

**2002 HSC Notes from
the Marking Centre
French**

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2002 HSC NOTES FROM THE MARKING 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 2002 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 2002 Higher School Certificate Examination, the Marking Guidelines and other support documents which have been developed by the Board of Studies to assist in the teaching and learning of French.

In 2002, approximately 522 candidates attempted the French Beginners examination, 752 attempted the French Continuers examination and 152 attempted the French Extension examination.

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. However, words juxtaposed without meaning achieve no marks. In preparing for the examination, candidates and teachers should consider the following:

1. Is the gist of the cue communicated? (See syllabus outcomes H2.6 and H3.1)
2. Is it communicated wholly or partially?
3. Is it communicated precisely?
4. Is it communicated with an even flow, and without frequent or long pauses, or marked hesitation?
5. Is it communicated in authentic French, rather than ‘franglais’, English with a French accent, or French with English syntax?

As in 2001, the paper included a progression in the difficulty of the questions, with corresponding mark values.

Open-ended cues were again included, allowing candidates to demonstrate their control of language structures. Candidates should ensure that, in dealing with such questions, eg Q1/line 4 and Q4/line 2, they use a range of language within the parameters of the cue. Candidates need also to ensure that they do not omit any whole or part of the English cues.

Supervisors and examiners need to be familiar with and implement the ‘Rules Governing the Conduct of the Speaking Skills Examination’, particularly no 14.

Specific Comments

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

Question 1

*Tu connais la nouvelle étudiante, Sandrine?
Je pense qu'elle est chouette.
N'est-ce pas?
Si on allait avec Sandrine au cinéma ce soir?*

Question 2

*Bonjour, madame.
Je ne trouve pas la farine.
C'est dans un paquet bleu et c'est pour faire un gâteau.
Ça coûte combien?*

Question 3

*Je suis arrivé à 10h05 et le train est parti à 10h00 pour Strasbourg.
Le prochain train arrive quand?
C'est dommage parce que je vais être en retard.
J'ai un examen à faire à Strasbourg.*

Question 4

*Souvent je n'ai pas beaucoup de temps libre.
J'aime jouer au tennis et surfer l'Internet.
Je préfère jouer au tennis parce que c'est en plein air.
Tu veux venir avec moi samedi?
Rendez-vous à la gare à 9 heures.*

Listening Skills Examination

Candidates, on the whole, performed better in those questions which related to numbers, places in a town and going out. In general, candidates did not provide enough relevant details to achieve higher levels of the criteria in the marking guidelines (eg 5, 7(b), 9(b)). Candidates who used the number of marks allocated to each question as a guide to how much detail to include achieved better results.

The multiple choice questions proved challenging to candidates. Those who eliminated the options given as they listened to the items were generally successful in achieving the allocated marks.

Candidates should be encouraged to read a wide range of articles from various sources including the press and the internet, and not simply concentrate on situational skills and vocabulary.

Candidates should be aware of cognates and often mistranslated vocabulary (eg *anniversaire*, *assurance*, *le reste*, *marque*, *location*).

Candidates should be encouraged to make notes in the Candidates Notes column in French and then transcribe them into English in the space provided on the answer paper.

Written Examination

Section I – Reading Skills

General Comments

Candidates needed to show an understanding of the gist of the reading passages as well as an ability to identify main points and detailed information. Better responses showed a thorough understanding of the questions and an accurate organisation of ideas. Candidates should be aware that accurate translation of information is not rewarded unless it answers specific questions. While the majority of candidates displayed a good understanding of the gist and the main points of the texts, only a small minority managed to identify a few detailed items. Some candidates were able to show an excellent knowledge of the language used in the texts. Contradictory statements within answers and responses of an inappropriate length and/or containing insufficient information should be avoided. Candidates should therefore proofread their final answers and respond according to the value of the questions.

Specific Comments

Question 1

Candidates found this question difficult as many were unable to indicate what type of site was being advertised in (a) and/or to realise that the answer to (b) was contained in the rhetorical questions. *Courses* was often translated as ‘courses’.

Question 2

This question was generally well answered. *Enregistrée* and *quais* were often not understood and some candidates did not use all of the cognates required, ie ‘*les tunnels, passagers, incidents*’.

Question 3

The main difficulties encountered were *ni...ni, tout le monde, grandir, ramasse, opérations de paiement*. Part (c) was challenging as it required all of the ideas contained in the last paragraph to be expressed. Better candidates showed a sophisticated level of understanding in this question.

Question 4

Most candidates related well to the content of this text and performed well overall. Better responses gave more detailed information and organised this according to the questions.

Section II – Writing Skills

The most popular question was the letter, which also generated the best responses. The letter provided candidates with the opportunity to talk about themselves without any restrictions and gave them the scope to demonstrate their knowledge of French. It also allowed them to use complex structures more easily than the other questions. There were many excellent responses in this question, where candidates presented interesting and relevant information, using a wide variety of structures, vocabulary and idiomatic expressions. Opening and closing formulae were mostly handled well.

The phone conversation was generally handled less well. Candidates often used basic language, simple structures and relied very much on repetition and listing.

In the email/message question, it was obvious that some candidates only read the English translation of the question and failed to make the link between the two parts. Hence they often booked a hotel room without realising it was a room for a party they needed to book.

Teachers and candidates are reminded to focus on accuracy in spelling and correct grammar: gender, agreements, possessives, verb conjugations, accuracy in the use of the past tense and present continuous, use of *tu* and *vous*, use of plural *vous*, object pronouns, and correct use of the words *France* and *français*. Candidates should avoid using English in their writing and should check the French used in the questions. Pre-learned slabs of text should not be used unless relevant to and well integrated into the response.

Continuers

Oral Examination

Markers were once again impressed by the generally very high quality of responses in this section. The majority of candidates were able to communicate effectively on the topic of their personal world, with a pleasing level of fluency and sufficient detail to demonstrate their abilities. Many candidates were able to use a wide range of idiomatic expressions effectively and appropriately. This may reflect better understanding on the part of candidates and teachers of what to expect and better preparation by candidates.

