

**2006 HSC Notes from  
the Marking Centre  
French**

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# 2006 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 2006 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.

This document should be read along with the relevant syllabus, the 2006 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 2006, approximately 616 candidates attempted the French Beginners examination, 874 attempted the French Continuers examination and 195 attempted the French Extension examination.

### Beginners

#### Speaking Skills Examination

##### General Comments

The key aim of this examination is communication of the English cues using a good range of accurate, fluent and authentic language.

Better responses related directly to the situation as defined in the introductory line. For example, in Question 3 the language was intended to relate to the dentist's surgery. Candidates needed to express all aspects of the cues. In Question 1 line 4 some candidates asked the price instead of commenting on it. Better candidates distinguished between Question 2 line 1 and Question 2 line 2 and expressed both of them. In Question 4 line 2 the *passé récent* or equivalent was needed.

The following strategies played a significant part in good responses: accuracy of tense, particularly in Question 3 line 4 and Question 4 line 1; correct pronunciation of basic words such as the month in Question 1 line 3, *j'ai soif* in Question 2 line 1, boire and *une boisson* in Question 2 line 2, *visite* in Question 3 line 1, the spelt letters of *L-A-R-B-O-T*.

In Question 3 line 2 and *langue* in Question 4 line 1; use of a range of language, for example different words to make requests in Question 1 line 2, Question 2 line 2 and Question 5 line 1 and different items for the dessert of Question 2 line 3, the specialty of Question 5 line 1 and the product of Question 5 line 2.

## Listening Skills Examination

### General Comments

Candidates are reminded to take care to read the questions well, to use the number of marks and space provided as a guide to the length of their response, and to use the Candidate's Notes wisely.

Candidates should not waste time rephrasing the question. Point form answers are acceptable, provided the intention of the answer is clear.

Candidates should respond in English when transferring their notes into the lines provided for answers.

### Specific Comments

#### Question 1

In the better responses, candidates showed an understanding that the holidays were taking place in the future and that they had not already happened.

#### Question 2

The best responses identified the name *Élodie* and/or the gender *elle*.

#### Questions 3, 4 and 8

In multiple choice questions, some candidates may have performed better if they had first eliminated incorrect answers.

#### Question 5

The best responses stated the problem as well as giving advice on how to solve it.

#### Question 7

The spelling of the website *www.monagenda.fr* was challenging for some and there was often confusion between *g* and *j*. The meaning of the whole word was relevant to the rest of the question.

#### Question 10

In the better responses, candidates demonstrated their cultural knowledge in answering this question, for example their knowledge of *Tour de France*, which was sometimes misunderstood as a 'tour around France'.

#### Question 11

*Anniversaire* was often translated as 'anniversary' instead of 'birthday'. Weaker responses indicated a lack of awareness of the tense used in the question and how that affected the flow of events.

### Question 12

Converting the 24-hour clock to the 12-hour system led to some errors, and in some cases there was confusion between *six* and *seize*, *cing* and *quinze*.

### Question 13

Better responses gave the outcome of the interview and supported it with relevant facts from the text.

## Written Examination

### Section I – Reading Skills

#### General Comments

The best responses showed a global understanding and, rather than just translating literally, expressed the concepts required by the questions in an appropriately ordered sequence. By reading for meaning and editing each response candidates can ensure that they provide a full and cohesive answer which meets all requirements of the question. The 3 to 5 mark questions required more than information straight from the text, eg a comparison, evaluation and/or a contrast. A significant number of candidates adequately displayed an understanding of these requirements.

#### Specific Comments

##### Question 1

- (a) Most candidates were able to deal with the word *pêche* and evidently some used the word *poisson*, later on in the passage, to confirm the meaning.
- (b) Better candidates noted that the question was in the past tense and so answered in the past tense. *Monsieur le Maire* and *la Mairie* were often awkwardly translated.

##### Question 2

- (a) Many candidates were unfamiliar with the expression *m'aide à mieux me servir de ma carte de crédit*.
- (b) A number of candidates misinterpreted *conseils* as 'counsellor' or 'council'.

##### Question 3

- (a) Many candidates chose the wrong answer due to a misunderstanding of *courses* or because they did not deduce from *un fils* the notion of family. It was necessary to infer meaning from the text, rather than find the answer explicitly expressed in the text.

- (b) Some candidates interpreted *de le faire travailler* as working for the police instead of the notion of his having to do community service.
- (c) Good responses provided details to explain the development of the relationship from non-acceptance of each other through mutual understanding to deep friendship. *Attend* was often wrongly taken as a cognate.

#### Question 4

Even though candidates had mentioned the famous Paris restaurant in (a), some did not recognise it as the correct answer in (b). In (c) and (d), candidates who provided depth and detail were awarded the higher marks. *Partager* was often translated as ‘gaining experience’ instead of as ‘sharing’. *Se faire connaître au public* was often interpreted as ‘to know the public’. The idea of regular menu changes was not always clearly explained.

#### Question 5

- (a) *Quartiers* and *logements* were sometimes not understood.
- (b) Some candidates did not express the feelings of Mme Robert and only gave details; others did not realise that she had conflicting feelings; good responses showed global understanding and provided correct supporting details.
- (c) Candidates needed to link the positive aspects of Mme Robert’s new life to the social ills that initiated government changes.

### Section II – Writing Skills

#### General Comments

The most popular question was the letter, followed by the dialogue. Very few attempted the email. In the most successful responses, candidates addressed the topic with a high degree of planning, using a wide variety of accurate language structures, tenses and vocabulary. Grammatical inaccuracies included confusion between the use of *dire* and *parler*, *savoir* and *connaître*, *je vais* + infinitive and *je viens de* + infinitive. Incorrect usage of tenses, uncertainty about the use of *tu* and *vous*, and incorrect usage of possessive pronouns detracted from some responses.

Candidates are reminded to write clearly the number of the question they are attempting and that copying phrases or passages from other sections of the examination paper will adversely affect their mark.

#### Specific Comments

#### Question 5 – Letter

Some candidates seemed unaware of what or where New Caledonia. This led to a lack of authenticity in their responses.

### **Question 6 – Dialogue**

The better responses revealed creative thought and authentic conversation. Many had good structure and ideas but did not achieve higher marks because of undue repetition. Use of names is recommended as candidates can be rewarded for providing appropriate male and female endings and agreements to match these.

### **Question 7 – Email**

These two tasks afforded scope for two very different styles of answer, yet weaker responses repeated the same information in both. Candidates needed to find and focus on a different aspect of the same event mentioned. For example, in Task 1 a good response discussed why they were riding a bicycle, how the accident occurred and gave a description of the injuries. Task 2 focused on why they particularly wanted to go to the dinner with the class, and explained how they would be able to cope with whatever injury they had.



## Continuers

### Oral Examination

Candidates were generally able to converse authentically and fluently. Better responses presented a variety of tenses, even if not specifically required by the question asked. The best responses communicated opinions and information in great depth, using sophisticated vocabulary and grammatical structures throughout the examination. Candidates who performed well were competent and consistent in their intonation and pronunciation. Many candidates were able to respond consistently to a broad range of topics about their personal world. Thus thorough and in-depth preparation of the Syllabus topics is essential for achieving the best-possible result.

