

BOARD OF STUDIES
NEW SOUTH WALES

2001 HSC Specimen Paper

French Continuers

© 2000 Copyright Board of Studies NSW for and on behalf of the Crown in right of the State of New South Wales.

This document contains Material prepared by the Board of Studies NSW for and on behalf of the State of New South Wales. The Material is protected by Crown copyright.

All rights reserved. No part of the Material may be reproduced in Australia or in any other country by any process, electronic or otherwise, in any material form or transmitted to any other person or stored electronically in any form without the prior written permission of the Board of Studies NSW, except as permitted by the Copyright Act 1968. School students in NSW and teachers in schools in NSW may copy reasonable portions of the Material for the purposes of bona fide research or study. Teachers in schools in NSW may make multiple copies, where appropriate, of sections of the HSC specimen papers for classroom use under the provisions of the school's Copyright Agency Limited (CAL) licence.

When you access the Material you agree:

- to use the Material for information purposes only;
- to reproduce a single copy for personal bona fide study use only and not to reproduce any major extract or the entire Material without the prior permission of the Board of Studies NSW;
- to acknowledge that the Material is provided by the Board of Studies NSW;
- not to make any charge for providing the Material or any part of the Material to another person or in any way make commercial use of the material without the prior written consent of the Board of Studies NSW and payment of the appropriate copyright fee;
- to include this copyright notice in any copy made;
- not to modify the Material or any part of the Material without the express prior written permission of the Board of Studies NSW.

The Material may contain third party copyright materials such as photographs, diagrams, quotations, cartoons and artworks. These materials are protected by Australian and international copyright laws and may not be reproduced or transmitted in any format without the copyright owner's specific permission. Unauthorised reproduction, transmission or commercial use of such copyright materials may result in prosecution.

The Board of Studies has made all reasonable attempts to locate owners of third party copyright material and invites anyone from whom permission has not been sought to contact the Copyright Officer, ph (02) 9367 8289, fax (02) 9279 8484.

French Continuers

Introduction

This booklet contains the specimen examination paper for the 2001 Higher School Certificate examination in French Continuers. A mapping grid is also included, showing how each question in the examination relates to the syllabus outcomes and content, and to the performance bands.

The specimen paper shows the format of the New HSC examination. It has been printed on A4 paper and side-stapled to make it convenient for use in schools. Actual examination papers will be produced as A4 booklets. All New HSC papers will be printed on white paper.

The 2001 HSC specimen papers have been produced in accordance with the Board's *Principles for Setting HSC Examinations in a Standards-Referenced Framework*, published in Board Bulletin Volume 8 Number 9 (Nov/Dec 99). Questions are closely related to the outcomes of the course, and the paper as a whole is structured to allow for appropriate differentiation of student performance at all levels on the performance scale.

The papers have been designed so that students have a clear understanding of what they are required to do in each question and in working through the paper. Instructions have been standardised, and the demands of the questions have been made explicit. Key words in questions, such as 'discuss', 'analyse', and 'explain', have been used consistently in accordance with the glossary published in the Board's *Assessment Support Document*.

This specimen paper is an example of the type of examination that could be prepared within the examination specifications in the French syllabus. Examinations will be based on the syllabus, and will test a representative sample of syllabus outcomes. Therefore, the range and balance of outcomes tested in HSC examinations in 2001 and subsequent years may differ from those addressed in the specimen paper.

The mapping grid is an important feature of the development of the examination. It aids in ensuring that the examination as a whole samples a range of content and outcomes, and allows all students the opportunity to demonstrate their level of achievement. Where courses have components in the examination other than written papers, the grid indicates the wider range of outcomes that are assessed by including these other components.

There are a number of points to note in considering the French Continuers specimen paper:

- The specimen paper consists of the question paper, including Sections I – III, and a separate answer booklet for Section II Part A.
- The Listening and Responding Section will be answered on the question paper, Section II Part A in the answer booklet provided, and Section II Part B and the two writing tasks in separate writing booklets.

- The writing tasks within Section III have been graded in difficulty with the second task being more demanding. The mark for each task is commensurate with its level of difficulty and may vary from year to year within the 15 mark total.
- The criteria for judging performance have been included as a rubric at the beginning of each section and part. The criteria are taken from the syllabus.
- All questions have been numbered sequentially across all sections.
- The number and type of questions/listening texts in Section I may vary each year within the range determined by the examination specifications in the syllabus.
- The texts for the specimen paper have been drawn from a range of sources and reflect the modern standard language in its contemporary context.