On the other hand, some candidates did themselves less than justice by not projecting sufficient confidence in their responses, even when they were actually quite capable. Leaning towards the microphone and engaging with the conversation can have an effect on the impression of fluency and authenticity.

Candidates and teachers are advised to familiarise themselves thoroughly with the criteria on which they will be judged. It is important, however, to remind candidates that there is no set formula for achieving a good mark. Spontaneous and natural communication, flexibility and depth of responses are as essential in a good response as grammatical accuracy and authentic pronunciation.

A lot of practice in speaking is recommended. Better responses were those where the candidate was able to manipulate a range of vocabulary and structures in a relevant way, rather than rote-learning large slabs of text. Candidates should remember that effective communication involves good listening skills and answering the specific question. This goes further than listening for key

words. It is also recommended that, wherever possible, candidates practise with a variety of French speakers, not just their own teacher, in order to be familiar with a range of voices, accents and question formats. Listening to as much French as possible will also assist candidates to improve the authenticity of their pronunciation and intonation. When preparing their candidates, teachers are reminded to practise different ways of phrasing questions, and particularly to practise formulating open questions.

It is important for candidates to be prepared to make opportunities for themselves to elaborate on their answers with a reason or some details. Candidates are advised to be prepared to answer the question *Pourquoi?* Questions beginning with *Comment?* also need to be better understood.

It is important that candidates feel comfortable using a variety of tenses. The mix of tenses in an answer needs to be appropriate and consistent within the time span. Other common errors involved incorrect use of infinitives, incorrect use of prepositions, particularly prepositions of time such as *pendant*, *pour* and *dans* and poor use of personal pronouns.

Written Examination

Section I – Listening and Responding

General Comments

In general, candidates showed thorough preparation and good global comprehension of the syllabus topics tested in the examination. The more successful candidates were able to produce full answers including both general and specific aspects of the texts. It is important to remember that when asked ‘How...?’ as in Question 6(b), candidates are required to take the specific language used into account when analysing the context and purpose of the text.

Candidates should use the Candidate’s Notes Column to take down as much detail as possible during the first reading in order to utilise effectively the time given after the second reading to write a well structured answer. Successful candidates had obviously re-read their answers to check that they made sense, were not ambiguous and that they answered the questions fully.

Candidates are reminded to write legibly and to use English, unless specifically directed to answer in French. Candidates should ensure that the relationship between quotes from spoken texts and the answer are clearly explained and that it may be necessary to accompany an English translation or paraphrase.

Specific Comments

Question 2 (b)

It is recommended that, unless candidates immediately recognise a number, they should write it down in words in French in the Candidate’s Note Column. This gives them more time to translate the number into English.

Question 5

Some responses showed misunderstanding of the word *sel*.

Question 6

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

Question 8

This question provided an opportunity for candidates to synthesise information presented in order to identify the message of the song. Better responses demonstrated the ability to summarise the information in the text and present the information logically and succinctly.

Section II – Reading and Responding

Part A

The subject matter of the texts was generally within the scope of the candidates’ experiences. In Question 9, the issue of damage to the Great Barrier Reef was topical and candidates understood the intent of the questions. Question 10 was far more challenging. It was felt that the written French text was of an appropriate level, but that many candidates struggled to select information appropriate to each part of the question. It is highly recommended that candidates use their dictionaries to avoid losing marks due to misinterpretation of French words. For example, 9(b) *des dizaines d’espèces* and *recouvraient les fonds sous-marins* were misinterpreted by a number of candidates.

Better responses:

- identified and reflected upon key words and issues in the question
- provided textual references in support of their answers
- included translations or paraphrases of relevant quotations
- were expressed with clarity
- reflected global comprehension of the passage and considered all parts of the question before attempting to answer any
- were appropriately selective in the placement of information
- recognised that questions may not always be sequential.

Part B

Candidates generally understood the information contained within the first and third emails and tried to address the issues in their response. Ideas were well developed and, on the whole, logical and coherent. Many candidates, however, did not choose an appropriate register to reply to someone who had signed off as ‘Madame Vartan’. While the tone of the email could be informal, many candidates seemed too familiar and used the *tu* form or slang expressions which would be more suitable for use with a friend of the same age.

It is important that candidates keep in mind that this is both a reading AND writing question, unlike the other two creative writing questions in Part III of the Continuers Paper. Therefore they needed to demonstrate clearly their understanding of the reading material in their written answers and respond to ‘triggers’ such as *J’espère que ton voyage s’est bien passé* in e-mail 1. Likewise the

statement in e-mail 3: *je suis contente que tout aille bien pour toi*, would suggest that the information contained in the second email was generally positive and could not simply be a litany of all the problems that Claude had encountered.

The core elements of the reading stimulus material, however, that needed to be the main focus of the written response were:

- The acknowledgement of the *annonce* that Madame Vartan had sent in her first email and the reasons why it was being rejected.
- The *histoire incroyable de Martine*.

Many candidates made only a cursory mention of the internet advertisement and some even contradicted its contents, referring to a salary. Better candidates recognised it not merely as a job, but as an offer of bed and meals in return for household duties. Martine's stories were for the most part 'incredible' as well as creative and entertaining, but some of the weaker responses were rather banal as candidates did not have the language structures or vocabulary to sustain a sophisticated story.

A number of candidates went well beyond the recommended word limit, often digressing from the topic rather than focusing on the essential elements of the question. Extending their script with irrelevant material or chunks of pre-learnt phrases did not enhance the quality of the response. In some cases, candidates penalised themselves unnecessarily as the quality of their answers deteriorated as they became longer. Candidates would be better advised to adhere more closely to the word limit and spend their time checking their answers carefully to eliminate careless errors.

Many candidates showed considerable knowledge and skill in their use of the subjunctive. They were able to use idioms effectively and construct quite complex sentences. The use of tenses, however, was disappointing at times, as candidates used the wrong auxiliary in the *passé composé*, or left it out completely. Too often candidates had the correct form of a verb, but the tense was inappropriate for the context. The correct use of pronouns, especially reflexive, disjunctive and pronoun objects needs to be emphasised. More careful attention to gender and its impact on adjectives and possessive adjectives is also warranted.

Some candidates need more practice with the use of dictionaries and how to choose the correct equivalent through cross-referencing the English and French sections of the dictionary.

