

2001 HSC Notes from
the Examination Centre
French

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2001 HSC NOTES FROM THE EXAMINATION CENTRE FRENCH

Introduction

This document has been produced for the teachers and candidates of the Stage 6 courses in French. It provides comments with regard to responses to the 2001 Higher School Certificate Examination, indicating the quality of candidate responses, and highlighting the relative strengths and weaknesses of the candidature in each section and each question.

It is essential for this document to be read in conjunction with the relevant syllabus, the 2001 Higher School Certificate Examination and other support documents which have been developed by the Board of Studies to assist in the teaching and learning of French.

The marking guidelines, developed by the Examination Committee at the time of setting the Higher School Certificate Examination and used at the marking centre, are also available on the Board of Studies' website.

576 candidates sat for the Beginners examination, 758 sat the Continuers and 139 Extension.

Beginners

Speaking Skills Examination

General Comments

The emphasis in marking this section was on assessing how well the candidate communicated the gist of the cues, taking into account the general criteria of fluency, authenticity and range of language used. Minor errors were acceptable if they did not impede communication.

In line with the *Principles for Setting HSC Examinations in a Standards-Referenced Framework*, the paper included a progression in the difficulty of the questions, with corresponding mark values.

In line with syllabus outcomes H2.6 and H3.1 candidates were required to convey the gist, the essential meaning of the cue in appropriate French.

Open-ended cues were also included, to provide candidates with the opportunity to demonstrate their control of language structures.

Specific Comments

Some examples of good renderings of the cues are as follows:

Question 1

- *J'ai un paquet que je dois envoyer à Sydney.*
- *Il y a des livres dans la boîte. C'est tout.*
- *Quelle est la date que ça va arriver en avion à Sydney?*

Question 2

- *Antoine vient juste d'arriver de Paris hier.*
- *J'ai l'intention d'aller au restaurant avec Antoine ce soir.*
- *On se retrouve devant le Café Royal à dix-huit heures trente?*

Question 3

- *J'ai vu tous les autres films. Et toi?*
- *Vous avez un film préféré?*
- *Quand le film finit, je vais rentrer chez moi dormir. Je suis fatigué.*

Question 4

- *J'ai des vacances.*
- *Je suis étudiant de français à l'école en Australie.*
- *J'aime faire beaucoup de choses: j'aime le basket, le foot, et j'aime faire les voyages.*

Question 5

- *Je voudrais rester ici, mais où?*
- *Est-ce qu'il y a des prix d'étudiant? Ça coûte combien pour rester dans un hotel?*
- *Je cherche quelque chose de moins cher.*
- *Un voyage est très fatiguant et aussi j'ai perdu mes vêtements.*

Listening Skills Examination

Candidates as a whole performed better in those questions which related to shopping, directions, going out and numbers. In general, they were less successful in open-ended questions (eg 13 and 15) than those with specific parts (eg 1, 3, 11,12).

The more successful responses were characterised by the following features:

- Notes written in French in the Candidate's Notes column were effectively transcribed in English to the space provided on the answer paper.
- Use of plurals in questions was noted so that more than one piece of information was supplied as required.
- Verb tenses were taken into account when selecting appropriate content for responses.
- Cognates and often mistranslated vocabulary items (eg *anniversaire, autocar, pièce, rester*) were correctly rendered.

Written Examination

Section I – Reading Skills

In this section, candidates fulfilled the outcomes of the syllabus by demonstrating global understanding as well as knowledge of specific details.

Specific Comments

Question 1

The main difficulties in this question were encountered in (d) where the concept of ‘a welcome drink’ was not always understood.

Question 2

In part (a), the inversion of the subject in the text caused difficulties. In part (d), the use of present and past tenses in the text led to some confusion as to which information was required for the answer.

Question 3

This question was very well handled by most candidates.

Question 4

The sophisticated nature of the issues raised in this text was well handled, and gave ample opportunity for better candidates to display their abilities fully. Teachers and candidates are reminded to treat reading texts in their totality and take careful note of headings, sub-headings and other aspects of setting-out in order to fully respond to text.

Section II – Writing Skills

The most popular question was the letter, although there was some misinterpretation of the question. While the question required candidates to write to their own family, telling them what they were doing while staying with a French family, many candidates wrote to the French family, describing their life and discussing their future holiday with them.

The letter format was well handled with appropriate opening and closing formulae. The better responses used a variety of tenses and sentence structures with a high degree of accuracy.

It was very pleasing to note that most candidates showed a sound cultural understanding of France and francophone countries by choosing a variety of locations apart from Paris, referring to many tourist sites and typical French cuisine.

The dialogue and email/message were often typified by repetitive language and a reliance on listing rather than constructing original, meaningful sentences.

As with many aspects of all French courses, candidates and teachers are reminded to concentrate their study on: basic verb conjugations, accurate use of the past tense and accurate understanding of present continuous form; use of gender and agreement of adjectives and past participles; pronoun subjects and objects; prepositions; appropriate use of ‘tu’ and ‘vous’; French proper names and their spelling; not using English words or syntax in a French writing context; and no reliance on pre-prepared answers which had little or no relevance to the requirements of the question.

Continuers

Oral Examination

The very high calibre of French candidates was once more confirmed by the way in which a large proportion of them were able to answer questions about their personal world fully and quite fluently. The better candidates required only a few key questions to draw out well-rounded answers, using a variety of tenses and constructions with pleasing accuracy. All candidates were able to complete the examination.

Candidates who are not naturally loquacious are reminded that it is important to expand on their answers. Candidates and teachers need to practise regularly exchanging questions and answers in a variety of forms. It is important to be comfortable using a variety of verb tenses, as questions may well be posed which require a rendition of past, present or future action.

Candidates and teachers are reminded to pay attention to basic as well as more sophisticated language. It was common to hear errors in expressions of age (using *être* instead of *avoir*), doing activities or sports, expressing quantities, expressing hopes, wishes and preferences and using (or omitting) prepositions appropriately.

Written Examination

Section I – Listening and Responding

General Comments

In general candidates showed sound preparation and sound global comprehension of the syllabus topics tested in the examination. The more successful candidates were able to produce full answers which took account of the ‘who’, ‘what’, ‘how’, ‘when’, ‘where’ and ‘why’ in the questions. It is important to remember that candidates may be asked to analyse the context and purpose of a spoken text and support the answer with examples.

Candidates who performed well used the Candidate’s Notes column effectively by writing down French words and then looking them up afterwards. It was also significant that successful candidates had obviously re-read their answers to check that they made sense and that they answered the questions fully.