French Continuers

HSC Specimen Examination Mapping Grid

For each item in the examination, the grid shows the marks allocated, the syllabus content and syllabus outcomes it relates to, and the bands on the performance scale it is targeting. The range of bands shown indicates the performance candidates may be able to demonstrate in their responses. That is, if an item is shown as targeting Bands 3 – 5, it indicates that candidates who demonstrate performance equivalent to the Band 3 descriptions should be able to score some marks on the item, while those who perform at Band 5 or above could reasonably be expected to gain high marks. In the case of one-mark items, candidates who demonstrate performance at or above the bands shown generally could be expected to answer the item correctly.

Question	Marks	Content (Theme / Topic – Text Type)	Syllabus outcomes	Targeted performance bands
Oral Examination				
	20	Conversation Covering Student's Personal World	H1.1, H1.2, H1.3, H1.4	2 – 6
Written Examination				
1	2	The Individual / Leisure and Interests – Conversation	H3.1	2 – 3
2	3	The Individual / School Life and Aspirations – Interview	H3.1	2 – 3
3(a)	1	The Changing World / Travel and Tourism – Announcement	H3.1	2 – 3
3(b)	1	The Changing World / Travel and Tourism – Announcement	H3.1	2 – 3
3(c)	1	The Changing World / Travel and Tourism – Announcement	H3.1	2 – 3
4(a)	1	The French-speaking Communities / Daily Life/Lifestyles – News Item	H3.1	3 – 4
4(b)	1	The French-speaking Communities / Daily Life/Lifestyles – News Item	H3.1	3 – 4
5(a)	1	The Individual / School Life and Aspirations – Conversation	H3.1	3 – 4
5(b)	1	The Individual / School Life and Aspirations – Conversation	H3.1	3 – 4
6(a)	1	The French-speaking Communities / Arts and Entertainment – Advertisement	H3.1	2 – 3
6(b)	1	The French-speaking Communities / Arts and Entertainment – Advertisement	H3.1	2 – 3
6(c)	1	The French-speaking Communities / Arts and Entertainment – Advertisement	H3.1	2 – 3
7(a)	1	The Individual / Relationships – Conversation	H3.1, H3.2	4 – 5
7(b)	1	The Individual / Relationships – Conversation	H3.1, H3.2	4 – 5
7(c)	1	The Individual / Relationships – Conversation	H3.1, H3.2	4 – 5
8(a)	1	The Changing World / Current Issues – Interview	H3.1	5 – 6
8(b)	1	The Changing World / Current Issues – Interview	H3.1	5 – 6
8(c)	1	The Changing World / Current Issues – Interview	H3.1	5 – 6
9(a)	1	The Changing World / the Young Person's World – Description	H3.1, H3.2	5 – 6
9(b)	1	The Changing World / the Young Person's World – Description	H3.1, H3.2	5 – 6
10	2	The Individual / School Life and Aspirations – Conversation	H3.1	2 – 3
11	9	The Individual / School Life and Aspirations – Interview	H3.1	2 – 5
12(a)	2	The Changing World / World of Work – Report	H3.1	3 – 5

Question	Marks	Content (Theme / Topic – Text Type)	Syllabus outcomes	Targeted performance bands
12(b)	3	The Changing World / World of Work – Report	H3.1	5 – 6
12(c)	3	The Changing World / World of Work – Report	H3.1	5 – 6
12(d)	3	The Changing World / World of Work – Report	H3.1	4 – 5
12(e)	3	The Changing World / World of Work – Report	H3.1	4 – 6
12(f)	2	The Changing World / World of Work – Report	H3.1	2 – 4
13	15	The Individual / Leisure and Interests – E-mail	H1.2, H1.3, H1.4, H3.1, H3.2	2 – 6
14(a)	6	The Individual / Relationships – Description	H2.1, H2.2, H2.3	2 – 6
14(b)	6	The Changing World / Travel and Tourism – Report	H2.1, H2.2, H2.3	2 – 6
15(a)	9	The Changing World / Current Issues – Report	H2.1, H2.2, H2.3	2 – 6
15(b)	9	The Individual / School Life – Diary Entry	H2.1, H2.2, H2.3	2 – 6



Sample marking guidelines for French Continuers

The following marking guidelines have been developed for selected questions from the 2001 HSC Specimen Examination in French Continuers. These guidelines indicate the approach that would be taken to marking questions.