Section III – Writing in French

Question 12

The questions this year were considered to be relatively straightforward and open-ended, and the majority of candidates handled their choice of topic with commendable competence. There was plenty of scope for candidates to demonstrate their expertise by manipulating language across a range of tenses in a multiplicity of situations of their devising, and abler responses exploited this broad scope skilfully.

However, the most disappointing feature of many of the responses, especially in Question 12(a) but frequently also in 12(b), was the inappropriate regurgitation of pre-learned and irrelevant material. Such material - evidently written for a similar topic set in class and learned by heart - failed to address, or only partially addressed, the requirement of the question. This technique is *strongly*

discouraged by Markers: it is very difficult to pass off semi-irrelevant text as a genuine response to the set question. Furthermore, the inclusion of rote-learned information generally led to disorganised, unbalanced answers. In view of the assessment criteria outlined on the question paper, candidates who incorporated chunks of rehearsed text were insufficiently sensitive to the stated need for relevance and sequenced structure in their responses. Preparing for the examination by learning vocabulary, expressions and idioms is to be applauded; but the pre-learned ‘standard answer’ technique described above is inappropriate.

The stipulation as regards length must be respected. Candidates who write over 600 words instead of the specified 100-150 not only risk making more errors, jeopardising their precision and quality of language by verbosity and repetition, but are also failing to answer the question correctly. Candidates would be better advised to produce the correct word-count, and instead use the time gained to ensure they have incorporated an adequate variety of vocabulary and sentence structures, and to check the relevance, accuracy and sequencing of their French.

Dictionary usage continues to be poor. Words and expressions were frequently misused. Limited appropriate use of idioms and subjunctive mood is excellent; however, their over-use creates a negative impression: they appear inauthentic, and suggest a heavy dictionary-dependence.

Once again, it was evident to Markers that candidates generally tended to suffer from flaws in basic grammar: the most common errors were in construction of negatives, pronoun positions, possessive adjectives, adjectival agreements, subject-verb agreements, use of the perfect, imperfect and conditional tenses. Inconsistencies between excellent expressions copied from the dictionary or learned by heart, and elementary grammatical mistakes produced in the examination, were obvious discriminators for Markers.

Question 13

Some aspects of this Question were not addressed by all candidates, in particular those responding to Option (a). Often in the haste to write a response, logic and common sense were not always at the forefront. There was a general rise in the number of candidates opting to express themselves creatively this year.

Option (b) for Question 13 was less popular and candidates seemed to experience difficulty with demonstrating appropriate register. Candidates would have benefited from being more opinionated than was generally the case. While arguments were presented for and against the core issue, candidates could have paid more attention to further supporting their case with views and opinions.

In general, the following observations were made based on the candidate responses to Question 13 Options (a) and (b). Candidates need to remember that an abundance of formulaic expressions are not always appropriate to the topic being discussed. While dictionary use has improved, candidates still need to build their vocabulary so that the most appropriate word can be applied in a given situation. As always, there is a need to stress quality over quantity and some scripts were simply too long. The most impressive responses were able to manipulate the language within the word limit. A common error was the repetition/overuse of tenses, specifically the conditional, subjunctive and present. Conjugating infinitives is another area that needs more practice. Register and text type need particular attention under examination conditions. Misplacement of pronoun objects was another area that could be improved. Furthermore, ‘*avoir*’ expressions were used with ‘*être*’. Common words were misspelt and incorrect prepositions were used after verbs.

Anonymity is crucial. Candidates need to be reminded of the importance of not indicating anything that may identify them or their school, even when the topic seems to allow for this.

Extension

Oral Examination

General Comments

Overall the standard of responses was high. Most candidates demonstrated a high level of competence in French and were able to formulate a well-structured and convincing argument.

In the most successful 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.

Although most candidates demonstrated fluency and clarity of expression, key words – especially cognates of English - were often mispronounced, eg *multiculturelle* in Question 1, *accessible* and *tous* (pronounced as *tout*) in Question 2 and the pronunciation of *satisfaisante* proving to be quite challenging in Question 3.

The length of time was handled well, with the majority of candidates speaking for between two and two and a half minutes on each question, which was sufficient to cope with the requirements of the task. A small number spoke for far too long, often causing them to err from the topic, to repeat earlier points, to make more grammatical errors and at times at the expense of clarity of thought.

In some cases, more care and preparation time appeared to have been put into the first question at the expense of the second.

A number of candidates attempted to relate the question(s) solely to a topic for which they already had prepared statements. In particular Question 1 prompted pre-learned speeches on multiculturalism, racism or tolerance. Whilst these are justifiable aspects of the question, they cannot reasonably constitute the backbone of the argument. Question 2 sometimes led to a speech on social inequality in general. Question 3 led to some candidates giving a list of social ills from which one would want to escape and avoided the deeper question about living in isolation.

Candidates are reminded of the need to address the topic early on and indicate what their stance or opinion is, then develop their argument and illustrate it with suitable examples. They should not wait until the conclusion to answer the topic directly.

Specific Comments

Question 1

A number of candidates failed to look at the scope of the question, focusing on multiculturalism rather than linking it to the pros and cons of speaking another language.

Question 2

Some responses were superficial in their approach, with a number of candidates solely turning the argument into a debate between public versus private education.

Question 3

This question promoted a more personal response. Because of the nature of the question, it gave more creative candidates scope for a greater variety of interpretations.

Written Examination

Section I – Response to Prescribed Text

Part A

General Comments

Candidates demonstrated a thorough understanding of both films and the themes and issues explored through these films. As a general rule, at this level, candidates need not translate quotations into English. It is assumed that they understand the quotations if they are using them to illustrate a point and such translations take time and space. Candidates do not need to write lengthy answers and would do well to work on the synthesis of their thoughts, rather than long descriptions and repetition of the points they are making.