Specific Comments

Question 6

This question required answers to refer to the text of the item, citing linguistic devices and images to account for ‘how’ the advertisement achieved its purpose. Less successful answers only referred to the vocabulary in the item.

Question 7

This question was structured so that candidates were clearly guided by parts (a) and (b) as to how to answer. Better responses were supported with evidence from the text.

Question 8

This question provided ample opportunity for candidates to provide specific examples and to synthesise information presented in explaining the ‘significance’.

Question 9

This question provided ample opportunity for candidates to provide specific examples and to synthesise information presented in explaining ‘how did the experiences lead to ...’.

Section II – Reading and Responding

Part A

General Comments

The subject matter of the texts was within the scope of the candidates’ experiences. In question 10, the topic of mad cow disease was topical and candidates understood the intent of the questions. Question 11 was in general more challenging and required some linguistic and stylistic analysis to access all available marks. Better responses:

- identified and reflected upon keywords or issues in the question
- were expressed with clarity
- provided textual references in support of their ideas
- included translation and paraphrases of relevant quotations
- made reference to the text as a whole
- thoroughly explained their interpretations rather than expecting examiners to make assumptions or ‘fill in the gaps’.

It is highly recommended that candidates read the questions first before reading the passage. Global comprehension is important, as well as recognising that questions may not always be sequential. Using dictionaries for contextual purposes is also an essential skill to develop.

Part B

General Comments

On the whole, candidates responded well to this task, demonstrating a clear understanding of the text and the issues raised in it. Better responses were able to make connections with the ‘changing world’ theme through topics such as careers and occupations and unemployment, whereas less successful ones merely answered the questions posed in the text without addressing the ideas raised in them.

Examiners looked for both the quality of the written French and the ability to develop the ideas raised in the text. Candidates are advised to ensure that they gain experience in responding to texts in a range of text types and over a range of issues. It is also desirable to try to keep the length of the response close to the required word limit. It was quite often observed that over-long responses suffered from not having information very well organised, whereas better responses expressed the ideas concisely.

Candidates should not try to memorise and use pre-learnt introductions and conclusions. These are often used inappropriately and end up detracting from the overall quality of the response.

Dictionary skills were also identified as an area that needs more practice, as there was some evidence of the literal translations of idioms.

Section III – Writing in French

General Comments

The majority of candidates handled this section with commendable competence and creativity. They specifically addressed the given objectives by devising appropriate descriptions of their new neighbours (q. 13) or by offering informative insights into their leisure interests (q. 14). Better quality responses were marked by an ability to manipulate language authentically and produce well-structured and coherently sequenced writing that was interesting and entertaining.

The topics offered plenty of scope for candidates of all abilities. This section of the paper really allows those with some imagination and creativity to shine, and it is important to try to use the topic not merely to recite facts, descriptions or characteristics.

Specific Comments

Question 13

Dictionary use was often revealed as inadequate in this question. It was common for candidates, under the stress of exam conditions, to misuse words and expressions which were too hastily extracted from the dictionary without much thought or cross-checking. Script length needs to be more carefully disciplined, as it is clearly a waste of time to continue as many candidates did for 3–4 times the required length. As stated previously, over-long scripts often tend to deteriorate in quality, cohesion or logical consistency. It is much more desirable for the additional time to be used in proofing and checking the grammatical accuracy of such common pitfalls as subject-verb agreements, agreement of adjectives, possessives and interrogatives, tenses, gender and appropriate use of prepositions.

It was evident that more candidates suffered from flaws in basic, Years 8–10 French grammar than in the more complex, sophisticated expressions used in the senior syllabus.

Question 14

On the whole candidate responses to this question showed evidence of authentic and appropriate awareness of French-speaking countries. As stated above, the areas where candidates were often let down were centred on basic French grammar; for example, agreement in all its applications, position of object pronouns, consistency with use of ‘*tu*’ and ‘*vous*’, and common verb forms.

The better responses showed solid preparation in producing a variety of text types, an ability to qualify and amplify points, and to express the required points logically and with a concise, well-balanced approach within the word-limit of the question.

Extension

Oral Examination

General Comments

The standard of responses was generally high, with most candidates achieving the outcomes described at the top end of the marking guidelines scale. Candidates appeared to be well prepared and familiar with the prescribed issues. They also showed that they had prepared themselves to handle a two-pronged test although sometimes the first question received more attention at the expense of the second. Candidates are advised to spend an equal amount of time preparing each topic (both being worth 5 marks).

In the best responses, candidates:

- addressed the topic
- demonstrated clear, logical thoughts and opinions supported by the use of relevant examples
- communicated fluently and effectively with a high level of grammatical accuracy using sophisticated vocabulary and sentence structure.

Candidates should note that familiarity with the prescribed issues does not mean that they should deliver pre-learned speeches hoping that these then address the topic. There was evidence of this practice in Questions 1 and 3, particularly Question 1 being treated as a talk on education (several speeches starting with: *L'éducation, c'est le meilleur passeport pour la vie*). Similarly, Question 3 frequently dealt only with *'L'argent ne fait pas le bonheur'*. At Extension level, candidates are expected to show analytical thinking as well as the ability to justify their own point of view, instead of regurgitating ideas or phrases that they have learned without any evidence of having thought about the particular question.

Some candidates whose French was of a high standard did themselves a disservice by using too high-flown or stilted language, clearly not their own, in an effort to impress the examiner, often speaking at a faster than normal speed. This resulted in a delivery, which lacked authenticity, and with a line of thought that was sometimes hard to follow. It is preferable for candidates to express themselves in French at a level with which they are comfortable.

The use of pre-learnt introductory or connecting phrases can sound very contrived and they should be used sparingly. Responses interspersed with these expressions may draw more attention to weaknesses in grammar or pronunciation in the rest of the delivery. Some pre-learnt introductory phrases were both too long and too formal, sometimes taking up to 30 seconds, thereby wasting valuable time which could have been better spent on the actual discussion.

Candidates should make sure they learn correct expressions for closing the discussion. Common errors were: *'pour conclurer/pour concluyer'* instead of *'pour conclure'*; *'en conclure (en conclusion)'*; *'en guise de la conclusion (en guise de conclusion)'*.

Most candidates handled the length of time well, speaking between two and two and a half minutes. Two minutes was sufficient to handle the requirements of the task.