For each question, the following are typically included:

1. The syllabus outcomes that are targeted by the question.
2. The assessment rubric from the specimen paper, where there is one, listing the set of general criteria that are used to assess responses.
3. The marking guidelines, which show the criteria to be applied to responses along with the marks to be awarded in line with the quality of the responses. For extended-response questions, performance is described at a number of levels of performance, each covering a range of marks.
4. A sample answer or some points that answers might include. Sample answers indicate the scope and depth of treatment expected, and are not intended to be prescriptive. Similarly, the points that could be included in answers are not intended to be an exhaustive list, but rather an indication of the considerations that students could include in their responses.

Marking guidelines will generally require some refinement at the Marking Centre to take account of unanticipated responses that students present. For essay-type questions, the standard described at each mark range will be made clear during pilot-marking by the selection of sample scripts.

In a standards-referenced framework, examination questions are closely linked to syllabus content and outcomes. Expectations of the question are to be clear in the wording of the question. Marking guidelines will be developed at the same time as the examination questions, by examination committees. The development of marking guidelines will be guided by the Board's *Principles for Developing Marking Guidelines in a Standards-Referenced Framework*, published in Board Bulletin Volume 9 Number 3 (May 2000).

Sample Marking Guidelines – French Continuers

Conversation

Refer to the syllabus for a description of this task.

In your answer you will be assessed on how well you demonstrate:

- capacity to maintain a conversation (comprehension, communication strategies)
 - relevance and depth of treatment of information, opinions, comment
 - clarity of expression (pronunciation, intonation, stress)
 - accuracy of vocabulary and sentence structures
 - variety and appropriateness of vocabulary and sentence structures
-

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Communicates confidently and fluently with correct intonation and pronunciation• Demonstrates depth of treatment through the presentation of relevant information, opinions and/or comment• 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 comment• 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

Question 12 (16 marks)

Refer to the text on page 10 of the Specimen Paper.

In your answer you will be assessed on how well you demonstrate:

- capacity to understand general and/or specific aspects of text, through, for example, summarising or evaluating
- capacity to convey the information accurately and appropriately

Question 12	Marks
(a) What was the aim of work planning in the 1960s?	2

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • To foresee future employment • To provide appropriate training 	2
ONE of above	1

(b) According to the text, how are young people better prepared nowadays for the workforce? Give THREE examples.	3
--	----------

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • They have a more solid basic training • At the very least, they have computer and language skills • Many more students reach the final school year level 	3
TWO of above	2
ONE of above	1

(c) How have career choices been affected by unemployment?	3
--	----------

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Describes the trend, ie there has been a move away from stable lifelong employment to changing careers, to self-employment, to part-time and temporary work 	3
<ul style="list-style-type: none"> • Identifies the general trend, ie from stable to changing employment and attempts some elaboration 	2

Criteria	Marks
<ul style="list-style-type: none"> Identifies the general trend OR	1
<ul style="list-style-type: none"> Identifies an increase in self-employment, part-time and temporary work 	

(d) Which basic skills should young people have for all jobs? 3

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Reading, writing, arithmetic skills Anything relating to communication skills such as e-mail 	3
ONE of the above	2
ONE or TWO of the skills listed in the first dot point ie reading etc	1

(e) What does the author mean by lifelong education? 3

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Indicates that lifelong education means that breaks in professional life and the alternation between periods of work and not working, will provide new opportunities for further training 	3
<ul style="list-style-type: none"> Makes the link between interrupted working career and further training but does not include all relevant detail 	2
<ul style="list-style-type: none"> Provides some detail relating to either training or changing careers 	1

(f) In the future, what will be expected from people in the workplace? 2

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Being able to work in a team Increased individual responsibility 	2
ONE of above	1

Question 13 (15 marks)

The following is an exchange of e-mails between two friends, Paul(e) and Jean(ne). E-mails 1, 3 and 5 are from Paul(e). Imagine you are Jean or Jeanne and complete this exchange by writing e-mails 2 and 4. The total of your TWO e-mails should be 150–200 words in FRENCH.

Refer to the text on page 11–12 of the Specimen Paper.

In your answer you will be assessed on how well you demonstrate:

- capacity to understand general and specific aspects of text by identifying, analysing and responding to information
- relevance of ideas, information or opinions
- accuracy of vocabulary and sentence structures
- variety of vocabulary and sentence structures

Outcomes assessed: H1.2, H1.3, H1.4, H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Responds to the information, ideas and/or opinions of the three e-mails that make up the text: holiday plans, the film and Zoe • Demonstrates depth in the treatment of the task through the development of relevant information, ideas and/or opinions relating to holiday plans, the film and Zoe • 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 three e-mails that make up the text: holiday plans, the film and Zoe • 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: holiday plans, the film and Zoe • Demonstrates a satisfactory knowledge and understanding of vocabulary and sentence structures • Organises information and ideas to meet the requirements of the task 	7 – 9

Criteria	Marks
<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

Question 14 (6 marks)

Write 100–150 words in FRENCH.

