



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

**HIGHER SCHOOL CERTIFICATE EXAMINATION**

**1998**

**FRENCH**

**3 UNIT (ADDITIONAL)**

*(25 Marks)*

*Time allowed—One hour and a quarter  
(Plus 5 minutes reading time)*

**DIRECTIONS TO CANDIDATES**

- Attempt BOTH questions.
- Answer each question in a SEPARATE Writing Booklet.

**QUESTION 1. Reading Skills** (15 marks)

Read the passage, then answer the questions on the following page in ENGLISH.

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## QUESTION 1. (Continued)

(a) What was the purpose of the meeting in Kyoto?

(b) *Ainsi, c'est notre avenir... du Japon* (lines 4–5)

Identify and explain the contrast here.

(c) Comment on the use of *guillemets* in «droit à polluer». (line 5)

(d) What is said about climatic changes? In your answer, refer to lines 6–10.

(e) (i) Identify the predominant tense in lines 11–23.

(ii) Comment on its use.

(f) What does the author achieve by using the words *nos enfants*? (line 22)

In your answer, refer to lines 17–23.

(g) *Le réchauffement, c'est pareil.* (line 29)

Explain the analogy used in this paragraph. (lines 24–29)

(h) How do governments deal with the issue of global warming?

In your answer, refer to lines 24–33.

(i) *Une solution, oui, mais temporaire...* (lines 32–33)

Comment on the punctuation used in this sentence.

(j) According to the text, we are on the verge of an environmental crisis. How does the author convey this? In your answer, refer to THREE examples.

**Please turn over**

**QUESTION 2. Writing Skills** (10 marks)

Use a SEPARATE Writing Booklet.

Write clearly on every second line.

Ecrivez environ 200–300 mots en français.

*Les êtres humains, comme les dinosaures, sont destinés à disparaître. Pourquoi donc s'inquiéter au sujet des catastrophes écologiques?*

Discutez.

**End of paper**