The space for Candidate's Notes was used effectively by most candidates for writing a plan and brief notes. A small number of candidates wrote outside the boxes. Candidates are reminded that this is against the instructions set out on the front of the paper. Candidates should spend their preparation time planning and organising what they are going to say, making brief notes using only the appropriate space provided on the paper (one box only for each question).

Specific Comments

Question 1

There were excellent responses to this question although few candidates made a clear distinction between '*éducation*' and '*formation professionnelle*'. Many spoke in general terms about the need to have a good education in order to access a good job. Some failed to address the issue of a changing world.

Question 2

Many candidates related personal experience or that of close friends to support their point of view, either agreeing or disagreeing with the statement. Most suggested a two-parent family was desirable but not essential, and that the main ingredient for a healthy home environment was love and support, from either one or two parents. Some candidates spoke mainly about marriage and divorce in today's society compared with that of previous decades, without addressing the issue of the needs of the child.

The word '*élevés*' was often mispronounced (*enlevés/élèves*). And so was the word *parents* (*è* for *a* and the final *s* sounded). There were difficulties with the use of 'only' eg '*j'ai été élevé par que ma mere*' and '*un seul parent*' (for: a single parent).

Question 3

The best responses first defined *la réussite* before giving reasons for either agreeing or disagreeing with the statement, eg. *la réussite, c'est un accomplissement des buts personnels* or *la réussite est un état d'esprit* or *la réussite est ce qu'on a fait dans sa vie et ce qu'on a créé par soi-même*. Again a number of responses failed to address the specific topic and spoke in generalities on material possessions/wealth/money being a sign of our capitalistic/consumer-driven society or gave rehearsed speeches on wealth versus poverty.

The words *réussite* and *possessions* were frequently mispronounced (as *réussité* and *pozessions*).

Written Examination

Section I – Response to Prescribed Text: *Marius et Jeannette*

General Comments

It was pleasing to note how well candidates knew the films and understood the themes and issues involved. There was a commendable level of analysis of these themes and the sociopolitical perspectives with which they are linked.

Part A

Specific Comments

Question 1

- (a) Better responses were able to account for the dramatic impact of the contrast of scenery and comment clearly on its significance, rather than merely observing the contrast.
- (b) Elements such as the differences in the content of the conversations as well as the accents used by the two couples were important to address – in fact, the exploration of these varying levels of difference, including physical, mental and social, was the key to completing this task successfully.
- (c) It is important to refer directly to the quotation given in a question such as this, in order to consider the full requirement viz: ‘we ALL lie, sometimes’. Thus, the best responses did not confine themselves to M. _brard alone.
- (d) In this question, the words ‘tension’ and ‘explored’ were the key elements to indicate to candidates where to direct their focus.

Part B

General Comments

Level, choice and correctness of language were intrinsic to the task and taken into consideration in the awarding of marks. However, a piece of perfectly written French that was appropriate to the context would not of itself be awarded the highest range of marks if it did not demonstrate a good understanding or, even better, a sensitive and perceptive understanding of the text.

Question 2

Candidates were assessed on how well they demonstrated an understanding of the prescribed text and how well they wrote in French for a specific context. An ‘understanding’ meant an understanding of the quotation, the related facts, story, events and their sequence, but even more significantly, an understanding of the characters and what they might, in character, say in the context specified in the question. Candidates were, therefore, expected to be consistent with that character, to reflect their psychology, their way of thinking, feeling and speaking, at the time that the question specifies or implies, to throw light on their perspective and interpretation of events, their own situation and that of the other characters to whom they refer in this imaginative task.

Candidates benefited from situating their writing in a particular time and this meant an examination of the question itself and the quotation. In the *Marius et Jeannette* question *à présent* indicated that Monique's letter would be situated very close to the time the words in the quotation were said, that is the day that we see the children home from school, and when she has an argument with Dédé, about his reluctance to join a current strike. Some candidates wrote only of her attitude to strikes, whereas the question did allow, upon closer consideration, more scope than that. Other candidates did speak of what was happening at her place with regard to strikes, and others broadened this to include other characters. Answers included: the strike at the children's school and their being home that day, the fact that Dédé had expressed his unwillingness to strike again, which would, of course, be central to her motivation for writing to a friend about strikes; Justin was sometimes mentioned in the context of the children, also Jeannette who had just lost her job and who, that very day, had been on her way to look for another, Jeannette's new man Marius, Jeannette's children and Malek's marks at school.

All of these factors were drawn on by candidates overall, but few took the opportunity to draw on several of these as a source for their creativity. Demonstrating an understanding also meant remaining true to the facts that the text reveals or implies, and originality does not mean creating a new psychology for character. There were some misconceptions evident on occasions: some letters revealed a Monique who was desperately unhappy with Dédé, who wanted to leave him but had no-one to turn to, or children who were suffering because of their cruel arguments and bad language, or Dédé as a mean, lazy good-for-nothing who did not care about his family at all and who always voted Front National.

Writing 'for a specific context' required, in the case of *Marius et Jeannette*, that candidates write a letter in the style and character of Monique to an imagined friend. High-range responses captured to some degree the authentic voice of Monique and showed some measure of creative flair and originality in the way they wove and embellished their understanding of the text into the letter. Those in the 7–8 range of marks generally showed a somewhat more comprehensive understanding of the text. Although candidates needed to demonstrate an understanding of the conversation of this text type, it was more important to demonstrate an understanding of the special context. There would be some level of engagement with the recipient of the letter, her audience, and she would not, for example, from beginning to end write a diatribe on strikes from a philosophical perspective.

Section I – Response to Prescribed Text: *Au Revoir les Enfants*

Part A

Question 3

Once more this question was well handled, with the most successful candidates taking care to look closely at and make reference to the quotations within question parts, referring to other scenes in the film as required, and recognising how the main themes in the film were mirrored in the character of Père Jean. The complexity of the issue of alienation and the variety of its causes were well handled in the best responses.

Part B

Question 4

In *Au Revoir les Enfants* question candidates were to write the journal in relation to *événements récents*. One could therefore situate the journal immediately after the sermon, or as many candidates did, at the end of that day after the visit to the restaurant, where events would indeed lead Julien to reflect more deeply on Père Jean's words. Some candidates realised it was also possible to situate the time of writing at the end of the film, where Julien's understanding of Père Jean's words would be more complete and more shattering.