- (a) A magazine is running a competition on the following subject: ‘What makes a Great Friend’. You enter the competition by writing a description of your best friend.

In your answer you will be assessed on how well you demonstrate:

- relevance of the treatment of ideas, information or opinions
- accuracy of vocabulary and sentence structures
- variety of vocabulary and sentence structures
- capacity to structure and sequence responses

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

MARKING GUIDELINES

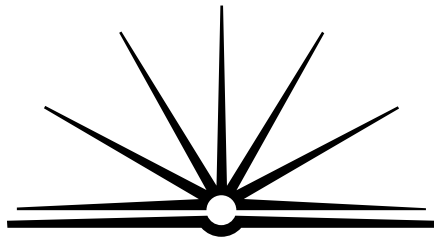
Criteria	Marks
<ul style="list-style-type: none"> • Writes descriptively with well-selected information relevant to the demands of the task • Demonstrates extensive knowledge and understanding of relevant and appropriate vocabulary, tense, adjectives, adverbs and syntax • Manipulates language authentically 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

--	--	--	--	--

Centre Number

--	--	--	--	--	--	--	--	--

Student Number



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

2001
HIGHER SCHOOL CERTIFICATE
SPECIMEN EXAMINATION

French Continuers

General Instructions

- Reading time – 10 minutes
- Working time – 2 hours and 50 minutes
- Write using blue or black pen
- Monolingual and/or bilingual print dictionaries may be used
- Write your Centre Number and Student Number at the top of this page

Section I Pages 2 – 7

Total marks **(25)**

- Attempt Questions 1 – 10
- This section should take approximately 30 minutes

Section II Pages 9 – 12

Total marks **(40)**

This section has two parts, Part A and Part B

- Attempt Questions 11 – 13
- Allow about 1 hour and 20 minutes for this section

Section III Page 13

Total marks **(15)**

- Attempt Questions 14 – 15
- Allow about 1 hour for this section

Section I – Listening and Responding

This section should take approximately 30 minutes

Total marks (25)

Attempt Questions 1 – 10

You will hear ten passages. Each passage will be read twice. There will be a pause after the first reading in which you may take notes. You will be given time after the second reading to complete your responses. Listen carefully to each passage and then answer the corresponding questions in ENGLISH in the spaces provided or, in the case of multiple-choice questions, tick the box corresponding to the correct response. You may proceed to Section II as soon as you have finished Question 10.

In your answers you will be assessed on how well you demonstrate:

- capacity to understand general and specific aspects of texts by identifying and analysing information
 - capacity to convey the information accurately and appropriately
-

Question 1 (2 marks)	Marks	Candidate's Notes
<p>Why does Patrick NOT like fast food outlets? Give TWO reasons.</p> <p>.....</p> <p>.....</p> <p>.....</p>	2	

Marks

**Candidate's
Notes**

Question 2 (3 marks)

Complete the employment card using information from the conversation you hear.

3

Employment Card	
Surname	
First name	Sandrine
Date of birth	01/08/84
Age	16
Telephone number	
Availability	Full-time <input type="checkbox"/> Part-time <input type="checkbox"/>

Question 3 (3 marks)

(a) Tick the box corresponding to the correct response.

1

What is the reason given for the delay?

- (A) A theft
- (B) Technical difficulties
- (C) A late arrival
- (D) A cleaners' strike

(b) Where would you be if you heard this announcement?

1

.....
.....

(c) Who is given specific instructions?

1

.....
.....

	Marks	Candidate's Notes
Question 4 (2 marks)		
(a) Which children watch television the most?	1	
(b) Which children watch television the least?	1	
Question 5 (2 marks)		
(a) Tick the box corresponding to the correct response. Quelle est l'opinion de Gilles sur l'école? (A) Il l'adore. <input type="checkbox"/> (B) Il la déteste. <input type="checkbox"/> (C) Il y a trop de travail. <input type="checkbox"/> (D) Il n'a pas d'opinion. <input type="checkbox"/>	1	
(b) Tick the box corresponding to the correct response. Son but principal pour l'avenir, c'est (A) monter sa propre entreprise. <input type="checkbox"/> (B) gagner beaucoup d'argent. <input type="checkbox"/> (C) avoir une bonne situation familiale. <input type="checkbox"/> (D) faire des études supérieures. <input type="checkbox"/>	1	