Part B

General Comments

Candidates were assessed on how well they demonstrated an understanding of the prescribed text and how well they wrote in French in the specific context of the topic of the conversation. An 'understanding' meant an understanding of the facts in the film that related to this topic of conversation, of related events and their sequence in the film. If candidates incorporated the content of the quotation into their conversation then they needed to demonstrate an understanding of the context of the quotation. Even more significant, an understanding meant an understanding of the two characters and what they might, in character, say in the context specified in the question. Candidates were expected to be consistent with the characters as they appear in the film, to reflect their psychology, their world-views, feelings (as they would reveal them), ways of speaking, and their relationships, all within the framework of the time that the question specifies or implies. Within the course of that conversation, they were also able to show those characters' perceptions of other characters in the film, in relation to the topic being discussed.

Level, choice and correctness of language were, of course, intrinsic to the task and taken into consideration in the awarding of marks. Perfectly written French would not of itself be awarded the highest range of marks if it did not demonstrate a good understanding of the text or, even better, a sensitive and perceptive understanding of the characters, in the style of language that those characters would tend to use. A candidate could demonstrate originality and flair in employing the style of language used by both characters in the text of the film, using occasionally a favoured expression or turn of phrase. Using verbatim parts of conversations that have already been said or will be said does not, however, show originality or flair or a perceptive understanding of the text.

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

Specific Comments

Question 1

- (a) It was important in this question both to identify Jeannette's reaction and to demonstrate an understanding of her relationship with Malek. Better responses commented on Malek's acceptance of Jeannette's ignorance of Ramadan and the Muslim faith.
- (b) In order to discuss the effectiveness of Justin's use of language, candidates needed to analyse the stylistic and linguistic aspects of Justin's discourse. This involved more than a general description of his language. Better responses supported their answers with textual references. It was pleasing to note how many candidates cited Malek's joke at the end of the scene as evidence of the effectiveness of Justin's explanation.
- (c) Most candidates were very competent in identifying the important elements in the portrayal of Malek in these two scenes - his intelligence and thoughtfulness, tolerance of difference, growing independence and quest for self-identity. However, better responses were able to analyse why the director had chosen to place these scenes side by side and to explain the similarities and/or contrasts.
- (d) While most candidates handled this question very well, revealing a thorough understanding of the film and the theme of coping with change, many limited themselves to discussing Jeannette's changing relationships with Malek, Magali and Marius. Other candidates were able to look beyond this and to include the developing and changing relationships in her community, social changes and pressures, the strikes and unemployment.

Question 2

Many candidates revealed a very good knowledge of the text and a considerable range of facts from the text were referred to across the candidature. Malek's aspirations for the future generally concerned his own learning and possible occupation but some candidates also mentioned his aspirations with regard to his mother's situation and how his aspirations would affect others in his community. Many incorporated the notions of his becoming a teacher like Justin and his translation of the Koran in the original text. They referred to his interest in Islam, because of his father, and Jeannette's approach to his observation of Ramadan. Reference was often made to his previous discussion on religion with Justin. Justin's insights about *intégristes*, and what all religions and people have in common, were sometimes included. Good use was made of the fact that Malek had mentioned he wanted to be a lawyer and that he likes to talk. His aspirations were often connected

to his performance at school, his interest in reading; here Jeannette's aspirations for him and her earlier comments on his marks often came into play. Her comments on his unsuitability for heavy work, Magali's career choice, Marius' unsatisfying work, Dédé's fatigue, the closing of the *cimenterie*, other young people's choice of work, especially in relation to the *footballeur* quotation, were mentioned as he discussed his own aspirations and hopes for the future.

Those who showed a more sensitive understanding of the text often captured Malek's characteristic role as a thinking little boy who seeks Justin's guidance and wisdom but who also loves to challenge him and engage in word-play with him. Those who showed a more perceptive, sensitive understanding of Justin captured his role as wise teacher, not preaching or patronising in his response to Malek. There were even a few candidates who took up the difficult challenge of having Justin use imagery to illuminate his explanations. Some of the better candidates managed to evoke the characteristic brisk to-and-fro of a typical Justin-Malek conversation: the sense of humour, the word-play, the relaxed, easy style between them. Many of those who wrote with flair and originality managed to capture Malek's curiosity, thoughtfulness and cheeky retorts, the humour and playfulness of their exchanges, the wisdom and fairness of Justin, who checked that Malek understood, showing tolerance, good humour and genuine enjoyment of their conversation. Most candidates remembered that Malek used *vous* to Justin and Justin of course addressed Malek as *tu*.

Section I – Response to Prescribed Text: *Au revoir les enfants*

Specific Comments

Question 3

- (a) This question was well handled as candidates had a very good understanding of the characters. Better responses looked more closely at language such as *Ta mère, petit con, le petit chéri, quel imbécile* to support their answers.
- (b) Candidates were clearly able to identify that Julien was bragging and exaggerating to his classmates. He uses humour, *la mère Michel*, and there is an undercurrent of nastiness and provocation when he enquires how Bonnet pronounces Kippelstein.
- (c) Better responses were able to identify the different stages of the scene. At first Bonnet is surrounded by friends and laughing while Julien is alone reading. The roles are reversed when Julien's brother and friends arrive. Bonnet enjoys listening to Julien bragging and is complicit about the adventure by not contradicting Julien's version of events.
- (d) Candidates needed to consider the whole film to answer this question, to explain how Julien had changed because of his experience of real friendship, loss and learning about good and evil. He learns to understand himself and also those around him more.

Question 4

The question stipulated that the conversation be a continuation of the quoted conversation, and most candidates met this requirement. Nearly all candidates referred to the restaurant scene where Bonnet met Julien's mother, because if the boys were going to talk about Julien's mother it would most likely be that reference would be made to this scene. The question required a discussion on Julien's brother and mother. Some candidates also brought in a reference to Julien's father which

was quite justified, in light of the requirement of continuing on from the quotation, or if used in the context of Julien's relationship with his brother and mother.