Rather than just picking up on and responding to a key word, better responses showed evidence of careful attention to the detail of the questions asked. While some questions initially required a yes/no answer, better responses provided information beyond the minimum.

Some responses were weakened by inaccuracies in the more basic grammatical forms: the use of reflexive pronouns, negatives and manipulation of tenses, the use of *beaucoup + de*, noun genders, possessive pronouns, prepositions, particularly in reference to countries, cities and time, *avoir + age*, use of *après avoir/être*. Correct pronunciation of commonly used phrases such as *temps libre, j'étudie, dans, cours, meilleur, famille, ville* enhanced responses.

### Written Examination

#### Section I – Listening and Responding

##### General Comments

The better responses showed global as well as detailed understanding of the texts.

Candidates are advised to read the questions carefully before writing their answer. In some instances, weaker responses addressed issues, such as language use, not required by the question.

Candidates are encouraged to make notes in the margin during the first reading. No French words, expressions or sentences are accepted as answers unless specifically required by the question. Quotations must be translated into English or paraphrased. The only French words accepted are those used to illustrate a language device.

When consulting the dictionary for the meaning of a word, the candidate needs to decide which translation fits the context. Thus, although the dictionary translates *embrasser* as 'embrace', it also says 'kiss', which was the appropriate choice for Question 5.

## Specific Comments

### Question 2

Weaker responses lacked understanding of the term *texto*.

### Question 3

Some candidates did not show they understood the relevance of *kangarou* to the answer.

### Question 4

A failure to recognise numbers weakened responses here, for example writing ‘2’ instead of ‘10 million’, and ‘dollars’ or ‘eurodollars’ instead of ‘euros’.

### Question 6

In weaker responses, candidates interpreted *collège* as ‘college’ instead of junior high school, and also had trouble with the statistics.

### Question 7

It was necessary to answer the question ‘to what extent’. Some responses simply gave the reason.

### Question 8

The few candidates who answered this as a language question were limited in what they could say. Often they did not link the language features to the notion of ‘appeal’. Those who treated it as a content question gained more marks. In the weaker responses, candidates referred to the suburb of La Perouse but did not realise that the advertisement was about the language centre at La Perouse.

### Question 9

Some candidates interpreted this as a language question which limited the possibility of scoring higher marks.

## Section II – Reading and Responding

### Part A

#### General Comments

It is important that candidates read the questions very carefully and consider fully the implications of each one. Candidates are advised to consult their dictionaries if unsure of the precise meaning of vocabulary. Candidates must take care, however, to use dictionaries carefully and judiciously.

Better candidates were familiar with basic linguistic techniques and explained their effect with reference to the text. Candidates are advised to read over their answers to ensure they make sense and that all relevant detail is included. Better responses provided textual references to support their answers, including relevant translations or paraphrases, and fully considered the implications of each question.

### Question 10

- (a) Most candidates explained Éloïse’s dual purpose of providing consolation and advice in relation to the break-up. It was not enough just to mention that she was writing following the break-up, as this did not address the notion of her ‘purpose’.
- (b) Some translations of the expression *sans jamais la moindre dispute* were imprecise, using terms such as ‘hardly ever fought’ or ‘rarely fought’. In the better responses, candidates demonstrated an understanding that Claire and Marc had never had even the slightest fight. Other responses lacked precision by stating that ‘they’ had always seemed happy, whereas in fact it was only Marc who had always seemed happy.
- (c) A number of responses did not address the question in terms of ‘advice’ given by Éloïse to her sister. Some candidates misunderstood *Il ne faut absolument pas rester à la maison* and interpreted it as ‘it’s not necessary to stay at home’ or ‘she doesn’t have to stay at home’.
- (d) Better responses demonstrated a thorough understanding of a number of key aspects of the relationship between the sisters. They established an initial comment on the overall nature of the relationship and then went on to examine various aspects of the relationship in depth. Many candidates identified the loving nature of the relationship and substantiated this through specific examples of the use of terms of endearment. Other candidates also identified Éloïse’s protective attitude towards her sister and supported their comments with precise reference to the text. Better responses articulated Éloïse’s awareness of her role as an older sister. It was not enough simply to state that she gave Claire advice. Candidates were expected to demonstrate a perceptive understanding of the nature of their relationship.

### Question 11

- (a) In the better responses, candidates demonstrated an understanding of the function of the *guillemets* around the word *esclaves*. Some weaker responses provided literal translation for *esclaves* and referred to slaves of third-world countries. Some candidates mistranslated *faire manger la planète* as ‘eating up the planet’. Better responses made reference to the significance of superiority as implied in ‘kings of the world’.
- (b) Some weaker responses only stated what Natalie’s values were, but did not support this with evidence from the text.
- (c) In the better responses, candidates referred to the unhealthy nature of the environment within the school in order to explain fully why M. Tardy felt a return to school uniform was necessary. In the phrase *ne doit rien au hasard*, a significant number of candidates misinterpreted the word *hasard* as a ‘hazard’. Use of a dictionary would have clarified the meaning.

- (d) Candidates were required to show a greater breadth of understanding than just a translation of the proverb. Better responses linked the change in the proverb to the change in values referred to in the text. In many good responses, candidates made reference to the link between religion and the current situation where numerous young people are devotees of brand-name fashion.
- (e) The Glossary of Keywords helps teachers and students understand what is expected in responses to HSC examination tasks. Thus in Part (e), ‘compare’ requires candidates to address similarities and differences in the ways Rémi and Maurice used language to express their point of view. Weaker responses simply listed points about either writer. Better responses identified that both writers had a similar negative point of view about brand labels but that the language features and styles each used to express this point of view were different. Their responses included relevant examples from the text to support comments made about language features.

## **Part B**

### **General Comments**

In this question, reading plays as much a part as responding to a given text. Candidates needed to show they understood the text by developing its main points, giving relevant examples. Some candidates had not read the introduction in English with sufficient care and referred in their diary entry to an article or an advertisement. Other candidates found it difficult to sustain the appropriate tone of the required text type, a diary entry, and their responses sometimes resembled a descriptive or informative account.

In the better responses, candidates addressed the main points and wrote a diary entry in response to a notice on the school Intranet alerting students to the effect good versus poor usage of the internet can have on success or failure at school. They also addressed the point about using other resources instead of relying solely on the internet for information, as well as at least two of the four dot points in the text, elaborating with relevant examples.

The better responses used an informal level of language and adopted a conversational or more intimate tone, using such features as rhetorical questions, exclamations, personal comments, humour and even shared intimacies, as though the diary were a personal friend.

Development of the following ideas enhanced responses: avoiding copying and pasting without reflection; the difficulties involved in using the internet to provide translations of homework; problems associated with spelling and grammar, due to incorrect usage of the internet. Weaker responses simply touched on these situations, rather than developing them and giving relevant examples. The weakest responses did not manipulate the language of the text and resorted to copying whole expressions. The notion of wasting time due to chatting and surfing on the internet was often well handled.