In the *Au Revoir les Enfants* response, candidates needed, not just to tell the story, but also to reflect, as Julien, on the two notions of *discorde* and *haine*, and on *égoïsme* and *indifférence*, and how these were connected at least to his relationship with Jean Bonnet, in order to show an understanding of the text. Others mentioned Josef, his mother, the German soldiers, the militia, the sister who betrayed Jean, and the other boys in the school.

Section II – Writing in French

General Comments

Generally, the quality of responses in this part was very pleasing. However, it was interesting to note that a significant number of responses were not consistent in their demonstration of the content of judging performance i.e. a response may have had well-structured arguments and been effectively written for a particular audience, had depth and breadth of supporting material and examples, but have been ultimately lacking in consistent accuracy of written expression.

On the other hand, some scripts were well written in good, quite sophisticated French, but lacked depth in the argument or breadth and depth of supporting material.

Thus, it is important to note that, just as marking of scripts required a balanced judgement of the overall quality of individual responses, so should candidates be aware of all of these elements that are required to complete the picture of a successfully balanced approach to the requirements of the writing task at Extension level.

French Beginners

2001 HSC Examination Mapping Grid

Question	Marks	Content (Theme /Topic - Text Type)	Syllabus outcomes
Speaking Skills Examination			
1	3	Personal Identification	H1.1, H1.2, H1.5, H2.1, H2.2, H2.3, H2.4, H2.7
2	3	Social Interaction	H1.1, H1.2, H1.5, H2.1, H2.2, H2.3, H2.4, H2.7
3	4	Leisure Activities	H1.1, H1.2, H1.5, H2.1, H2.2, H2.3, H2.4, H2.7
4	5	Shops & Services	H1.1, H1.2, H1.5, H2.1, H2.2, H2.3, H2.4, H2.7
5	5	Travel & Tourism	H1.1, H1.2, H1.5, H2.1, H2.2, H2.3, H2.4, H2.7
Listening Skills Examination			
1	2	Personal Identification	H3.1, H3.2, H3.3
2	2	Social Interaction	H3.1, H3.2, H3.3
3	3	Shops & Services	H3.1, H3.2, H3.3
4	3	Leisure Activities	H3.1, H3.2, H3.3
5	1	Shops & Services	H3.1, H3.2, H3.3
6	1	Personal Identification	H3.1, H3.2, H3.3
7	3	Travel & Tourism	H3.1, H3.2, H3.3
8	1	Leisure Activities	H3.1, H3.2, H3.3
9	1	General – Numbers	H3.1, H3.2, H3.3
10	1	Travel & Tourism	H3.1, H3.2, H3.3
11	3	Shops & Services	H3.1, H3.2, H3.3
12	4	Personal Identity	H3.1, H3.2, H3.3
13	3	Shops & Services	H3.1, H3.2, H3.3
14	3	Social Interaction	H3.1, H3.2, H3.3
15	4	Travel & Tourism	H3.1, H3.2, H3.3
Written Examination			
<u>Section I: Reading Skills</u>			
1	5	Sport & Leisure	H3.1, H3.2, H3.3
2	8	Popular Entertainment	H3.1, H3.2, H3.3
3	10	Lifestyles	H3.1, H3.2, H3.3
4	12	Current Issues	H3.1, H3.2, H3.3
<u>Section II: Writing Skills</u>			
5	10	Family and Friends (Letter)	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8
6	10	Shopping/Money (E-mail/Message)	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8
7	10	Contacting People/Going Out (Dialogue)	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8

2001 HSC French Beginners Marking Guidelines — Listening Skills

Question 1 (a) (1 mark)

Outcomes assessed: H3.1, H3.2 and H3.3

MARKING GUIDELINES

Criteria	Marks
• For Christmas / as a Christmas present	1

Question 1 (b) (1 mark)

Outcomes assessed: H3.1, H3.2 and H3.3

MARKING GUIDELINES

Criteria	Marks
• To suggest a name for the dog	1

Question 2 (2 marks)

Outcomes assessed: H3.1, H3.2 and H3.3

MARKING GUIDELINES

Criteria	Marks
• Identifies both reasons why Jeannette is upset	2
• Identifies one reason	1

Question 3 (a) (2 marks)*Outcomes assessed: H3.1, H3.2 and H3.3***MARKING GUIDELINES**

Criteria	Marks
• Provides two selling features	2
• Provides one selling feature	1

Question 3 (b) (1 mark)*Outcomes assessed: H3.1, H3.2 and H3.3***MARKING GUIDELINES**

Criteria	Marks
• It is too expensive / she only has 7 000 F	1

Question 4 (a) (2 marks)*Outcomes assessed: H3.1, H3.2 and H3.3***MARKING GUIDELINES**

Criteria	Marks
• Identifies both reasons why Bernard cannot use his ticket	2
• Identifies one reason	1

Question 4 (b) (1 mark)*Outcomes assessed: H3.1, H3.2 and H3.3***MARKING GUIDELINES**

Criteria	Marks
• Conveys accurately the arrangements the two people make	1

Question 5 (1 mark)

Outcomes assessed: H3.1, H3.2 and H3.3

MARKING GUIDELINES

Criteria	Marks
• (B)	1

Question 6 (1 mark)

Outcomes assessed: H3.1, H3.2 and H3.3

MARKING GUIDELINES

Criteria	Marks
• (D)	1

Question 7 (a) (1 mark)

Outcomes assessed: H3.1, H3.2 and H3.3

MARKING GUIDELINES

Criteria	Marks
• Identifies the location	1

Question 7 (b) (1 mark)

Outcomes assessed: H3.1, H3.2 and H3.3

MARKING GUIDELINES

Criteria	Marks
• Identifies reason why people are asked to go to the bus station	1

Question 7 (c) (1 mark)

Outcomes assessed: H3.1, H3.2 and H3.3

MARKING GUIDELINES

Criteria	Marks
• Identifies the reason for the offer	1

Question 8 (1 mark)

Outcomes assessed: H3.1, H3.2 and H3.3

MARKING GUIDELINES

Criteria	Marks
• (B)	1

Question 9 (1 mark)

