analysis of how the author conveys a sense of evil intent in the given extract	4
• Demonstrates a good analysis of how the author conveys a sense of evil intent in the given extract	3
• Demonstrates some analysis of how the author conveys a sense of evil intent in the given extract	2
• Provides some relevant information	1

Question 1 (d)

Criteria	Marks
• Demonstrates a perceptive understanding of how the issue of the outsider versus social order is explored in the given extract and in the novel as a whole	6
• Demonstrates a good understanding of how the issue of the outsider versus social order is explored in the given extract and in the novel as a whole	4–5
• Demonstrates some understanding of how the issue of the outsider versus social order is explored in the given extract and in the novel as a whole	2–3
• 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 understanding of the events which have led to Aimée’s remarks and her feelings about the events• 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 good understanding of the events which have led to Aimée’s remarks and her feelings about the events• 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 understanding of the events which have led to Aimée’s remarks and her feelings about the events• 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 events which have led to Aimée’s remarks and her feelings about the events• 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 limited understanding of the events which have led to Aimée’s remarks and her feelings about the events• 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

2012 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, H2.2, H2.3
1 (b)	3	<i>Jean de Florette</i>	H2.1, H2.2, H2.3
1 (c)	4	<i>Jean de Florette</i>	H2.1, H2.2, H2.3
1 (d)	6	<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> — script of a conversation	H2.1

Written Examination

Section II — Writing in French

Question	Marks	Content	Syllabus outcomes
3	15	Our relationship with the environment — article	H1.1, H1.2
4	15	The power of attachment — article	H1.1, H1.2