Some candidates drew well on their personal experiences of difficulties arising from poor usage of the internet. Some more imaginative responses recounted in depth specific examples of poor marks received or homework not completed due to internet chatting.

In the weaker responses, candidates digressed from the key ideas in the text and presented a reflection on the advantages and disadvantages of the internet, or went into detail about irrelevant points. Some responses were enhanced by reference to other resources students use to aid their studies, such as books or documentaries. Many of the best responses developed the theme of the effect of good versus poor usage of the internet on success or failure at school.

Most candidates organised their ideas successfully and made good use of suitable linking words. Better responses were characterised by the convincing use of a variety of complex and authentic structures and more advanced expressions and idiom. *Si* followed by the imperfect in hypothetical sentences as well as the subjunctive were two more advanced structures used well in the better responses; they also used the present, perfect and future tenses competently.

Some language errors that characterised weaker responses included: present and perfect tenses, especially *-re* verbs; the infinitive and past participles; negative structures; relative pronouns, especially *dont*; and contractions. Common mistakes included incorrect manipulation of *collé* and *copié*; the incorrect use of *qui* and *que* and *ce qui* and *ce que*; incorrect usage of vocabulary items, which seemed to indicate undeveloped dictionary skills; invented words derived from English syntax, such as ‘*la topique*’, ‘*reconniser*’, ‘*je veux succéder à l’école*’.

Some responses would have been enhanced by the use of synonyms and the skill of expressing the same idea in several different ways. Candidates are advised to write on every second line in order to be able to edit their text more effectively.

### **Section III – Writing in French**

#### **Specific Comments**

#### **Question 13**

A majority of candidates chose (a), describing the uniqueness of the French town, over (b) explaining an early departure from home plus a change to school routine. There were some lyrical, even poetic depictions of towns and villages throughout the francophone world in (a), contrasting with a generally more factual informative style, expressing concern for the welfare of the guest in the host’s absence in (b).

Responses to (a) were often enhanced by a knowledge of France, indicating a genuine interest in its geography and culture. Place names of the ‘special’ French-speaking town were generally real or credible, despite some English place names, as were names of French exchange students in (b).

Also successfully mastered were the endings to both emails and messages: most responses concluded authentically and appropriately to the text-types. However, for the beginnings, particularly for (a), the requirement for writers to greet their French class produced errors in numbers, genders and possessive adjective positioning which marred many answers.

Candidates lost marks because they did not address the question, and responded instead to what they perhaps hoped had been asked. In (a), the requirement was to describe a town's uniqueness, not to recount the experiences enjoyed during an exchange visit to a host family. Similarly in (b), the message needed to be twofold, involving both a before-school commitment and also a change to the school routine.

Candidates are reminded that they can achieve top marks only if they specifically address the question: many responses that demonstrated extensive knowledge of French, missed out on top marks because their writing was irrelevant to the question. Answers must be carefully planned beforehand so that each paragraph contributes to fulfilling the requirements of the question. Responses which attempted to manipulate the question to fit a pre-prepared but unsuitable answer, or which added in chunks of irrelevant, rote-learned material, which did not address the topic, were not well rewarded.

Grammatical errors detracted from responses and often there were inconsistencies: an initially correct expression or gender used later incorrectly. Proof-reading, using a mental grammatical check-list such as the one below, would have helped eliminate such slips. Wrong genders can be avoided by using the dictionary to check.

The check-list for eliminating the commonest grammatical mistakes must include the mixing of *tu* and *vous* forms, adjectival agreements, conjugation of tenses, agreements of subject and verb, *si* clauses, use of the definite and indefinite articles, confusion of singular with plural, anglicisms, phonetic spelling of familiar words, time clauses, accents. These simple mistakes detracted from otherwise competent and entertaining scripts.

Top marks were not awarded if the information was not presented in a coherent and structured sequence. Better responses demonstrated a careful manipulation of content and control of a variety of sentence structures, appropriate idioms and a broad range of vocabulary and tenses.

Many candidates achieved an impressive level of expertise, demonstrating their control of areas such as the subjunctive, past, present, future and conditional tenses, adjectives and adverbs, pronouns, authentic idioms, strong structuring and an ability to sequence their ideas.

#### **Question 14**

Both questions required candidates to reflect upon a given situation. Most candidates chose (a). There were fewer candidates who completed (b).

Candidates must read the questions carefully. In part (b), a number of candidates reflected on people rather than a person. In the best responses, candidates included an appropriate introduction and conclusion and demonstrated considerable awareness of audience, such as using age-appropriate vocabulary and ideas.

In some weak responses, candidates answered as if they were still employed whereas the question clearly stated that they had left their job. Others' choice of job was at times inappropriate for a part-time job. Some students used *être au chômage* in their responses which was not appropriate for this question.

While many candidates appeared to have used their dictionaries appropriately, there were still inappropriate translations mainly due to candidates not knowing an English spelling and thus not locating the correct French word. Candidates need to be mindful of when to use the perfect and imperfect tenses. The perfect tense was preferred by candidates in most situations, and in many cases the infinitive was used instead of the past participle. The misuse of direct and indirect object pronouns was evident. There was confusion between *dire* and *parler*. Some candidates were unsure of when to use *parce que*, *à cause de* and *comme*. Verbs ending in *-eindre* were incorrectly conjugated.

Responses seemed on the whole authentic. There were fewer pre-prepared chunks that did not address the specifics of a question. Candidates were more concise in their responses.

## Extension

### Oral Examination

#### General Comments

Most candidates demonstrated a good level of competence in French and a capacity to formulate a well-structured and convincing argument. There was strong evidence in the better responses that candidates had used their preparation time wisely to plan their argument, with an appropriate introduction and conclusion. In the most successful responses, candidates presented and developed a coherent, sophisticated argument, supported by a range of relevant examples. They communicated effectively, with a high level of fluency and grammatical accuracy and demonstrated sophistication in vocabulary and sentence structures.

Weaker responses evidenced insufficient language resources to support the complexity of the argument. Inaccuracies in language included wrong genders, misuse of prepositions, problems with verb tenses and/or endings and mispronunciation of key words such as *ignorance*, *musulmans*, *société*, *culture* and *sensationnalisme*.

Responses were not enhanced by a heavy reliance on pre-learned passages, which often bore little relevance to the wording of the question and/or resulted in an imbalance between language accuracy in the pre-learned sections and the language used to tie this material into the argument. Some candidates spoke at full speed without drawing breath, making it difficult at times to follow their argument.

Most candidates managed to answer the question within two to two and a half minutes, which was sufficient to meet the requirements of the task. However, some responses fell short of the recommended two minutes, thereby not allowing sufficient time for candidates to develop their argument fully or to demonstrate linguistic competence.

In two-pronged questions, it was necessary to address both parts adequately. Stronger responses also picked up on nuances in the wording of the questions, for example *en grande partie* in Question 3.

Better responses did more than agree or disagree with the statement and then just follow this with generalisations on the themes or issues identified in the question. Instead, they explained and supported their point of view with relevant examples and drew an appropriate conclusion. *Qu'en pensez-vous?* implied the development of a personal stance on the given topic.