Outcomes assessed: H3.1, H3.2 and H3.3

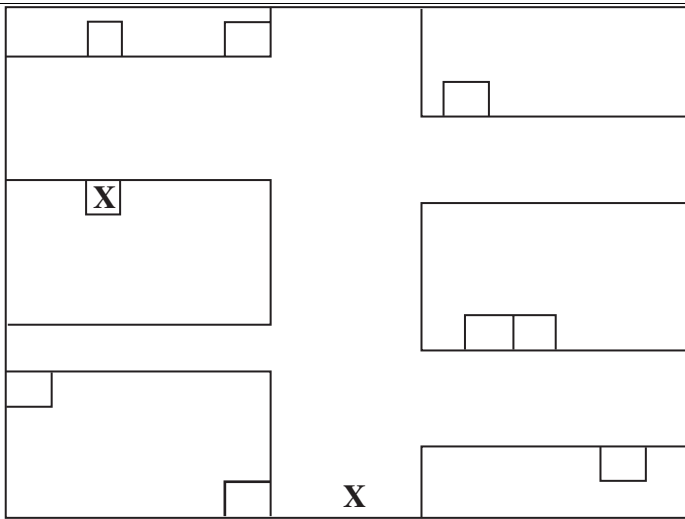
MARKING GUIDELINES

Criteria	Marks
• 02 23 46 13 35	1

Question 10 (1 mark)

Outcomes assessed: H3.1, H3.2 and H3.3

MARKING GUIDELINES

Criteria	Marks
 <p style="text-align: center;">Vous êtes ici</p>	1

Question 11 (a) (1 mark)

Outcomes assessed: H3.1, H3.2 and H3.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Identifies the reason for his buying the gift 	1

Question 11 (b) (2 marks)

Outcomes assessed: H3.1, H3.2 and H3.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Provides detailed explanation of why this item is suggested 	2
<ul style="list-style-type: none"> Provides a basic explanation 	1

Question 12 (a) (1 mark)

Outcomes assessed: H3.1, H3.2 and H3.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> They have not seen them for a long time 	1

Question 12 (b) (2 marks)

Outcomes assessed: H3.1, H3.2 and H3.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Identifies what the man is going to buy Gives explanation 	2
<ul style="list-style-type: none"> Identifies what the man is going to buy OR <ul style="list-style-type: none"> Identifies that Yvonne is a vegetarian 	1

Question 13 (3 marks)*Outcomes assessed: H3.1, H3.2 and H3.3***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a comprehensive understanding of the problem• Supports the answer with relevant details from the text	3
<ul style="list-style-type: none">• Demonstrates an understanding of the problem• Provides two relevant references to the text to illustrate the problem	2
<ul style="list-style-type: none">• Identifies one relevant aspect	1

Question 14 (a) (2 marks)*Outcomes assessed: H3.1, H3.2 and H3.3***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Details the directions to the town hall	2
<ul style="list-style-type: none">• Identifies one direction	1

Question 14 (b) (2 marks)*Outcomes assessed: H3.1, H3.2 and H3.3***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a comprehensive understanding of the text• Supports the answer with detailed evidence from the text	2
<ul style="list-style-type: none">• Demonstrates partial understanding by identifying isolated details	1

Question 15 (4 marks)

Outcomes assessed: H3.1, H3.2 and H3.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a comprehensive understanding of the nature of Daniel's complaints• Supports answer with relevant details from the text	4
<ul style="list-style-type: none">• Demonstrates an understanding of the nature of Daniel's complaints• Provides two relevant references to the text	3
<ul style="list-style-type: none">• Demonstrates an understanding that Daniel is complaining about the excursion by giving one relevant aspect	2
<ul style="list-style-type: none">• Identifies one relevant aspect	1

2001 HSC French Beginners Marking Guidelines — Speaking Skills

Question 1 (3 marks) and **Question 2** (3 marks)

Outcomes assessed: H1.1, H1.2, H1.5, H2.1, H2.2, H2.3, H2.4, H2.7

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Uses French accurately to convey the meaning of the cues • Demonstrates an appropriate range of language and structures 	3
<ul style="list-style-type: none"> • Uses French adequately to convey the meaning of the cues 	2
<ul style="list-style-type: none"> • Conveys the gist of most of the cues in comprehensible, but not necessarily accurate French 	1

Question 3 (4 marks)

Outcomes assessed: H1.1, H1.2, H1.5, H2.1, H2.2, H2.3, H2.4, H2.7

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Uses French appropriately to convey the meaning of the cues • Demonstrates some control of complex French structures 	4
<ul style="list-style-type: none"> • Uses French satisfactorily to convey the meaning of the cues • Demonstrates an appropriate range of language and structures 	3
<ul style="list-style-type: none"> • Uses French adequately to convey the meaning of the cues 	2
<ul style="list-style-type: none"> • Conveys the gist of some of the cues in comprehensible, but not necessarily accurate French 	1

Question 4 (5 marks) and **Question 5** (5 marks)*Outcomes assessed: H1.1, H1.2, H1.5, H2.1, H2.2, H2.3, H2.4, H2.7***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Uses French accurately to convey the meaning of the cues• Demonstrates control of complex French structures (within the context of the Beginners course)	5
<ul style="list-style-type: none">• Uses French appropriately to convey the meaning of the cues• Demonstrates some control of complex French structures	4
<ul style="list-style-type: none">• Uses French satisfactorily to convey the meaning of the cues• Demonstrates an appropriate range of language and structures	3
<ul style="list-style-type: none">• Uses basic French to convey the meaning of the cues	2
<ul style="list-style-type: none">• Conveys the gist of some of the cues in comprehensible, but not necessarily accurate French	1

2001 HSC French Beginners

Marking Guidelines — Written Examination

Section I — Reading Skills (35 marks)

Question 1 (a) (2 marks)

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

MARKING GUIDELINES

Criteria	Marks
• Identifies two reasons for joining the club	2
• Identifies one reason for joining the club	1

Question 1 (b) (1 mark)

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

MARKING GUIDELINES

Criteria	Marks
• Pay the full amount at the first lesson	1

Question 1 (c) (1 mark)

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

MARKING GUIDELINES

Criteria	Marks
• Book in advance	1

Question 1 (d) (1 mark)

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

MARKING GUIDELINES

Criteria	Marks
• Buffet dinner and a welcome drink	1

Question 2 (a) (1 mark)

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

MARKING GUIDELINES

Criteria	Marks
• Eat a pizza in a bistro on the old port of Marseille	1

Question 2 (b) (2 marks)

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

MARKING GUIDELINES

Criteria	Marks
• Explains the roles of all 3 members of the group	2
• Explains the roles of two members	1

Question 2 (c) (2 marks)*Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Identifies both a modern and a traditional element of their work	2
• Identifies one element	1

Question 2 (d) (3 marks)*Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Clearly identifies and explains the two expressions of their concern	3
• Identifies and explains one expression of concern	2
• Identifies a concern or an example of what the group has done	1

