

BOARD OF STUDIES  
NEW SOUTH WALES

**2007**

HIGHER SCHOOL CERTIFICATE  
EXAMINATION

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Centre Number

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Student Number

# French Extension

## Written Examination

### General Instructions

- Reading time – 10 minutes
- Working time – 1 hour and 50 minutes
- Write using black or blue pen
- Monolingual and/or bilingual print dictionaries may be used
- Write your Centre Number and Student Number at the top of this page or page 11

**Total marks – 40**

**Section I** Pages 2–19

**25 marks**

This section has two parts, Part A and Part B

- Allow about 1 hour and 10 minutes for this section
- Answer the TWO questions that relate to the prescribed text that you have studied

*Marius et Jeannette* Pages 2–9

Part A – 15 marks

- Attempt Question 1

Part B – 10 marks

- Attempt Question 2

OR

*Au revoir les enfants* Pages 11–19

Part A – 15 marks

- Attempt Question 3

Part B – 10 marks

- Attempt Question 4

**Section II** Page 21

**15 marks**

- Attempt either Question 5 or Question 6
- Allow about 40 minutes for this section

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

**25 marks**

**Allow about 1 hour and 10 minutes for this section**

**Please note that Questions 3–4, relating to *Au revoir les enfants*, are on pages 11–19**

**Part A – 15 marks**

**Attempt Question 1**

Answer the question in the spaces provided.

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

- respond critically to the prescribed text
  - analyse how meaning is conveyed
  - demonstrate an understanding of the relationship between the prescribed text and prescribed issues
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**Question 1** (15 marks)

Read the extract from the film *Marius et Jeannette*, then answer in ENGLISH the questions that follow.

Awaiting copyright

**Question 1 continues on page 3**

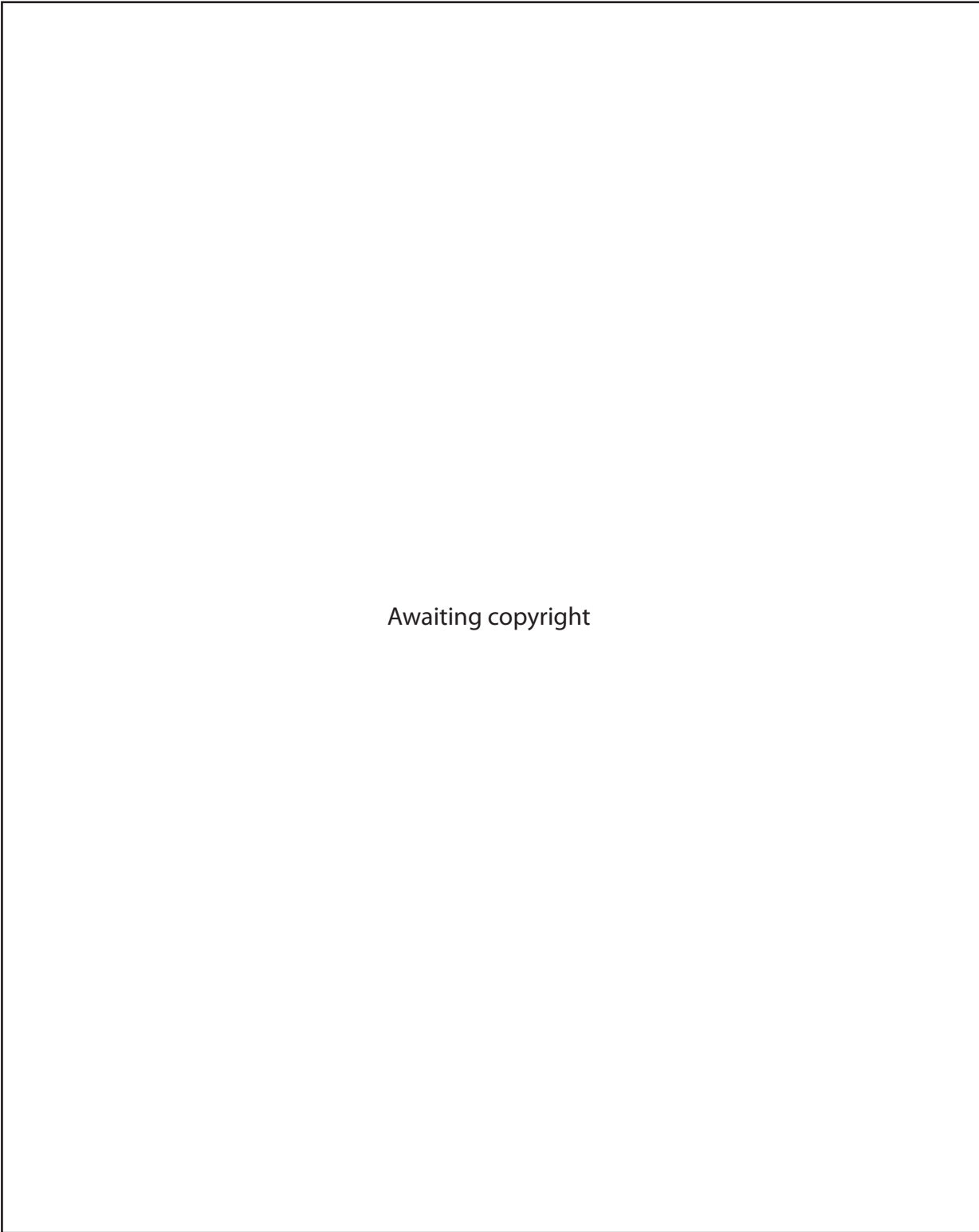
Question 1 (continued)