Candidates should be reminded that they are expected to speak on each topic for approximately two minutes. Speaking for considerably more than two minutes goes beyond the requirements of the examination and rarely enhances a candidate's performance.



## Specific Comments

### Question 1

Candidates generally agreed with the statement but some did not address both parts of the question, focusing heavily either on the importance of *suivre la majorité* or *lutter contre les injustices*, in some cases ignoring completely one of the points. Better responses took into account the nuance of comparison in *plus facile...que*.

### Question 2

A number of candidates honed in on the idea of rejection and the marginalised, citing as examples the poor, the unemployed, the handicapped, migrants, people who are often rejected by society. Others focused on the theme of coping with change, mentioning new technologies, such as the internet, mobile phones and their effect on the elderly and the unemployed, as well as other factors such as globalisation, education and family.

### Question 3

Many candidates agreed with the statement, blaming the media for sensationalising events such as the riots in Cronulla and in France, thereby resulting in increased racial discrimination. A number of candidates disagreed with the statement and then identified what they saw as the causes of discrimination, or generalised about the role of the media. Better responses demonstrated an understanding of the nuance in *en grande partie*.

## Written Examination

### Section I – Response to Prescribed Text

#### Part A

#### General Comments

#### Question 1

It was most important to address the requirements of questions as a number of candidates gave general answers without referring to specific examples from the film to support and justify their answers. In general, there was a good understanding of the personalities and behaviours of the characters, with better responses offering perceptive interpretations and analysis. Reading the questions thoroughly ensures that all aspects of the question are comprehensively covered. The weight of marks for each question indicates the amount of detail required in a response, remembering that quality not quantity is important. When quotations appear in a question candidates need to show they have understood these by either paraphrasing or translating. When justifying a point of view, copying of given quotations is not advisable.

In the last question candidates had to analyse a number of scenes in the film in relation to a specified issue and theme. General comments without reference to the specified issue did not adequately address the question. The best responses drew on a wide range of references throughout the film in a coherent, logical manner, to support their ideas and justify their analysis.

## Specific Comments

### Question 1 – *Marius et Jeannette*

- (a) It was necessary to show that it was a follow up to or consequence of a previous conversation with Malek about religion that had led Justin to give this speech. Responses needed to show an understanding that this was not the first time this topic of conversation had arisen between Justin and Malek and the other children. Better responses also included explanations about Justin's role as a teacher and/or as a spokesperson for the film-maker.
- (b) In the best responses, candidates identified the boys' intense, silent listening as being integral to their reaction and also explained why they reacted this way. Responses which explained their reaction through camera movement were also rewarded. Better responses focused on the boys' reaction to the explanation from Justin rather than on its content.

Some candidates differentiated between the boys' reactions, which did not accurately reflect the requirements of the question, whilst others inaccurately interpreted their silence as not understanding the explanation. Good responses identified the humour of the explanation.

- (c) In the better responses, candidates explained the inclusion of Scene B by comparing Scene B with either the preceding scene or both the other scenes, such as comparing Justin's wisdom and learnedness, Scene A, with Dédé's simpleness and recognition of the close-knit nature of the *courette* and its inhabitants in comparison with the wealthy world of Scene C. Many responses successfully recognised the unexpected and uncharacteristic insight of Dédé, with the best answers expanding their explanation to include his understanding of Caroline's hardships compared with his generation's lack of suffering.
- (d) The better responses clearly identified the social context of the film in comparison with the expensive restaurant, as well as Jeannette's behaviour in the restaurant and what this behaviour revealed. A comprehensive analysis of these aspects provided the best answers to the question. Answers that mentioned Jeannette's general discomfort in terms of her behaviour without supporting reference from the text or without mentioning the unfamiliar setting were insufficient. Answers that focused only on the economic differences between the content of the two couples' conversations did not adequately deal with the requirements of the question.
- (e) This question required responses that examined the issue of tolerance of difference not only in the given scenes, but throughout the film. Answers which were restricted to an analysis of only those scenes given in the examination did not adequately address the question. Candidates who only made reference to two or three scenes overall could not gain full marks. Responses that dealt with a lack of tolerance of difference, with an explanation, were acceptable. Better responses provided a range of examples of tolerance of difference to justify their ideas and an analysis of the exploration of this issue in the film. Candidates needed to distinguish between Jeannette's lack of understanding of her children's needs and the concept of tolerance of difference. Responses that enumerated various film techniques were not appropriate for this question. In order to be fully rewarded, candidates needed to supply adequate details to substantiate their ideas rather than make fleeting reference to a scene or vague generalisations.

### Question 3 – *Au revoir les enfants*

- (a) Generally most candidates answered this question correctly, identifying that not only the children but also their parents were being addressed. Some candidates were not familiar with the rituals of the film and referred inaccurately to ‘confirmation’ rather than to the fact that students were having ‘communion’.
- (b) In the best responses, candidates justified their answers with examples and quotes from the extract.
- (c) In the better responses, candidates compared Scene A with Scene B, comparing the message imparted in Père Jean’s sermon, Scene A, and the behaviour of the boys as they ignore his words by their uncharitable actions, Scene B. Further comparison alluding to the religious setting, seriousness and formality of scenes A and C in comparison with the normal everyday interactions portrayed in Scene B were also rewarded. Comprehensive analysis of Bonnet’s ongoing bullying and exclusion followed by the invitation to the restaurant and the start of true friendship as a key moment in the film and a motive for inclusion in the film were acknowledged.
- (d) In the best responses, candidates clearly identified the historical context of the film in conjunction with the head waiter’s interactions with the customers and what these interactions revealed. A comprehensive analysis of these aspects provided the best answers to the question. This entailed an analysis of the head waiter’s interaction and behaviour with M. Meyer, Mme Quentin, François and the militia within the high-class restaurant in times of food rationing in war-time France. Responses that did not include M. Meyer’s interaction with the head waiter did not gain full marks. Most responses dealt well with the idea of *ticket par portion* and the lack of certain foods to explain the war situation and were able to link this to the head waiter’s composed, deferential behaviour.
- (e) The best responses used a range of examples of tolerance of difference from the three given scenes as well as from the film as a whole. Responses that dealt with a lack of tolerance of difference, with an explanation, were acceptable. However, answers which were restricted to an analysis of only the scenes given in the examination did not adequately address the question. Candidates who made reference to only two or three scenes overall did not gain full marks. Better responses provided a range of examples of tolerance of difference to justify their ideas, and analysis of the exploration of this issue in the film.

### Part B

#### General Comments

In the better responses, candidates demonstrated confidence with the psyche and world-view of the character, and could articulate this through the voice of the actor being interviewed. Such responses involved the interviewer also being sensitively portrayed; it was perfectly acceptable for the interviewer to articulate some of the necessary information by using an authentic interviewer ‘voice’.

## Specific Comments

### Question 2 – *Marius et Jeannette*

The question quoted part of the Marseille analogy, as Justin explains to Malek and the other children the notion of religious tolerance and acceptance of other people, whatever their beliefs. Candidates needed to show a good understanding of the message of this analogy and its function and ‘fit’ in the film in order to respond adequately to the question. Since the interview was being conducted with the actor who plays the role of Justin it was important that the response also focused mainly on him and his qualities and role within the film.