	Marks	Candidate's Notes
Question 6 (3 marks)		
(a) Tick the box corresponding to the correct response.	1	
This is a review of a		
(A) CD. <input type="checkbox"/>		
(B) book. <input type="checkbox"/>		
(C) film. <input type="checkbox"/>		
(D) video game. <input type="checkbox"/>		
(b) Tick the box corresponding to the correct response.	1	
This has allowed Jeanne Moreau		
(A) to become famous. <input type="checkbox"/>		
(B) to become more realistic. <input type="checkbox"/>		
(C) to meet her husband. <input type="checkbox"/>		
(D) to appear in an international event. <input type="checkbox"/>		
(c) The reviewer's final comment is:.....	1	
.....		
.....		
.....		
.....		

	Marks	Candidate's Notes
Question 7 (3 marks)		
(a) Tick the box corresponding to the correct response.	1	
This conversation is between		
(A) father and daughter. <input type="checkbox"/>		
(B) teacher and student. <input type="checkbox"/>		
(C) two young teenage friends. <input type="checkbox"/>		
(D) brother and sister. <input type="checkbox"/>		
(b) Tick the box corresponding to the correct response.	1	
Elodie says that		
(A) she avoids drugs. <input type="checkbox"/>		
(B) she has to be home before dark. <input type="checkbox"/>		
(C) her parents had the same problems. <input type="checkbox"/>		
(D) she protects herself against violence. <input type="checkbox"/>		
(c) Tick the box corresponding to the correct response.	1	
The two people are discussing		
(A) parental attitudes. <input type="checkbox"/>		
(B) hobbies. <input type="checkbox"/>		
(C) juvenile crime. <input type="checkbox"/>		
(D) friendships. <input type="checkbox"/>		

	Marks	Candidate's Notes
Question 8 (3 marks)		
(a) What is significant about 6 August?	1	
(b) Which group in particular is the woman journalist concerned about?	1	
(c) Why does <i>Médecins Sans Frontières</i> end up helping so many people?	1	
Question 9 (2 marks)		
(a) What is this person describing?	1	
(b) What final recommendation is given?	1	
Question 10 (2 marks)		
(a) What are Donatienne and her friend discussing?	1	
(b) What comment does Victoire make about Donatienne's interest?	1	

You may now proceed to Section II

BLANK PAGE

Section II – Reading and Responding

Total marks (40)

Allow about 1 hour and 20 minutes for this section

Part A

Total marks (25)

Attempt Questions 11 – 12

Read both passages and then answer the corresponding questions in ENGLISH in the Section II Part A Answer Booklet.

In your answers you will be assessed on how well you demonstrate:

- capacity to understand general and/or specific aspects of texts, through, for example, summarising or evaluating
 - capacity to convey the information accurately and appropriately
-

Question 11 (9 marks)

C'est vrai les journées de collège sont fatigantes! Quelques jeunes nous parlent de leur expérience.

Marion: 'J'ai du mal à me concentrer et à m'y mettre. Je sais que si le lendemain j'ai un examen, je traîne. Alors, j'ai de mauvaises notes! Je suis réaliste car je sais bien qu'il ne suffit pas d'ouvrir un livre ou un cahier pour travailler! Mais que faire?'

Jean-Luc: 'J'ai trouvé une méthode très efficace. En rentrant du collège, je fais une bonne demi-heure de pause. Je prends mon goûter, je discute avec mes parents, je prends au moins une demi-heure, ou à la fin d'un exercice, je m'arrête un peu.'

Sabrina: 'Je préfère me débarrasser de mon travail tout de suite. Je rentre à la maison et je m'y mets immédiatement. Je sais qu'après je serai libre et que je pourrai faire ce que je veux. C'est une façon pour moi de me motiver.'

Nicolas: 'Je suis assez ambitieux, et j'aime obtenir de bons résultats. Mais j'ai beaucoup d'autres intérêts. J'ai un emploi du temps très chargé. J'adore le sport et sortir avec mes amis. Ce qui fait qu'il ne me reste pas beaucoup de temps pour mes études.'

Mireille: 'Moi, l'école et les profs j'en ai marre depuis toujours. En plus, mon père est prof et il est toujours sur mon dos. Mes frères sont très sérieux et obtiennent toujours de bons résultats à l'école. Alors, de temps en temps, je me sens un peu exclue.'

Question 12 (16 marks)

« Demain, on alternera périodes de travail, de chômage et de formation »

Le monde du travail évolue à toute allure. Dans les années 60, il y a eu un grand courant de planification, pour essayer de prévoir les emplois à venir et les formations pour s'y préparer. Mais aujourd'hui, on sait qu'il est impossible d'avoir une formation qui correspond exactement avec les métiers de demain. On sait aussi que l'organisation du travail et les relations dans le monde du travail sont en train de changer.