Question 3 (a) (2 marks)*Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Identifies the extent of the support	2
• Identifies one aspect	1

Question 3 (b) (2 marks)*Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Identifies the aims of the day	2
• Identifies one aspect	1

Question 3 (c) (2 marks)*Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Identifies two problems being addressed	2
• Identifies one problem	1

Question 3 (d) (4 marks)*Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Identifies 4 measures	4
• Identifies 3 measures	3
• Identifies 2 measures	2
• Identifies 1 measure	1

Question 4 (a) (2 marks)*Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Identifies two rights of children	2
• Identifies one right of children	1

Question 4 (b) (3 marks)*Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates an understanding of the measures required to reduce the impact of diseases in children	3
• Identifies three measures	2
• Identifies one measure	1

Question 4 (c) (2 marks)*Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Identifies three examples	2
• Identifies two examples	1

Question 4 (d) (2 marks)*Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Identifies the causes of the exploitation of children	2
• Identifies one aspect	1

Question 4 (e) (3 marks)*Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a comprehensive understanding of the problem	3
• Supports answer with relevant detailed references	
• Demonstrates an understanding of the problem	2
• Refers to two examples	
• Identifies one aspect	1

Section II — Writing Skills (10 marks)

Questions 5–7

Outcomes assessed: H2.1, H2.2, H2.3, H2.5, H2.7, H2.8

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Presents and develops relevant information, ideas and/or opinions • Demonstrates a wide range of vocabulary and language structures • Demonstrates a high degree of accuracy with only minor errors • Sequences and structures ideas and information effectively • Correctly observes all conventions of the discourse form 	9 – 10
<ul style="list-style-type: none"> • Presents and develops relevant information, ideas and/or opinions • Demonstrates some variety of vocabulary and language structures • Demonstrates a degree of accuracy with occasional (sometimes even significant) errors • Sequences and structures ideas and information coherently • Observes all conventions of the discourse form 	7 – 8
<ul style="list-style-type: none"> • Presents some relevant information, ideas and/or opinions • Uses only basic vocabulary and simple language structures • Demonstrates some consistency in the use of language, with more frequent errors, but generally achieves communication • Organises and sequences some information • Generally observes conventions of the discourse form 	5 – 6
<ul style="list-style-type: none"> • Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax • Achieves limited communication, using single words, set formulae and anglicisms to express information • Demonstrates little evidence of organisation and sequencing • Is often repetitive • Rarely observes conventions of the discourse form 	3 – 4
<ul style="list-style-type: none"> • Uses single words, set phrases in isolation and anglicisms • Barely addresses topic • Demonstrates minimal knowledge of vocabulary and language structures 	1 – 2

French Continuers

2001 HSC Examination Mapping Grid

Question	Marks	Content (Theme /Topic - Text Type)	Syllabus outcomes
Oral Examination			
	20	Conversation covering student's personal world	H1.1, H1.2, H1.3, H1.4, H2.1, H2.3
Section I: Listening and Responding			
1	1	Leisure & Interests/Dialogue	H3.1
2	2	Travel & Tourism - Dialogue	H3.1
3	1	Travel & Tourism/Conversation	H3.1
4	3	Leisure & Interests/Chart/Form - Conversation	H3.1
5	2	School Life & Aspirations/Conversation	H3.1
6	3	Travel & Tourism/Announcement	H3.1, H3.2
7	5	Arts & Entertainment/Conversation	H3.1, H3.2
8	4	Arts & Entertainment/News Item	H3.1, H3.2
9	4	World of Work/Dialogue	H3.1, H3.2
Section II: Reading and Responding			
10	10	Current Issues	H3.1, H3.2
11	15	Daily Life/Lifestyles	H3.1, H3.2
12	15	Young Person's World/Letter	H1.1, H1.2, H1.3, H1.4
Section III: Writing in French			
13(a)	6	Daily Life/Lifestyles/Description	H2.1, H2.2, H2.3
13(b)	6	Leisure & Interests/Report	H2.1, H2.2, H2.3
14(a)	9	Travel & Tourism/Speech	H2.1, H2.2, H2.3
14(b)	9	Personal Identity/Diary Entry	H2.1, H2.2, H2.3

2001 HSC French Continuers

Marking Guidelines — Oral Examination

Conversation (20 marks)

Outcomes assessed: H1.1, H1.2, H1.3, H1.4, H2.1, H2.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Communicates confidently and fluently with correct intonation and pronunciation Demonstrates depth of the 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

2001 HSC French Continuers Marking Guidelines

Section I — Listening and Responding

Question 1 (1 mark)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• (C)	1

Question 2 (2 marks)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Demonstrates an understanding of the text • Provides details of the two reasons mentioned	2
• Demonstrates limited understanding • Provides details of one reason	1

Question 3 (1 mark)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• (A)	1

Question 4 (3 marks)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Je ne viens pas ce soir (or a correct equivalent)	1
• Urgent ✓	1 for 2 ticks
• Rappeler ✓	
• The number is: 02 53 26 87 71	1

Question 5 (2 marks)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Clearly identifies two major differences between school life and university	2
• Clearly identifies one major difference between school life and university	1

Question 6 (3 marks)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates comprehensive understanding of how language and images are used to make the trip sound inviting	3
• Supports answer with appropriate references to text	
• Demonstrates some understanding of how language and images are used to make the trip sound inviting	2
• Supports answer with one or two references to text	
• Identifies appropriate reference to text's language or images	1

Question 7 (a) (2 marks)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Identifies Juliette's need to adapt/be flexible and how this impacts on her work	2
• Identifies either the general or the specific detail only	1

Question 7 (b) (3 marks)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Identifies that they are separated and explains their means of keeping in touch, with explanation of why faxes work for them 	3
<ul style="list-style-type: none"> Identifies that they are separated and identifies use of fax for communication 	2
<ul style="list-style-type: none"> Identifies use of fax/pictures for communication 	1

Question 8 (4 marks)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Identifies uniqueness of festival in terms of its nature and purpose Identifies benefits for visitors 	4
<ul style="list-style-type: none"> Identifies uniqueness of festival in terms of its nature and purpose 	3
<ul style="list-style-type: none"> Describes aspects of the festival with little/no explanation of significance 	2
<ul style="list-style-type: none"> Identifies an aspect of the festival 	1