Most candidates did seem to find it very difficult to stay in character and at the same time give a sensitive understanding of the text. Some conversations between Bonnet and Julien became very contrived. In their conversations together, Bonnet does not and cannot say very much at all about his own parents or his being a Jew, even to Julien. These two characters do not openly ever talk about Bonnet being a Jew. They allude to this, skirt round it, hint at it, especially Bonnet. He is not, as a Jew in danger, in a position to reveal himself. Some candidates had Bonnet railing against the Nazis or boldly criticising Julien's mother. Others used Julien and Bonnet as a mouthpiece for their own view on Julien's brother or mother and the Nazis' attitude to the Jews. There were some anachronisms: for example Bonnet saying that he thought François was sexist. Some created a Julien who despised his mother and a Bonnet who was heated in coming to her defence. Some candidates who wrote with flair as Julien talking of his brother François, found the balance between sibling rivalry and teasing, and the genuine affection and respect Julien had for François.

Section II – Writing in French

General Comments

Written expression in French was most effective when candidates made judicious use of varied vocabulary, correct grammar and of a wide range of expressions and structures. However, the use of idiomatic expressions out of context tended to detract from a fluent reading of compositions.

Candidates are strongly advised to avoid anglicisms and/or expressions heavily influenced by English. It is recommended that candidates steer away from regurgitating slabs of pre-learnt material tenuously related to the prescribed issues or to the topic they are attempting. Supporting material needs to be closely linked to the chosen topic.

In some cases, the responses were unduly long and candidates should be made aware that this, in no way, secures a higher mark.

Specific Comments

The great majority of candidates attempted question 5. This topic seemed to give them wider scope to use material related to the prescribed issues. Candidates were able to illustrate their points of view by referring to their personal experiences as young people living in a modern society. A great number of candidates identified a generational conflict as the basis of their arguments in order to agree or disagree with the topic. More imaginative answers resorted to presenting the point of view of elderly citizens, thus offering a different perspective. The criterion 'write for a specific audience and/or purpose and/or context' was often neglected. Better responses respected the format of the question eg writing to an editor implied a formal opening and closing within the letter.

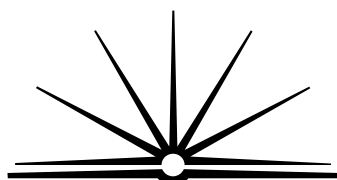
Fewer candidates attempted question 6. The focus of the topic was interpreted in various ways eg academic achievement, involvement in co-curricular activities, financial contribution to the school or to charities. A great majority of these candidates misunderstood the word *estimer* for 'judging/being judged' and in so doing they limited the breadth and depth of their arguments.

French Beginners

2002 HSC Examination Mapping Grid

Question	Marks	Content (Theme/Topic — Text Type)	Syllabus outcomes
Speaking			
1	3	Social interaction	H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7
2	4	Shops and services	H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7
3	6	Travel and tourism	H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7
4	7	Leisure activities	H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7
Listening			
1	1	Travel and tourism – announcement	H3.1
2	2	Leisure activities – message	H3.1
3	1	Shops and services – dialogue	H3.1
4	2	Leisure activities – conversation	H3.1
5	3	Personal identification – conversation	H3.1
6	1	Personal identification – voice mail	H3.1
7 (a)	1	Travel and tourism – conversation	H3.1
7 (b)	3	Travel and tourism – conversation	H3.1
8	1	Travel and tourism – weather report	H3.1
9 (a)	1	Social interaction – conversation	H3.1
9 (b)	3	Social interaction – conversation	H3.1
10	1	Personal identification – conversation	H3.1
11 (a)	1	Shops and services – advertisement	H3.1
11 (b)	3	Shops and services – advertisement	H3.1
12	1	Travel and tourism – announcement	H3.1
13 (a)	1	Leisure activities – discussion	H3.1
13 (b)	4	Leisure activities – discussion	H3.1
14 (a)	1	School/personal identity – speech	H3.1
14 (b)	4	School/personal identity – speech	H3.1
Reading			
1 (a)	1	Consumer technology–advertisement	H3.1
1 (b)	2	Consumer technology–advertisement	H3.1
2 (a)	1	Popular entertainment – report	H3.1
2 (b)	1	Popular entertainment – report	H3.1
2 (c)	2	Popular entertainment – report	H3.1
2 (d)	3	Popular entertainment – report	H3.1

Question	Marks	Content (Theme/Topic — Text Type)	Syllabus outcomes
3 (a)	1	Lifestyles – article	H3.1
3 (b)	1	Lifestyles – article	H3.1
3 (c)	2	Lifestyles – article	H3.1
3 (d)	3	Lifestyles – article	H3.1
3 (e)	4	Lifestyles – article	H3.1
4 (a)	1	Current youth issues–letter	H3.1
4 (b)	2	Current youth issues–letter	H3.1
4 (c)	3	Current youth issues–letter	H3.1
4 (d)	3	Current youth issues–letter	H3.1
4 (e)	5	Current youth issues–letter	H3.1
Writing			
5	10	Contacting people–letter	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8
6	10	Jobs–dialogue	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8
7	10	Making plans–email and message	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8



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

2002 HSC French Beginners Marking Guidelines — Speaking Skills

Question 1

Outcomes assessed: H1.1, H1.2, 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 an appropriate range of language and structures	3
<ul style="list-style-type: none">• Uses French to convey the meaning of most 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 2

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Uses French effectively to convey the meaning of the cues• Demonstrates control of complex French structures	4
<ul style="list-style-type: none">• Uses French appropriately to convey the meaning of most of the cues• Demonstrates an appropriate range of language and structures	3
<ul style="list-style-type: none">• Uses French to convey the meaning of some 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 3

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

MARKING GUIDELINES

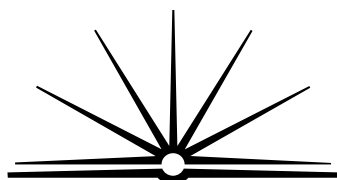
Criteria	Marks
<ul style="list-style-type: none">• Uses French effectively and fluently to convey the meaning of the cues• Demonstrates control of complex French structures	6
<ul style="list-style-type: none">• Uses French appropriately to convey the meaning of most of the cues• Demonstrates an appropriate range of language and structures	4–5
<ul style="list-style-type: none">• Uses basic French to convey the meaning of some of the cues	2–3
<ul style="list-style-type: none">• Conveys the gist of some of the cues in comprehensible, but not necessarily accurate French	1