In the better responses, candidates explained and explored the quoted lines sensitively and in the words of the candidate. Typically, these responses also related other pertinent examples from the film. These responses showed the importance of Justin: his role as a spokesperson for the director and his function as an instructor and source of information for the children in the film. It was important to demonstrate a very perceptive understanding of his qualities: former teacher, able to relate to all ages and educational levels, kind, compassionate, able to enjoy light-heartedness, well-educated and interested in continuing to enlarge his knowledge, etc. The best responses also showed the ability to open up the entire film by using Justin and his relationships with the other characters in the film to show his insight and perspective. In these responses, the interview format and feel were effectively linked and interwoven with a perceptive understanding of the film itself and Justin’s role within it. There was a reasoning and coherence to the structure of the response and a flow to the language used.

Weaker responses were characterised by a tendency to have the actor talk about himself with very little reference to the film. Responses which merely recounted events of the film without demonstrating an understanding of how these events were pertinent to Justin and his qualities and role also showed a lack of understanding of what this task required. Responses which contained large slabs of prepared essays on tolerance, religion, the working classes etc. did not meet the requirements of this question, nor did fabricated descriptions about the actor’s life, background, future roles and the like.

Typical of weaker responses was a tendency to insert idioms learned by heart, whether they were appropriate or not. The use of *vous* was necessary, given the text-type of the question. Monologues on the part of the interviewee did not show an ability to adapt creatively to the task.

### Question 4 – *Au revoir les enfants*

The question quoted several lines of the dialogue outside the kitchen after Madame Perrin has accused Joseph of stealing. In order to respond adequately to the requirements of this task it was necessary to explore this quotation sensitively but also to refer to other parts of the film. An understanding of Joseph’s personality, circumstances and role had to be demonstrated by using the voice of the interviewer as well as that of the actor.

Better responses demonstrated a sensitive understanding of Joseph: his lowly position in the school, the contrast in education and family background with the other boys, the fact that he has no family or home and doesn’t really fit anywhere, his disability and the fact that he is a victim of circumstances, both personal and of his time.

These responses also showed an understanding of the reasons why Joseph took his revenge on the school. Although this is not related directly to the quoted lines in the question, it was necessary to show understanding of this in order to demonstrate a perceptive understanding of the text.

The main focus of the response needed to be on Joseph. Although other parts of the film should have been referred to in order to give greater depth to the response, Joseph nevertheless remains at the heart of the question. References to other parts of the film and other characters had to be pertinent and sensitively woven into the response.

Weaker responses were characterised by a limitation of the interview to the lines quoted on the paper and an unduly heavy focus on the *chien* aspect of it. They did not demonstrate an ability to see this quotation as part of a bigger picture and a deeper exploration of Joseph. In some cases there was a simple recounting of events in the film without any demonstration of how these events showed insight into Joseph's character.

## **Section II – Writing in French**

### **General Comments**

The better responses presented and developed a sophisticated and convincing argument, displaying breadth and depth in the treatment of ideas. They were written effectively and perceptively for a specific audience, purpose and context, with a high level of grammatical accuracy and sophistication in vocabulary and structures. They also reflected a clear and logical analysis of the key elements of the questions. They were well structured with an introduction and a convincing conclusion, which synthesised the main points of their argument.

Candidates are encouraged to ensure that they address all aspects of the question, paying particular attention to nuance and register. They are also strongly advised to adhere to the word limit. Lengthy responses rarely enhanced the quality of the writing.

Candidates should note that a prepared response on a specific theme or issue is unlikely to fulfil, on its own, the requirements of the task. This can also result in noticeable inconsistency in the flow and level of language.

### **Specific Comments**

#### **Question 5**

Better responses deconstructed this philosophical question and created a logical argument supported by relevant, concrete examples.

#### **Question 6**

This was overwhelmingly the more popular choice. Better responses respected the format, tone and style of a letter to the editor. They addressed all parts of the question, demonstrating a full understanding of the nuance of *de plus en plus* and linking the notion of *mécontentement* to the issue of violence

# French Extension

## 2006 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
<b>Oral Examination</b>			
1	5	Belonging vs. alienation — monologue	H1.1, H1.2
2	5	Coping with change — monologue	H1.1, H1.2
3	5	Tolerance of difference — monologue	H1.1, H1.2
<b>Written Examination</b>			
<b>Section I — Response to Prescribed Text</b>			
<b>Part A</b>			
1 (a)	2	<i>Marius et Jeannette</i>	H2.1, H2.3
1 (b)	2	<i>Marius et Jeannette</i>	H2.1, H2.2, H2.3
1 (c)	3	<i>Marius et Jeannette</i>	H2.1, H2.2, H2.3
1 (d)	3	<i>Marius et Jeannette</i>	H2.1, H2.2, H2.3
1 (e)	5	<i>Marius et Jeannette</i>	H2.1, H2.2, H2.3
3 (a)	2	<i>Au revoir les enfants</i>	H2.1, H2.3
3 (b)	2	<i>Au revoir les enfants</i>	H2.1, H2.2, H2.3
3 (c)	3	<i>Au revoir les enfants</i>	H2.1, H2.2, H2.3
3 (d)	3	<i>Au revoir les enfants</i>	H2.1, H2.2, H2.3
3 (e)	5	<i>Au revoir les enfants</i>	H2.1, H2.2, H2.3
<b>Written Examination</b>			
<b>Section I — Response to Prescribed Text</b>			
<b>Part B</b>			
2	10	<i>Marius et Jeannette</i> — script of conversation	H2.1
4	10	<i>Au revoir les enfants</i> — script of conversation	H2.1
<b>Written Examination</b>			
<b>Section II — Writing in French</b>			
5	15	Coping with change — essay	H1.1, H1.2
6	15	Tolerance of difference — letter to editor	H1.1, H1.2

# French Continuers

## 2006 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
<b>Oral Examination</b>			
	20	Conversation — Covering Student's Personal World	H1.1, H1.2, H1.3, H1.4, H2.1, H2.3
<b>Written Examination</b>			
<b>Section I — Listening and Responding</b>			
1	2	Daily life, lifestyles – phone message	H3.1
2	1	Leisure and interests – conversation	H3.1
3	2	World of work – news item	H3.1, H3.2
4	2	Current issues – announcement	H3.1
5	3	Young person's world – conversation	H3.1
6	3	Current issues – news item	H3.1
7	3	Arts and entertainment – interview	H3.1, H3.2
8	4	Travel and tourism – advertisement	H3.1, H3.2
9	5	School life aspirations – conversation	H3.1, H3.2
<b>Written Examination</b>			
<b>Section II — Reading and Responding</b>			
<b>Part A</b>			
10 (a)	2	Leisure and interests – personal letter	H3.1, H3.2
10 (b)	2	Leisure and interests – personal letter	H3.1
10 (c)	3	Leisure and interests – personal letter	H3.1
10 (d)	3	Leisure and interests – personal letter	H3.1, H3.2
11 (a)	2	Young person's world – letters to editor	H3.1
11 (b)	2	Young person's world – letters to editor	H3.1, H3.2
11 (c)	3	Young person's world – letters to editor	H3.1
11 (d)	3	Young person's world – letters to editor	H3.1, H3.2
11 (e)	5	Young person's world – letters to editor	H3.1, H3.2
<b>Written Examination</b>			
<b>Section II — Reading and Responding</b>			
<b>Part B</b>			
12	15	The Young Person's World — notice/diary entry	H1.2, H1.3, H2.1, H2.3, H3.1
<b>Written Examination</b>			
<b>Section III — Writing in French</b>			
13 (a)	6	Travel and tourism — email	H2.1, H2.2, H2.3
13 (b)	6	School life and aspirations — message	H2.1, H2.2, H2.3
14 (a)	9	World of work — letter	H2.1, H2.2, H2.3
14 (b)	9	Personal identity — Script of speech	H2.1, H2.2, H2.3