D'abord, l'amélioration des qualifications: beaucoup plus de jeunes arrivent à un niveau bac. C'est extrêmement positif, car les jeunes ont ainsi une formation générale plus solide. Comme par exemple un minimum d'informatique et de langues, des savoirs simples et pratiques.

Il y a ensuite, depuis vingt ans, le chômage et un manque de sécurité et, donc, une évolution du travail. On s'éloigne de l'image de l'emploi stable à vie et on va vers des carrières changeantes avec un développement du travail indépendant, du temps partiel et du travail temporaire.

Il est encore plus important que les jeunes possèdent des compétences de base utilisables dans tous les métiers. Les « basiques », ce sont, bien sûr, lire, écrire, compter, à tous les niveaux. Il y a aussi tout ce qui tourne autour de la communication, par exemple la messagerie électronique.

Enfin, il faut insister sur l'idée de formation tout au long de la vie. Il ne s'agit pas de retourner à l'école pour accumuler les diplômes. Mais les ruptures dans la vie professionnelle, l'alternance des périodes de travail et de chômage, donneront une place nouvelle à la formation.

Vu les nouvelles formes d'organisation du travail, il faudra aussi des capacités de travail en équipe, ce qui demande des compétences particulières, difficiles à évaluer et à mesurer. On va travailler de plus en plus ensemble et avec davantage de responsabilité individuelle.

Section II – Reading and Responding

Part B

Total marks (15)

Attempt Question 13

Answer this question in a writing booklet. Extra writing booklets are available.

In your answer you will be assessed on how well you demonstrate:

- capacity to understand general and specific aspects of a text by identifying, analysing and responding to information
 - relevance of ideas, information or opinions
 - accuracy of vocabulary and sentence structures
 - variety of vocabulary and sentence structures
-

Question 13 (15 marks)

The following is an exchange of e-mails between two friends, Paul(e) and Jean(ne). E-mails 1, 3 and 5 are from Paul(e). Imagine you are Jean or Jeanne and complete this exchange by writing e-mails 2 and 4. The total of your TWO e-mails should be 150–200 words in FRENCH.

E-mail 1:

Salut Jean/Jeanne, alors tes examens sont terminés! Tu es en vacances? Ça te dirait d’aller voir Le Matrix, le nouveau film avec Keanu Reeves? Ça passe demain soir au Ritz à 8 heures et demie. Je viendrai avec Zoë, ma correspondante australienne. On se retrouve où et à quelle heure? On va manger avant le film?

Paul(e).

E-mail 2: (Your reply)

E-mail 3:

Salut Jean/Jeanne, c’est dommage que tu n’aies pas pu venir au restaurant mais le bar où on s’est rencontré était très sympa. Zoë l’a adoré. Qu’est-ce que tu as pensé du film, et d’elle surtout? Réponds-moi vite.

Paul(e).

E-mail 4: (Your reply)

Question 13 continues on page 12

Question 13 (continued)

E-mail 5:

Salut Jean/Jeanne, merci de ta réponse si rapide. Oui, je suis d'accord, elle est formidable et marrante. En plus, elle parle bien le français. C'est dommage que tu n'aies pas aimé le film mais j'aurais dû me rappeler que tu n'aimes pas les films de science-fiction. Désolé/e, la prochaine fois c'est toi qui choisis.

Paul(e).

ps: bonne nouvelle!!! une copine de Zoë arrive la semaine prochaine ...

Section III – Writing in French

Total marks (15)

Attempt Questions 14 – 15

Allow about 1 hour for this section

Answer each question in a SEPARATE writing booklet. Extra writing booklets are available.

In your answers you will be assessed on how well you demonstrate:

- relevance of the treatment of ideas, information or opinions
 - accuracy of vocabulary and sentence structures
 - variety of vocabulary and sentence structures
 - capacity to structure and sequence responses
-

Question 14 (6 marks)

Answer ONE of the following questions. Write 100–150 words in FRENCH.

- (a) A magazine is running a competition on the following subject: ‘What makes a Great Friend’. You enter the competition by writing a description of your best friend.

OR

- (b) You witnessed a crime on the weekend. Write a report for the police of what you saw.

Question 15 (9 marks)

Answer ONE of the following questions. Write 100–150 words in FRENCH.

- (a) You have recently become involved in supporting a cause. Write a report about it for your school magazine, describing the cause and urging other students to join in.