Question 4

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Uses French effectively and fluently to convey the meaning of the cues• Demonstrates control of complex French structures	7
<ul style="list-style-type: none">• Uses French appropriately to convey the meaning of most of the cues• Demonstrates an appropriate range of language and structures	5–6
<ul style="list-style-type: none">• Uses basic French to convey the meaning of some of the cues	3–4
<ul style="list-style-type: none">• Conveys the gist of some of the cues in comprehensible, but not necessarily accurate French	1–2



BOARD OF STUDIES
NEW SOUTH WALES

2002 HSC French Beginners Marking Guidelines — Listening Skills

Question 1

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies the correct location	1

Sample answer

Third floor

Question 2

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies the gist of the message with some detail	2
• Identifies the gist of message	1

Question 3

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• (D)	1

Question 4*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Identifies the location and gives some detail	2
• Identifies the location	1

Question 5*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Provides a detailed explanation of why Jean is upset	3
• Provides a good explanation of why Jean is upset	2
• Provides some explanation of why Jean is upset	1

Question 6*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• (C)	1

Question 7 (a)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Identifies what was done	1

Question 7 (b)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Identifies fully what the man must do	3
• Identifies partially what the man must do	2
• Identifies one thing the man must do	1

Question 8*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• (B)	1

Question 9 (a)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Correctly identifies the answer	1

Question 9 (b)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Provides a thorough explanation of why she is so upset	3
• Provides a partial explanation of why she is so upset	2
• Provides a basic explanation of why she is so upset	1

Question 10*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• (C)	1

Question 11 (a)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Identifies subject of advertisement	1

Question 11 (b)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Identifies the advantages with most detail	3
• Identifies some of the advantages with some detail	2
• Identifies one advantage	1

Question 12*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• (B)	1

Question 13 (a)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Identifies the event	1

Question 13 (b)*Outcomes assessed: H3.1***MARKING GUIDELINES**

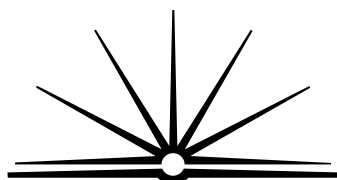
Criteria	Marks
• Comprehensively explains the reasons for the disaster	4
• Explains the reasons with some detail	3
• Provides a partial explanation of the reasons	2
• Identifies one aspect of the explanation	1

Question 14 (a)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Identifies audience	1

Question 14 (b)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Provides a detailed explanation of why Albert would be interesting	4
• Provides a good explanation of why Albert would be interesting	3
• Provides a partial explanation of why Albert would be interesting	2
• Provides a basic explanation of why Albert would be interesting	1



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

2002 HSC French Beginners Marking Guidelines — Written Examination

Section I — Reading Skills

Question 1 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies the site	1

Question 1 (b)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies at least two potential users of the site	2
• Identifies one potential user of the site	1

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

Criteria	Marks
<ul style="list-style-type: none">Explains what was celebrated	1

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

Criteria	Marks
<ul style="list-style-type: none">Identifies what the CD contains	1

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

Criteria	Marks
<ul style="list-style-type: none">Identifies the link between the songs and metro stationProvides some detail about each song	2
<ul style="list-style-type: none">Either indicates the link between the songs and metro <p>OR</p> <ul style="list-style-type: none">Provides some detail about both songs	1

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

Criteria	Marks
• Provides a comprehensive explanation of elements that have inspired singers	3
• Provides some explanation of elements that have inspired singers	2
• Identifies one aspect of the elements that have inspired singers	1

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

Criteria	Marks
• (B)	1

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

Criteria	Marks
• Identifies the place	1

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

Criteria	Marks
• Identifies most of the difficulties	2
• Identifies some of the difficulties	1

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

Criteria	Marks
• Identifies comprehensively the ways in which Angélo does more than expected	3
• Identifies some ways in which Angélo does more than expected	2
• Identifies one way in which Angélo does more than expected	1

Question 3 (e)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Gives a comprehensive explanation of why he is concerned	4
• Gives a good explanation of why he is concerned	3
• Gives a basic explanation of why he is concerned with some detail	2
• Identifies one reason why he is concerned	1

Question 4 (a)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Identifies how they show interest	1

Question 4 (b)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Provides a full explanation	2
• Provides a partial explanation	1

Question 4 (c)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Gives a comprehensive explanation	3
• Gives a partial explanation	2
• Gives a basic explanation	1

Question 4 (d)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a comprehensive understanding of how Madeleine's needs are not being met by her mother	3
• Demonstrates a good understanding of how Madeleine's needs are not being met by her mother	2
• Demonstrates some understanding of how Madeleine's needs are not being met by her mother	1

Question 4 (e)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Gives a comprehensive explanation of how the roles are reversed and provides relevant detail	5
• Gives a good explanation of both roles, with some detail	4
• Gives a simple explanation of how both roles are reversed, with little detail	3
• Gives an explanation of both roles, with no detail	2
OR	
• Gives an explanation of either role, with some detail	
• Gives an explanation of either role, with no detail	1