Question 9 (4 marks)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Demonstrates understanding of the contrast between western and local medicines (availability, popularity) Identifies the influence local medical practices had on his career change 	3–4
<ul style="list-style-type: none"> Demonstrates some understanding of problems he faced in treating villagers in Peru Limited explanation of career change 	2
<ul style="list-style-type: none"> Identifies some of the problems he faced in Peru 	1

Section II — Reading and Responding

Part A

Question 10 (a) (1 mark)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• A telephone helpline for farmers in distress	1

Question 10 (b) (2 marks)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Identifies all relevant events	2
• Identifies some relevant events	1

Question 10 (c) (2 marks)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Identifies reason and links this to depression	2
• Identifies a reason	1

Question 10 (d) (2 marks)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Identifies all relevant features	2
• Identifies some relevant features	1

Question 10 (e) (3 marks)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Demonstrates understanding of differing problems of young people Identifies these problems Identifies different help line for these problems 	3
<ul style="list-style-type: none"> Identifies differing problems and different help line 	2
<ul style="list-style-type: none"> Identifies problems of young people 	1

Question 11 (a) (2 marks)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Identifies text as an obituary for a scientist 	2
<ul style="list-style-type: none"> Identifies that text is about a scientist 	1

Question 11 (b) (3 marks)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Identifies the choice of personal language to describe the man and the significance of the loss. Gives examples of adjectives and phrases from text that show nature of friendship 	3
<ul style="list-style-type: none"> Identifies and provides some examples of the friend's character 	2
<ul style="list-style-type: none"> Identifies friend as best friend or another relevant example 	1

Question 11 (c) (3 marks)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Explains Eugène Lemonde's perception of the desert Describes how the attraction came about Links desert with religious background 	3
<ul style="list-style-type: none"> Links desert and religious experience 	2
<ul style="list-style-type: none"> Describes Eugène Lemonde's view of the desert as a place of worship 	1

Question 11 (d) (3 marks)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Identifies media image as an antisocial (mad professor) eccentric Identifies inadequacy of film portrayal Identifies importance of scientific achievements that were not acknowledged 	3
<ul style="list-style-type: none"> Identifies media image as an antisocial (mad professor) eccentric Identifies importance of scientific achievements 	2
<ul style="list-style-type: none"> Explains that media did not focus on scientific achievements 	1

Question 11 (e) (4 marks)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Demonstrates understanding of title Explains in detail significance for Eugène Lemonde's work i.e., naturalist/explorer/particularly taken with desert environment Link choice of title to friendship between writer and Eugène Lemonde Supports answer with reference to text 	4
<ul style="list-style-type: none"> Demonstrates understanding of title Explains in detail significance for Eugène Lemonde's work i.e. naturalist/explorer/particularly taken with desert environment Supports answer with reference to text 	2-3
<ul style="list-style-type: none"> Demonstrates understanding of title Links title to work as naturalist 	1

Section II — Reading and Responding

Part B

Question 12 (15 marks)

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Responds to the information, ideas and/or opinions of the text (includes main points) • Demonstrates depth in the treatment of the task through the development of relevant information, ideas and/or opinions relating to text • 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 text (includes main points) • 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 (includes points) • Demonstrates a satisfactory knowledge and understanding of vocabulary and sentence structures • Organises information and ideas to meet the requirements of the task 	7 – 9
<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

Section III — Writing in French

Question 13 (6 marks)

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

Section III (continued)

Question 14 (9 marks)

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates depth and breadth in the treatment of the task through the presentation and development of relevant information, ideas and/or opinions • Demonstrates extensive knowledge and understanding of vocabulary, tense, mood, syntax • Manipulates language authentically and creatively to persuade and evaluate • Sequences and structures ideas and information coherently and effectively 	8 – 9
<ul style="list-style-type: none"> • Demonstrates breadth in the presentation and some depth in the development of information, ideas and/or opinions relevant to the task • Demonstrates a thorough knowledge and understanding of vocabulary, tense, mood, syntax • Manipulates language with some degree of authenticity and creativity to persuade, reflect and evaluate • Sequences and structures ideas and information effectively 	6 – 7
<ul style="list-style-type: none"> • Presents information and a range of ideas and/or opinions in order to persuade and evaluate • Demonstrates a satisfactory knowledge and understanding of vocabulary, tense, mood and syntax • Organises information and ideas to meet the requirements of the task 	4 – 5
<ul style="list-style-type: none"> • Presents some information, opinions or ideas relevant to the task • Demonstrates a basic knowledge and understanding of vocabulary and sentence structures • Demonstrates limited evidence of the ability to organise information and ideas 	2 – 3
<ul style="list-style-type: none"> • Demonstrates a limited understanding of the requirements of the task • Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax • Uses single words, set formulae and anglicisms to express information 	1

French Extension

2001 HSC Examination Mapping Grid

Question	Marks	Content (Theme /Topic - Text Type)	Syllabus outcomes
Oral Examination			
1	5	Coping with Change/Education & Opportunity	H1.1, H1.2
2	5	Coping with Change/Changing Relationships	H1.1, H1.2
3	5	Belonging/Alienation/Poverty & Wealth	H1.1, H1.2
Written Examination			
1(a)	2	Marius & Jeannette, Shots 352-378	H2.1, H2.2, H2.3
1(b)	3	Marius & Jeannette, Shots 352-378	H2.1, H2.2, H2.3
1(c)(i)	2	Marius & Jeannette, Shots 352-378	H2.1, H2.2, H2.3
1(c)(ii)	3	Marius & Jeannette, Shots 352-378	H2.1, H2.2, H2.3
1(d)	5	Marius & Jeannette, Shots 352-378	H2.1, H2.2, H2.3
2	10	Marius & Jeannette, Shot 124	H1.2, H2.1
3(a)	2	Au Revoir les Enfants, Shots 437-463	H2.1, H2.2, H2.3
3(b)	2	Au Revoir les Enfants, Shots 437-463	H2.1, H2.2, H2.3
3(c)	3	Au Revoir les Enfants, Shots 437-463	H2.1, H2.2, H2.3
3(d)	3	Au Revoir les Enfants, Shots 437-463	H2.1, H2.2, H2.3
3(e)	5	Au Revoir les Enfants, Shots 437-463	H2.1, H2.2, H2.3
4	10	Au Revoir les Enfants, Shot 279	H1.2, H2.1
5	15	Tolerance of Difference/Gender/Article	H1.2
6	15	Belonging Versus Alienation/ Involvement with Community - Report	H1.2

2001 HSC French Extension Marking Guidelines — Oral Examination

Monologue (10 marks)