OR

- (b) You have had a bad day at school. Write a diary entry for the day in which you reflect on what has made the day so bad.

End of paper

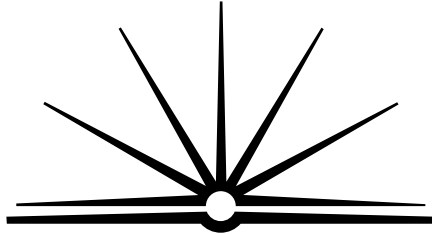
BLANK PAGE

--	--	--	--	--

Centre Number

--	--	--	--	--	--	--	--	--

Student Number



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

2001
HIGHER SCHOOL CERTIFICATE
SPECIMEN EXAMINATION

French Continuers

Section II Part A Answer Booklet

General Instructions

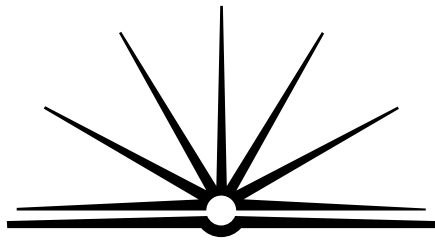
- Answer Questions 11 – 12 in this answer booklet
- Write using blue or black pen
- Write your Centre Number and Student Number at the top of this page

	Marks	Marker's use only
Question 12 (16 marks)		
(a) What was the aim of work planning in the 1960s?	2	
(b) According to the text, how are young people better prepared nowadays for the workforce? Give THREE examples.	3	
(c) How have career choices been affected by unemployment?	3	
(d) Which basic skills should young people have for all jobs?	3	
(e) What does the author mean by lifelong education?	3	

Question 12 continues on page 4

	Marks	Marker's use only
Question 12 (continued)		
(f) In the future, what will be expected from people in the workplace?	2	
.....		
.....		
.....		

End of Question 12



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

2001
HIGHER SCHOOL CERTIFICATE
SPECIMEN EXAMINATION

French Continuers Transcript

Question 1

Jean-Jacques: Allô Patrick, c'est Jean-Jacques ici, ça va?

Patrick: Oui... oui je suis en forme.

Jean-Jacques: On va au fast cet après-midi. Tu viens?

Patrick: Non, moi je préfère aller au café.

Jean-Jacques: Pourquoi?

Patrick: Je suis végétarien voyons... Il n'y a rien pour les végétariens et en plus ce n'est pas très confortable. Il y a toujours trop de monde dans les fasts. On ne peut pas bouger.

Question 2

H: Bonjour mademoiselle, entrez, asseyez-vous s'il vous plaît.

F: Bonjour, monsieur, merci.

H: Alors vous êtes Mademoiselle Jeunot, ça s'écrit J - E - U - N - O - T, n'est-ce pas?

F: Oui, c'est ça.

H: Et vous êtes née quand, Mademoiselle...?

F: Le 1er août 1984.

H: Donc vous avez 16 ans. Et votre numéro de téléphone?

F: C'est le 01 78 13 52 44.

H: Alors le 01 78 13 52 44. Et mademoiselle, vous cherchez un travail à plein temps ou à temps partiel?

F: Je suis étudiante monsieur, je ne peux travailler que trois jours par semaine.

Question 3

A la suite d'une grève des employés au nettoyage, la compagnie aérienne AOM a le regret d'annoncer aux passagers du vol 120 à destination de Nouméa que ce vol aura un retard de 45 minutes, et ne partira pas à 18h00, heure prévue. Les passagers accompagnés d'enfants de moins de 12 ans sont priés de se présenter au comptoir AOM.

Question 4

Savez-vous qu'un enfant français de 7 à 12 ans regarde la télé pendant près de deux heures et demie par jour et que pendant les vacances la consommation monte à quatre heures?

Si le jeune allemand en comparaison, regarde moins la télévision, son compagnon américain bat tous les records. Avec quatre ou cinq heures quotidiennes, il passe presque autant d'heures devant la télé qu'en classe.

Question 5

H: Allô, c'est Gilles Dupont à l'appareil.

F: Bonjour monsieur, je m'appelle Ariane Bertrand et je fais un sondage pour l'Express, sur les jeunes entre 16 et 20 ans. Pourriez-vous répondre à quelques questions s'il vous plaît?

H: Bien sûr, madame.

F: Vous êtes en quelle année au lycée?

H: Je suis en première.

F: Et est-ce que la vie scolaire vous plaît?

H: J'adore voir mes amis à l'école, mais en ce qui concerne les études et les profs, je ne sais pas... ça ne me dit pas grand-chose.