Section II — Writing Skills

Questions 5–7

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

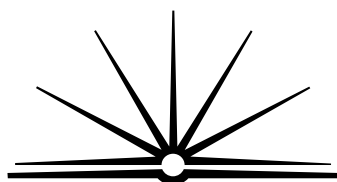
MARKING GUIDELINES

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

2002 HSC Examination Mapping Grid

Question	Marks	Content (Theme/Topic — Text Type)	Syllabus outcomes
Section I Listening and Responding			
1	1	Arts and Entertainment – Report	H3.1
2 (a)	1	Daily Life – Advertisement	H3.1
2 (b)	1	Daily Life – Advertisement	H3.1
3	1	Current Issues – Advertisement	H3.1
4	3	Relationships Telephone Conversation	H3.1
5 (a)	1	Daily Lifestyle – Announcement	H3.1
5 (b)	3	Daily Lifestyles – Announcement	H3.1, H3.2
6 (a)	1	Travel and Tourism – Advertisement	H3.1
6 (b)	3	Travel and Tourism – Advertisement	H3.2
7 (a)	1	Leisure and Interests – Conversation	H3.1
7 (b)	3	Leisure and Interests – Conversation	H3.1, H3.2
8 (a)	1	Arts and Entertainment – Interview	H3.1
8 (b)	5	Arts and Entertainment – Interview	H3.1, H3.2
Section II Part A Reading and Responding			
9 (a)	1	Current Issues – Report	H3.1
9 (b)	2	Current Issues – Report	H3.1
9 (c)	1	Current Issues – Report	H3.1
9 (d)	4	Current Issues – Report	H3.1, H3.2
10 (a)	2	The World of Work – Magazine interview	H3.1
10 (b)	2	The World of Work – Magazine interview	H3.1
10 (c)	1	The World of Work – Magazine interview	H3.1
10 (d)	3	The World of Work – Magazine interview	H3.1, H3.2
10 (e)	3	The World of Work – Magazine interview	H3.1, H3.2
10 (f)	6	The World of Work – Magazine interview	H3.1, H3.2
Section II Part B Reading and Responding			
11	15	The World of Work – Email	H1.1, H1.2, H1.3, H1.4
Section III Writing in French			
12 (a)	6	Relationships – Message	H2.1, H2.2, H2.3
12 (b)	6	Personal Details – Report	H2.1, H2.2, H2.3
13 (a)	9	The World of Work – Diary entry	H2.1, H2.2, H2.3
13 (b)	9	Report School life – Article	H2.1, H2.2, H2.3



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

2002 HSC French Continuers Marking Guidelines — Oral Examination

Conversation

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 pronunciationDemonstrates depth of the treatment through the presentation of relevant information, opinions and/or commentResponds 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 authenticityResponds with relevant information and a range of relevant opinions and/or commentResponds 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 vocabularyResponds 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 errorsPresents 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

2002 HSC French Continuers Marking Guidelines — Written Examination

Section I — Listening and Responding

Question 1

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• (B)	1

Question 2 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• They speak French	1

Question 2 (b)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• 93 58 24 62	1

Question 3*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• (D)	1

Question 4*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Accurately completes the table including most detail	3
• Completes the table in some detail	2
• Identifies some correct detail	1

Question 5 (a)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Clearly identifies the finding of the recent study	1

Question 5 (b)*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
• Identifies the reasons for this situation including all relevant detail	3
• Identifies reasons for this situation with some detail	2
• Identifies at least one reason for this situation	1

Question 6 (a)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• (C)	1

Question 6 (b)*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a comprehensive understanding of how language is used persuasively • Supports with appropriate references to the text	3
• Demonstrates some understanding of how language is used persuasively • Supports with some reference to the text	2
• Identifies some features with reference to the text	1

Question 7 (a)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• (D)	1

Question 7 (b)*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a clear understanding of the reasons • Is able to support conclusions by identifying relevant details	3
• Demonstrates some understanding of the reasons • Is able to identify some relevant detail	2
• Demonstrates some understanding of the text or is able to identify some relevant detail	1

Question 8 (a)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Only female rapper in France	1

Question 8 (b)*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Clearly identifies the message of the song• Establishes a link with the author's situation• Identifies cause and effect relationships	5
<ul style="list-style-type: none">• Identifies the message of the song• Identifies some of the problems, outcomes and/or reasons	3–4
<ul style="list-style-type: none">• Identifies some issues, aspects of the message, outcomes, or causes	1–2

Section II — Reading and Responding

Part A

Question 9 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• (B) the state of the water	1

Question 9 (b)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies at least two relevant indicators	2
• Identifies a relevant indicator	1

Question 9 (c)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• (D)	1

Question 9 (d)*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Discusses comprehensively the impact tourism has on the reef• Supports the response with relevant references to the text	4
<ul style="list-style-type: none">• Identifies some aspects of the impact that tourism has on the reef• Supports the response with some relevant references to the text	2–3
<ul style="list-style-type: none">• Mentions some effects or relevant details from the text	1

Section II — Reading and Responding

Part A (continued)

Question 10 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates an understanding of the subject of the book• Provides details	2
<ul style="list-style-type: none">• Demonstrates limited understanding of the subject of the book	1

Sample answer:

Question 10 (b)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates an understanding of the view• Provides details	2
<ul style="list-style-type: none">• Demonstrates limited understanding of the view	1

Question 10 (c)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• (A)	1

Question 10 (d)*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
• Clearly identifies a range of benefits that are mentioned in the text	3
• Identifies some benefits or gives some relevant details from the text	2
• Identifies benefit(s)/or gives some relevant detail from the text	1

Question 10 (e)*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
• Clearly identifies all factors which have shaped policy	3
• Links factors to the changes in policy which have come about as a result	
• Clearly identifies some factors which have shaped policy	2
• Links factor to some changes in policy which have come about as a result	
• Identifies some factors or change(s) in policy	1

Question 10 (f)*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Clearly explains the meaning of the expressionOutlines clearly the ideas of discrimination and reverse discrimination in the context of the passagePresents a well-balanced argument which refers specifically to the anomalies mentioned in the text	5–6
<ul style="list-style-type: none">Clearly explains the meaning of the expressionOutlines some ideas of discrimination and reverse discrimination in the context of the passagePresents an argument which refers to some anomalies mentioned in the text	3–4
<ul style="list-style-type: none">Explains the meaning of the expressionPresents ideas of discrimination and reverse discrimination in the context of the passage or an argument which refers to the anomalies mentioned in the text	2
<ul style="list-style-type: none">Explains the meaning of the expression or makes reference to some aspect of inequality	1

Section II — Reading and Responding

Part B

Question 11

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 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 12