# French Beginners

## 2006 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
<b>Speaking Skills Examination</b>			
<b>Situations</b>			
1	3	Leisure activities	H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7
2	3	Social interaction	H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7
3	4	Personal identification	H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7
4	5	Shops and services	H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7
5	5	Travel and tourism	H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7
<b>Listening Skills Examination</b>			
1	2	Leisure activities – conversation	H3.1, H3.3
2	2	Personal identification – monologue	H3.1, H3.3
3	1	Shops and services – conversation	H3.1
4	1	Hobbies and interests – news item	H3.1
5	2	Family and pets – news item i	H3.1, H3.3
6	3	Weather – conversation	H3.1
7	4	Shops and services – advertisement	H3.1
8	1	Personal ID – monologue	H3.1
9	3	Personal ID – news item	H3.1, H3.3
10	3	Sport – interview	H3.1, H3.3
11	4	Leisure activities – conversation	H3.1, H3.2, H3.3
12	4	Social interaction – enquiry	H3.1, H3.2, H3.3
13	5	Personal identification – interview	H3.1, H3.2, H3.3



Question	Marks	Content	Syllabus outcomes
<b>Written Examination</b>			
<b>Section I — Reading Skills</b>			
1 (a)	2	Leisure – diary entry	H3.1, H3.3
1 (b)	2	Leisure – diary entry	H3.1, H3.3
2 (a)	2	Consumer technology – survey	H3.1, H3.3
2 (b)	2	Consumer technology – survey	H3.1, H3.3
3 (a)	1	Popular entertainment – review	H3.1
3 (b)	2	Popular entertainment – review	H3.1, H3.3
3 (c)	3	Popular entertainment – review	H3.1, H3.3
4 (a)	2	Current issues – news report	H3.1, H3.3
4 (b)	1	Current issues – news report	H3.1
4 (c)	3	Current issues – news report	H3.1, H3.3
4 (d)	4	Current issues – news report	H3.1, H3.2, H3.3
5 (a)	2	Lifestyles – magazine article	H3.1, H3.3
5 (b)	4	Lifestyles – magazine article	H3.1, H3.2, H3.3
5 (c)	5	Lifestyles – magazine article	H3.1, H3.2, H3.3
<b>Written Examination</b>			
<b>Section II — Writing Skills</b>			
6	10	Holidays – letter	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8
7	10	Emergencies and mishaps – dialogue	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8
8	10	Contacting people – email and message	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8

## 2006 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, H2.3*

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of how Justin has come to give this speech	2
• Identifies one relevant aspect of how Justin has come to give this speech	1

#### Question 1 (b)

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

#### MARKING GUIDELINES

Criteria	Marks
• Identifies in detail the boy's reaction to Justin's explanation	2
• Identifies some elements of the boy's reaction to Justin's explanation	1

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

<b>Criteria</b>	<b>Marks</b>
• Gives a sophisticated account of the purpose of this scene in the film	3
• Gives a good account of the purpose of this scene in the film	2
• Gives some relevant aspect of the purpose of this scene in the film	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates an excellent understanding of how Jeannette's behaviour reflects the social context of the film	3
• Demonstrates a good understanding of how Jeannette's behaviour reflects the social context of the film	2
• Identifies some relevant information	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a comprehensive understanding of how the issue of tolerance of difference is explored in this film	5
• Demonstrates a very good understanding of how the issue of tolerance of difference is explored in this film	3–4
• Demonstrates some understanding of how the issue of tolerance of difference is explored in this film	1–2

**Section I — Response to Prescribed Text: *Au Revoir les Enfants***  
**Part A****Question 3 (a)***Outcomes assessed: H2.1, H2.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a good understanding of the intended audience of the sermon	2
• Identifies one element of the intended audience of the sermon	1

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

<b>Criteria</b>	<b>Marks</b>
• Shows a good understanding of the impact Père Jean's comments have on his audience	2
• Shows some understanding of the impact Père Jean's comments have on his audience	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a comprehensive understanding of the role of this scene in the film	3
• Demonstrates a good understanding of the role of this scene in the film	2
• Identifies some relevant points	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a sophisticated understanding of how the head waiter's interactions with his customers reflects the historical context of the film	3
• Demonstrates a good understanding of the head waiter's interactions with his customers reflect the historical context of the film	2
• Identifies some relevant points	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a comprehensive understanding of the way in which tolerance of difference is explored in these scenes and in the film as a whole	5
• Demonstrates a very good understanding of the role of the tolerance of difference in this film the way in which tolerance of difference is explored in these scenes and in the film as a whole	3–4
• Demonstrates some understanding of the role of the issue of tolerance of difference in this film	1–2

## Section I — Response to Prescribed Text

### Part B

#### Questions 2 and 4

*Outcomes assessed: H2.1*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"><li>• Demonstrates a perceptive and sensitive understanding of the prescribed text</li><li>• Demonstrates flair and originality in the approach taken</li><li>• Manipulates language authentically and creatively to meet the requirements of the task</li><li>• Organises information and ideas to meet the requirements of the task</li></ul>	9–10
<ul style="list-style-type: none"><li>• Demonstrates a comprehensive understanding of the prescribed text</li><li>• Demonstrates some flair in the approach taken</li><li>• Manipulates language with some degree of authenticity and creativity to meet the requirements of the task</li><li>• Organises information and ideas to meet the requirements of the task</li></ul>	7–8
<ul style="list-style-type: none"><li>• Demonstrates an understanding of the prescribed text</li><li>• Demonstrates a satisfactory control of vocabulary and sentence structures</li><li>• Organises information and ideas to meet the requirements of the task</li></ul>	5–6
<ul style="list-style-type: none"><li>• Demonstrates some understanding of the prescribed text</li><li>• Demonstrates a basic knowledge and understanding of vocabulary and sentence structures</li><li>• Writes within the parameters of the task</li></ul>	3–4
<ul style="list-style-type: none"><li>• Demonstrates a limited understanding of the prescribed text</li><li>• Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures</li></ul>	1–2