Questions 1–3

Outcomes assessed: H1.1, H1.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Presents and develops a sophisticated, coherent argument • Demonstrates breadth and depth in the treatment of relevant ideas and information • Communicates confidently and fluently with correct intonation and pronunciation • Communicates with a high level of grammatical accuracy, and breadth and sophistication of vocabulary and sentence structure 	5
<ul style="list-style-type: none"> • Presents and develops a coherent argument • Demonstrates breadth and some depth in the use of relevant ideas and information • Communicates effectively, with some degree of fluency and authenticity • Communicates with a range of vocabulary, language structures and complex sentences, but with some inaccuracies of expression or syntax 	4
<ul style="list-style-type: none"> • Attempts to present and develop a coherent argument • Supports the argument with a range of relevant examples • Communicates with some degree of fluency, but with repetition and inaccuracies in grammar and vocabulary 	3
<ul style="list-style-type: none"> • Attempts to present an argument using some relevant information or ideas with limited fluency of presentation • Communicates using simple sentences and language structures and a limited vocabulary with pauses and errors 	2
<ul style="list-style-type: none"> • Communicates some relevant information or ideas with pauses and repetitions • Communicates using simple sentences and language structures, set formulae, limited vocabulary with evidence of English syntax and vocabulary 	1

2001 HSC French Extension Marking Guidelines — Written Examination

Section I — Response to Prescribed Text: *Marius et Jeannette* Part A

Question 1 (a) (2 marks)

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

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive understanding of an aspect of the setting's significance	2
• Identifies aspects of the scene relating to its significance	1

Question 1 (b) (3 marks)

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Identifies the differences between the two couples Provides a perceptive explanation of the way elements such as language, film techniques are used Provides relevant references to the text 	3
<ul style="list-style-type: none"> Identifies the differences between the two couples Comments on the use of elements such as language, film techniques Provides supporting evidence from the text to underline the comparison 	2
<ul style="list-style-type: none"> Provides relevant information about one or both couples OR language or film technique 	1

Question 1 (c) (i) (2 marks)

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

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive understanding of the degree to which the quotation reflects M. Ébrard's character	2
• Identifies some aspects of M. Ébrard's character	1

Question 1 (c) (ii) (3 marks)

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

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive understanding of the degree to which the quotation reflects two other characters as they attempt to cope with change • Supports the answer with relevant textual references	3
• Demonstrates some understanding of the degree to which the quotation reflects two characters as they attempt to cope with change OR • Demonstrates a perceptive understanding in relation to one character only • Provides some relevant supporting evidence from the text	2
• Identifies isolated aspects relating to one or two characters	1

Question 1 (d) (5 marks)

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Perceptively analyses the way in which the tension between belonging and alienation is explored Provides appropriate links with other scenes Demonstrates a perceptive understanding of the means used by the director to convey belonging versus alienation Supports the answer with relevant textual references 	5
<ul style="list-style-type: none"> Provides some analysis of the tension between belonging and alienation Provides some links with other scenes Demonstrates an understanding of the means used by the director to convey belonging versus alienation Supports the answer with some relevant textual references 	4
<ul style="list-style-type: none"> Demonstrates an understanding of the tension between belonging and alienation in the film Provides some references to the text to illustrate the tension 	3
<ul style="list-style-type: none"> Demonstrates limited understanding of the tension between belonging and alienation Identifies isolated examples from the text that relate to the tension 	2
<ul style="list-style-type: none"> Identifies isolated examples from the text that relate to the tension 	1

Section I — *Marius et Jeannette* (continued)

Part B

Question 2 (10 marks)

Outcomes assessed: H1.2, H2.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a perceptive and sensitive understanding of the prescribed text • 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 the prescribed text • 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 the prescribed text • 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 prescribed text • 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 the prescribed text • Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures 	1 – 2

Section I — Response to Prescribed Text: *Au Revoir les Enfants*

Part A

Question 3 (a) (2 marks)

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

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive understanding of the language used by the nun that conveys her reaction to the situation	2
• Identifies aspects of the language that relate to the nun's reaction	1

Question 3 (b) (2 marks)

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

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive understanding of the relationship between Julien and Bonnet, as revealed in the quotation	2
• Identifies aspects of the relationship between the two boys	1

Question 3 (c) (3 marks)

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

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive understanding of the way in which the boys' relationship has changed	3
• Provides a detailed explanation of the development of the boys' relationship throughout the film	
• Supports the answer with relevant textual references	
• Provides some explanation of the development of the boys' relationship throughout the film	2
• Provides some relevant textual references	
• Identifies some aspects of the development of the boys' relationship	1

Question 3 (d) (3 marks)

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a perceptive understanding of Père Jean's character • Identifies the ideas presented in the film and perceptively evaluates the way in which these are mirrored in Père Jean's character • Supports the answer with relevant textual references 	3
<ul style="list-style-type: none"> • Demonstrates some understanding of Père Jean's character • Provides an explanation as to how Père Jean's character reflects some of the ideas presented in the film • Provides some textual reference 	2
<ul style="list-style-type: none"> • Identifies isolated links between Père Jean's character and the ideas presented in the film 	1

Question 3 (e) (5 marks)

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Perceptively analyses the way in which the tension between belonging and alienation is explored • Provides appropriate links with other scenes • Demonstrates a perceptive understanding of the different levels of alienation and belonging portrayed in the film • Supports the answer with relevant textual references 	5
<ul style="list-style-type: none"> • Provides some analysis of the tension between belonging and alienation • Provides some links with other scenes • Demonstrates an understanding of the levels of belonging and alienation portrayed in the film • Supports the answer with some relevant textual references 	4
<ul style="list-style-type: none"> • Demonstrates an understanding of the tension between belonging and alienation as it applies to Bonnet and Joseph • Provides some references to the text to illustrate the tension 	3
<ul style="list-style-type: none"> • Demonstrates limited understanding of the tension between belonging and alienation • Identifies examples from the text that relate to the tension 	2
<ul style="list-style-type: none"> • Identifies isolated examples from the text that relate to the tension 	1

Section I — *Au Revoir les Enfants* (continued)

Part B

Question 4

Outcomes assessed: H1.2, H2.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a perceptive and sensitive understanding of the prescribed text • 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 the prescribed text • 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 the prescribed text • 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 prescribed text • 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 the prescribed text • Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures 	1 – 2

Section II — Writing in French (15 marks)

Questions 5 and Question 6

Outcomes assessed: H1.2

MARKING GUIDELINES

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