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 13

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

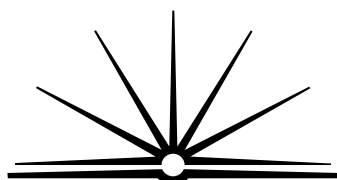
MARKING GUIDELINES

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

2002 HSC Examination Mapping Grid

Question	Marks	Content (Theme/Topic — Text Type)	Syllabus outcomes
Oral Examination			
1	5	Tolerance of difference – Monologue	H1.1, H1.2
2	5	Coping with Change – Monologue	H1.1, H1.2
3	5	Belonging vs Alienation – Monologue	H1.1, H1.2
Written Examination			
Section I: Response to Prescribed Text			
Part A			
1(a) & 3 (a)	2	Marius et Jeannette/Au revoir les enfants	H2.1
1(b) & 3 (b)	3	Marius et Jeannette/Au revoir les enfants	H2.1, H2.2
1(c) & 3 (c)	4	Marius et Jeannette/Au revoir les enfants	H2.1, H2.2, H2.3,
1(c) & 3 (c)	6	Marius et Jeannette/Au revoir les enfants	H2.1, H2.2, H2.3,
Written Examination			
Section I: Response to Prescribed Text			
Part B			
2&4	10	Marius et Jeanette/Au revoir les enfants – Conversation	H2.1, H2.3
Written Examination			
Section II: Writing in German			
5	15	Coping with Change – Formal Letter	H1.1, H1.2
6	15	Belonging vs Alienation – Monologue	H1.1, H1.2



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

2002 HSC French Extension Marking Guidelines — Oral Examination

Monologue

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

2002 HSC French Extension Marking Guidelines — Written Examination

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

Question 1 (a)

Outcomes assessed: H2.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Identifies Jeannette's reaction to Malek's fasting • Demonstrates an understanding of what this reveals about their relationship 	2
<ul style="list-style-type: none"> • Identifies Jeannette's reaction to Malek's fasting <p>OR</p> <ul style="list-style-type: none"> • Demonstrates a limited understanding of Jeannette and Malek's relationship 	1

Question 1 (b)*Outcomes assessed: H2.1, H2.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a perceptive understanding of Justin's use of language• Provides a detailed explanation of the stylistic and linguistic aspects of Justin's discourse• Supports the answer with relevant textual references	3
<ul style="list-style-type: none">• Provides some explanation of the stylistic and linguistic aspects of Justin's discourse• Provides some relevant textual references	2
<ul style="list-style-type: none">• Identifies some aspects of Justin's discourse	1

Question 1 (c)*Outcomes assessed: H2.1, H2.2, H2.3***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Analyses perceptively the portrayal of Malek through the juxtaposition of these two scenesIdentifies elements of similarity and/or contrastSupports the answer with relevant references from these two scenes	4
<ul style="list-style-type: none">Provides some analysis of the juxtaposition of these two scenesIdentifies some elements of similarity and/or contrastSupports the answer with some relevant references from these scenes	3
<ul style="list-style-type: none">Demonstrates some understanding of the portrayal of Malek in the two scenesProvides some relevant references from these scenes	2
<ul style="list-style-type: none">Identifies some elements of similarity and/or contrast <p>OR</p> <ul style="list-style-type: none">Provides some isolated references from these scenes	1

Question 1 (d)*Outcomes assessed: H2.1, H2.2, H2.3***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Perceptively analyses how the theme of coping with change is explored in the film through the portrayal of Jeannette• Provides appropriate examples from other scenes• Demonstrates a perceptive understanding of the changes experienced by Jeannette• Supports the answer with relevant textual references	6
<ul style="list-style-type: none">• Provides some analysis of how the theme of coping with change is explored in the film through the portrayal of Jeannette• Provides some examples from other scenes• Demonstrates an understanding of the changes experienced by Jeannette• Supports the answer with some textual references	4–5
<ul style="list-style-type: none">• Demonstrates an understanding of how Jeannette copes with change• Identifies isolated examples from the text that relate to the themes	2–3
<ul style="list-style-type: none">• Demonstrates limited understanding of the theme of coping with change• Identifies isolated examples from the text that relate to the themes	1

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

Question 2

Outcomes assessed: H2.1, H2.3

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)***Outcomes assessed: H2.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a good understanding of Julien and François' relationship• Supports the answer with relevant examples from the scene	2
<ul style="list-style-type: none">• Demonstrates a limited understanding of Julien and François' relationship OR <ul style="list-style-type: none">• Gives some examples from the scene	1

Question 3 (b)*Outcomes assessed: H2.1, H2.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a perceptive understanding of what Julien’s use of language reveals about him• Provides a detailed explanation of the linguistic aspects of Julien’s discourse• Supports the answer with relevant textual references	3
<ul style="list-style-type: none">• Provides some explanation of the interpretative and linguistic aspects of Julien’s discourse• Provides some relevant textual references	2
<ul style="list-style-type: none">• Demonstrates some understanding of what Julien’s use of language reveals about him <p>OR</p> <ul style="list-style-type: none">• Identifies some relevant textual references	1

Question 3 (c)*Outcomes assessed: H2.1, H2.2, H2.3*

Criteria	Marks
<ul style="list-style-type: none">Analyses perceptively how Bonnet is portrayed in this sceneIdentifies elements relevant to the character portrayalSupports the answer with relevant techniques used in this scene	4
<ul style="list-style-type: none">Provides some analysis of how Bonnet is portrayed in this sceneIdentifies some elements relevant to the character portrayalSupports the answer with some relevant references to the character portrayal	3
<ul style="list-style-type: none">Demonstrates some understanding of how Bonnet is portrayed in this sceneProvides some techniques used in this scene	2
<ul style="list-style-type: none">Gives some description of portrayal of Bonnet in this scene <p>OR</p> <ul style="list-style-type: none">Describes some techniques used in this scene	1

Question 3 (d)*Outcomes assessed: H2.1, H2.2, H2.3***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Perceptively analyses how coping with change is explored in the film through the portrayal of Julien• Provides appropriate examples from other scenes• Demonstrates a perceptive understanding of Julien’s growth and development• Supports the answer with relevant textual references	6
<ul style="list-style-type: none">• Provides some analysis of how the theme of coping with change is explored in the film through the portrayal of Julien• Provides some examples from other scenes• Demonstrates an understanding of Julien’s growth and development• Supports the answer with some textual references	5–4
<ul style="list-style-type: none">• Demonstrates an understanding of how Julien changes and develops• Identifies isolated examples from the text that relate to the themes	2–3
<ul style="list-style-type: none">• Demonstrates limited understanding of the theme of coping with change• Identifies isolated examples from the text that relate to the theme	1

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

Question 4

Outcomes assessed: H2.1, 2.3

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

Questions 5–6

Outcomes assessed: H1.1, 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