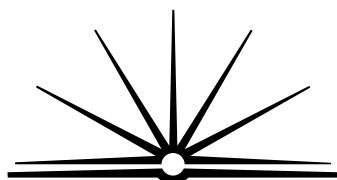
## Section II — Writing in French

### Questions 3 and 4

*Outcomes assessed: H1.1, H1.2*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"><li>• Presents and develops a sophisticated, coherent argument, discussion or explanation</li><li>• Writes effectively and perceptively for a specific audience, purpose and context</li><li>• Demonstrates breadth and depth in the treatment of relevant ideas</li><li>• Writes with a high level of grammatical accuracy, and breadth and sophistication of vocabulary and sentence structure</li></ul>	13–15
<ul style="list-style-type: none"><li>• Presents and develops a coherent argument, discussion or explanation</li><li>• Writes effectively for a specific audience, purpose and context</li><li>• Demonstrates breadth and some depth in the use of relevant supporting material and examples</li><li>• Writes accurately using a range of vocabulary and sentence structures</li></ul>	10–12
<ul style="list-style-type: none"><li>• Attempts to present and develop a coherent argument, discussion or explanation</li><li>• Writes with some understanding of audience, purpose and context</li><li>• Supports points with relevant material and examples</li><li>• Writes using a range of vocabulary and sentence structures</li></ul>	7–9
<ul style="list-style-type: none"><li>• Presents some relevant information, opinions or ideas</li><li>• Demonstrates the use of appropriate supporting materials</li><li>• Demonstrates evidence of the use of complex sentences</li></ul>	4–6
<ul style="list-style-type: none"><li>• Presents some relevant information, opinions or ideas</li><li>• Communicates primarily in simple sentences or set formulae</li></ul>	1–3



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

## **2006 HSC French Continuers Marking Guidelines — Written Examination**

### **Section I — Listening and Responding**

#### **Question 1**

*Outcomes assessed: H3.1*

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Summarises Sabine's phone message	2
• Identifies some relevant information	1

#### **Question 2**

*Outcomes assessed: H3.1*

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• (B)	1





### Question 3

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

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a clear understanding of why Alicia was not chosen as spokesperson for the animal welfare association	2
• Demonstrates some understanding of why Alicia was not chosen as spokesperson for the animal welfare association	1

### Question 4

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Identifies the assistance being considered by the French government for drought affected farmers	2
• Identifies one element of the government's assistance for farmers	1

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

<b>Criteria</b>	<b>Marks</b>
• Explains comprehensively what is happening between Béatrice and Paul	3
• Identifies most elements of what is happening between Béatrice and Paul	2
• Identifies some relevant detail	1

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

<b>Criteria</b>	<b>Marks</b>
• Identifies the main reasons why schools have decided to introduce anti smoking programmes	3
• Identifies some reasons why schools have decided to introduce anti smoking programmes	2
• Identifies one relevant piece of information	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a thorough understanding of the extent of family influence on Felix's career	3
• Demonstrates a good understanding of the extent of family influence on Felix's career	2
• Identifies some relevant detail	1



### Question 8

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

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a comprehensive understanding of the appeal of this advertisement to young people	4
• Demonstrates a good understanding of the appeal of this advertisement to young people	2–3
• Demonstrates some understanding of the appeal of this advertisement to young people	1

### Question 9

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

#### MARKING GUIDELINES

Criteria	Marks
• Provides a comprehensive description of the contrasting attitudes of Alain and his mother	5
• Provides a good description of the attitudes of Alain and his mother	3–4
• Identifies some elements of either/both attitudes	1–2



## Section II — Reading and Responding

### Part A

#### Question 10 (a)

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

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a thorough understanding of Claire's purpose in writing this letter	2
• Demonstrates some understanding of Claire's purpose in writing this letter	1

#### Question 10 (b)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Gives a comprehensive explanation of why Eloise is surprised	2
• Gives a partial explanation of why Eloise is surprised	1

#### Question 10 (c)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Gives a detailed account of Eloise's advice to her sister	3
• Identifies most of the advice given to her sister	2
• Identifies some of the advice given to her sister	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a thorough understanding of the relationship between the sisters	3
• Demonstrates a good understanding of the relationship between the sisters	2
• Demonstrates some understanding of the relationship between the sisters	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a thorough understanding of how Rémi justifies his opinion	2
• Demonstrates some understanding of how Rémi justifies his opinion	1

**Question 11 (b)***Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a thorough understanding of what Nathalie's letter reveals about her	2
• Demonstrates some understanding of what Nathalie's letter reveals about her	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a thorough understanding of Maurice Tardy's reasons for a return to uniforms	3
• Demonstrates a good understanding of Maurice Tardy's reasons for a return to uniforms	2
• Demonstrates some understanding of Maurice Tardy's reasons for a return to uniforms	1

**Question 11 (d)***Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a sophisticated understanding of the relationship between the proverb and the title	3
• Demonstrates a good understanding of the relationship between the proverb and the title	2
• Demonstrates a partial understanding of the relationship between the proverb and the title	1

**Question 11 (e)***Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a sophisticated understanding of the way language is used to express their respective points of view	5
• Demonstrates a good understanding of the way language is used to express their respective points of view	3–4
• Demonstrates a limited understanding of the way language is used to express their respective points of view	1–2

## Section II — Reading and Responding

### Part B

#### Question 12

*Outcomes assessed: H1.2, H1.3, H2.1, H2.3, H3.1*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"><li>• Responds to the information, ideas and/or opinions of the text (includes main points)</li><li>• Demonstrates depth in the treatment of the task through the development of relevant information, ideas and/or opinions relating to text</li><li>• Demonstrates extensive knowledge and understanding of vocabulary and sentence structures</li><li>• Manipulates language authentically and creatively to meet the requirements of the task</li><li>• Organises information and ideas to meet the requirements of the task</li></ul>	13–15
<ul style="list-style-type: none"><li>• Responds to most of the information, ideas and/or opinions of the text (includes main points)</li><li>• Demonstrates depth in the treatment of the task through the development of some relevant information, ideas and/or opinions</li><li>• Demonstrates a thorough knowledge and understanding of vocabulary and sentence structures</li><li>• Manipulates language with some degree of authenticity and creativity to meet the requirements of the task</li><li>• Organises information and ideas to meet the requirements of the task</li></ul>	10–12
<ul style="list-style-type: none"><li>• Responds to some of the information, ideas and/or opinions of the text (includes points)</li><li>• Demonstrates a satisfactory knowledge and understanding of vocabulary and sentence structures</li><li>• Organises information and ideas to meet the requirements of the task</li></ul>	7–9
<ul style="list-style-type: none"><li>• Responds to some of the information, ideas and/or opinions of the text</li><li>• Demonstrates a basic knowledge and understanding of vocabulary and sentence structures</li><li>• Demonstrates limited evidence of the ability to organise information and ideas</li></ul>	4–6
<ul style="list-style-type: none"><li>• Demonstrates a limited understanding of the text</li><li>• Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax</li><li>• Uses single words and set formulae to express information</li></ul>	1–3