F: Est-ce que vous avez l'intention de continuer vos études?

H: Malheureusement. L'année prochaine bien sûr, c'est mon Bac, l'année suivante j'aimerais bien travailler un peu pour gagner de l'argent et voyager. Par contre, mes parents veulent que j'aille à l'université.

F: Et comment vous vous imaginez dans dix ans? Qu'est-ce qui est le plus important pour vous?

H: Euh..., gagner de l'argent ce n'est pas mon but, mais il en faut quand même si on veut vivre confortablement surtout quand on a une famille. Mais finalement, ce que je n'envisage pas du tout, c'est de travailler pour quelqu'un toute ma vie et je ferai tout pour éviter cela. Pour moi, l'essentiel c'est d'être indépendant, en d'autres termes, être mon propre patron.

Question 6

Le classique *Jules et Jim*, est revenu à l'écran en version digitalisée. Bien sûr, tous les Français connaissent cette belle histoire d'amour réalisée en 1961. Ce chef-d'oeuvre aimé par tous, a fait de Jeanne Moreau une vedette internationale. Durant les prochaines semaines, partout à Paris, c'est un événement à ne pas manquer.

Question 7

- H Qu'est ce qui ne va pas aujourd'hui Elodie? Tu as l'air triste.
- F Mes parents ne me laissent pas du tout vivre ma vie. Quand je vois tous mes copains et copines qui font ce qu'ils veulent ... Alors que moi, il faut que je supplie mes parents pendant deux semaines avant de pouvoir faire quelque chose.
- H Ah bon?
- F: Ils trouvent que quand je sors une fois par semaine, c'est déjà trop et je dois rentrer avant 18 heures, alors qu'il fait jour jusqu' à 20h 30! Ils disent qu'à mon âge, eux, ils ne sortaient pas autant. Ils me disent aussi que c'est pour me protéger de tout ce qui se passe en ce moment ... euh...la drogue, la violence, le sida.
- H Pour moi, l'indépendance était très importante. Mes parents étaient divorcés et je vivais avec mon père qui était avocat. Le week-end, il passait son temps au bureau. Alors, je restais seul.

Question 8

- F: Bonjour tout le monde! Aujourd'hui 6 août, journée mondiale de la paix, je parle avec Luc Salignon qui est médecin humanitaire. Depuis 1985 il travaille pour Médecins Sans Frontières.
- H: Bonjour Anne! Merci de m'avoir invité....
- F: Bonjour Luc! Merci d'avoir accepté de participer à notre émission. Pour commencer, est-ce que vous pouvez expliquer à nos auditeurs ce que fait votre organisation?
- H: Oui, bien sûr! Alors, Médecins Sans Frontières, c'est une organisation humanitaire fondée il y a vingt-cinq, vingt-six ans. Notre action humanitaire a pour but de soulager toutes les souffrances.
- F: Vous pouvez nous donner des exemples?
- H: Dans les pays touchés par la guerre et la violence il y a beaucoup de victimes.
- F: Moi, je pense surtout aux enfants abandonnés dans la rue. Est-ce que vous faites quelque chose pour eux?
- H: Oui, évidemment, les enfants souffrent tellement pendant les guerres.
- F: Mais venir en aide à toutes ces victimes de désastres, c'est une tâche énorme!
- H: Vous avez raison. On ne peut pas répondre à toutes les souffrances du monde. Ce qui compte, c'est de considérer toutes les victimes comme égales. On ne doit pas faire la différence entre les unes et les autres que ce soit pour des raisons politiques, religieuses ou raciales.

Question 9

C'est décidé, votre prochain boulot sera de jouer le rôle d'un maire, dirigeant d'une grande ville même. Ceci n'est pas un jeu violent ni énervant mais passionnant. Développez votre ville, apprenez à gérer les problèmes d'eau, d'électricité ainsi que les voies de communication, sur votre propre écran. Mais attention! Soyez attentif à l'opinion de vos citoyens si vous voulez éviter leur fuite vers d'autres villes. Un bon jeu pour de très longues heures de plaisir.

Question 10

Victoire: Alors Donatienne, tu pars en vacances cet été?

Donatienne: Je ne sais pas encore. Je fais un boulot pendant la période des fêtes.

Victoire: Tu travailles où exactement?

Donatienne: Dans un grand magasin en ville. Je dois économiser mon argent car je compte faire un stage d'informatique l'année prochaine.

Victoire: Moi l'informatique je ne suis pas très douée pour ça.

Donatienne: Victoire, ce n'est pas si difficile que ça tu sais...

BLANK PAGE