## Section III — Writing in French

### Question 13

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

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"><li>Writes descriptively with well-selected information relevant to the demands of the task</li><li>Demonstrates extensive knowledge and understanding of relevant and appropriate vocabulary, tense, adjectives, adverbs and syntax</li><li>Manipulates language authentically and creatively to describe</li><li>Sequences and structures information coherently and effectively</li></ul>	5–6
<ul style="list-style-type: none"><li>Writes descriptively to meet the general requirements of the task</li><li>Demonstrates a satisfactory knowledge and understanding of relevant vocabulary, tense, adjectives, adverbs and syntax</li><li>Sequences and structures information effectively</li></ul>	3–4
<ul style="list-style-type: none"><li>Demonstrates a limited understanding of the requirements of the task</li><li>Demonstrates an elementary knowledge and understanding of relevant vocabulary, adjectives and adverbs with evidence of the influence of English syntax and vocabulary</li><li>Demonstrates limited evidence of the ability to organise information</li></ul>	1–2

## Section III (continued)

### Question 14

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

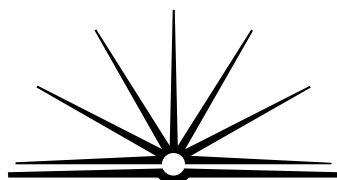
#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"><li>Demonstrates depth and breadth in the treatment of the task through the presentation and development of relevant information, ideas and/or opinions</li><li>Demonstrates extensive knowledge and understanding of vocabulary, tense, mood, syntax</li><li>Manipulates language authentically and creatively to persuade, reflect and evaluate</li><li>Sequences and structures ideas and information coherently and effectively</li></ul>	8–9
<ul style="list-style-type: none"><li>Demonstrates breadth in the presentation and some depth in the development of information, ideas and/or opinions relevant to the task</li><li>Demonstrates a thorough knowledge and understanding of vocabulary, tense, mood, syntax</li><li>Manipulates language with some degree of authenticity and creativity to persuade, reflect and evaluate</li><li>Sequences and structures ideas and information effectively</li></ul>	6–7





<ul style="list-style-type: none"><li>• Presents information and a range of ideas and/or opinions in order to persuade, reflect and evaluate</li><li>• Demonstrates a satisfactory knowledge and understanding of vocabulary, tense, mood and syntax</li><li>• Organises information and ideas to meet the requirements of the task</li></ul>	4–5
<ul style="list-style-type: none"><li>• Presents some information, opinions or ideas relevant to the task</li><li>• Demonstrates a basic knowledge and understanding of vocabulary and sentence structures</li><li>• Demonstrates limited evidence of the ability to organise information and ideas</li></ul>	2–3
<ul style="list-style-type: none"><li>• Demonstrates a limited understanding of the requirements of the task</li><li>• Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax</li><li>• Uses single words, set formulae and anglicisms to express information</li></ul>	1



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

## **2006 HSC French Beginners Marking Guidelines — Listening Examination**

### **Question 1 (a)**

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

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Identifies why Patrick is happy	2
• Provides some relevant detail	1

### **Question 2**

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

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Identifies why Elodie is a good friend to Sophie	2
• Provides some relevant detail	1

### **Question 3**

*Outcomes assessed: H3.1*

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Identifies the correct shopping list	1

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

Criteria	Marks
• Identifies the correct response	1

**Question 5***Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Identifies the advice given to solve the problem	2
• Provides some relevant detail	1

**Question 6***Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a good understanding of why H�el�ene did not bring her racquet	3
• Demonstrates some understanding of why H�el�ene did not bring her racquet	2
• Identifies some relevant detail	1

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

Criteria	Marks
• Identifies the website	1

**Question 7 (b)***Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Identifies with most detail how this site is useful	3
• Identifies with some detail how this site is useful	2
• Identifies some relevant detail about how this site is useful	1

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

<b>Criteria</b>	<b>Marks</b>
• Identifies the correct response	1

**Question 9***Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a good understanding of what the girls have achieved	3
• Demonstrates some understanding of what the girls have achieved	2
• Provides some relevant detail	1

**Question 10***Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a good understanding of why the woman is pleased	3
• Identifies partially why the woman is pleased	2
• Provides some detail of why the woman is pleased	1

**Question 11***Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a comprehensive understanding of Liliane's problem	4
• Demonstrates a good understanding of Liliane's problems	2–3
• Provides some relevant detail	1

**Question 12***Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates fully how the misunderstanding causes a problem	4
• Demonstrates well how the misunderstanding causes a problem	3
• Demonstrates how the misunderstanding causes a problem	2
• Provides some relevant information	1

**Question 13***Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a perceptive and comprehensive understanding of the most likely outcome of the interview	5
• Demonstrates a good understanding of the most likely outcome of the interview	3–4
• Provides some relevant information	1–2

## 2006 HSC French Beginners Marking Guidelines — Written Examination

### Section I — Reading Skills

#### Question 1 (a)

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

#### MARKING GUIDELINES

Criteria	Marks
• Identifies what seems unfair to Jean-Luc	2
• Provides some relevant detail	1

#### Question 1 (b)

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

#### MARKING GUIDELINES

Criteria	Marks
• Identifies what actions Jean-Luc has taken	2
• Provides some relevant detail	1

#### Question 2 (a)

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

#### MARKING GUIDELINES

Criteria	Marks
• Identifies how Annick found the CD-Rom useful	2
• Identifies some relevant detail	1

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

<b>Criteria</b>	<b>Marks</b>
• Identifies most details of her suggestions for the next edition	2
• Identifies some relevant detail	1

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

<b>Criteria</b>	<b>Marks</b>
• Identifies the correct response	1

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

<b>Criteria</b>	<b>Marks</b>
• Identifies how Patrick and Marianne meet	2
• Provides some relevant detail	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a good understanding of how the relationship changes between Patrick and Marianne	3
• Demonstrates some understanding of how the relationship changes between Patrick and Marianne	2
• Provides some relevant detail	1

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

Criteria	Marks
• Explains the project <i>Cuisine de France</i>	2
• Provides some relevant detail	1

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

Criteria	Marks
• Identifies the correct response	1

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

Criteria	Marks
• Demonstrates a good understanding of the benefits that have come from the project	3
• Demonstrates some understanding of the benefits that have come from the project	2
• Provides some relevant detail	1

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

Criteria	Marks
• Demonstrates a comprehensive understanding of how Michel Richard's concerns have produced changes next year	4
• Demonstrates a good understanding of how Michel Richard's concerns have produced changes next year	3
• Demonstrates some understanding of how Michel Richard's concerns have produced changes next year	2
• Provides some relevant detail	1



**Question 5 (a)***Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Identifies the changes to public housing planned by the government	2
• Identifies some relevant information	1

**Question 5 (b)***Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a comprehensive understanding of how Madame Robert felt about moving	4
• Demonstrates a good understanding of how Madame Robert felt about moving	3
• Demonstrates some understanding of how Madame Robert felt about moving	2
• Provides some relevant detail	1

**Question 5 (c)***Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a comprehensive understanding of the extent to which Madame Robert's new life reflects the success of the government's changes	5
• Demonstrates a good understanding of the extent to which Madame Robert's new life reflects the success of the government's changes	3–4
• Demonstrates some understanding of the extent to which Madame Robert's new life reflects the success of the government's changes	2
• Provides some relevant detail	1

## Section II — Writing Skills

### Questions 6–8

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

#### MARKING GUIDELINES

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