Awaiting copyright

**Question 1 continues on page 4**

Question 1 (continued)



Awaiting copyright

**Question 1 continues on page 5**

Question 1 (continued)

- (a) What is the significance of the setting of this scene? 2

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- (b) **Magali.** *Pourquoi tu dis ça? J'aime pas l'ail, j'ai le droit.* 2

What has prompted Magali to make these comments?

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**Question 1 continues on page 6**

Question 1 (continued)

- (c) How do the language and content in the passage from «*Ah! il en faut des journalistes issus de notre milieu*» to «. . . *une bonne fois pour toutes!*» reflect any one of the issues in the film? 3

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- (d) How are women portrayed in this scene? You may refer to other scenes in the film. 3

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Question 1 continues on page 7



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## French Extension

### Section I — *Marius et Jeannette* (continued)

#### Part B – 10 marks

#### Attempt Question 2

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

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

- demonstrate an understanding of the prescribed text
  - write in French for a specific context
- 

#### Question 2 (10 marks)

Read the extract from the film *Marius et Jeannette*, then answer the question that follows. Write approximately 200 words in FRENCH.

Awaiting copyright

*Vous êtes Magali. Vous venez de finir vos études dans une école de journalisme à Paris. Vous travaillez pour un magazine. Ecrivez un article sur la communauté de l'Estaque où vous avez grandi. Incluez la citation mentionnée ci-dessus dans votre article.*

You are Magali. You have just completed your studies at a school of journalism in Paris. You are working for a magazine. Write an article about the community in l'Estaque, where you grew up. In your article, include the above quotation.

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# French Extension

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Centre Number

## Section I – Response to Prescribed Text:

*Au revoir les enfants*

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Student Number

**25 marks**

**Allow about 1 hour and 10 minutes for this section**

**Do NOT attempt Questions 3–4 if you have already answered Questions 1–2, relating to *Marius et Jeannette***

**Part A – 15 marks**

**Attempt Question 3**

Answer the question in the spaces provided.

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

- respond critically to the prescribed text
  - analyse how meaning is conveyed
  - demonstrate an understanding of the relationship between the prescribed text and prescribed issues
- 

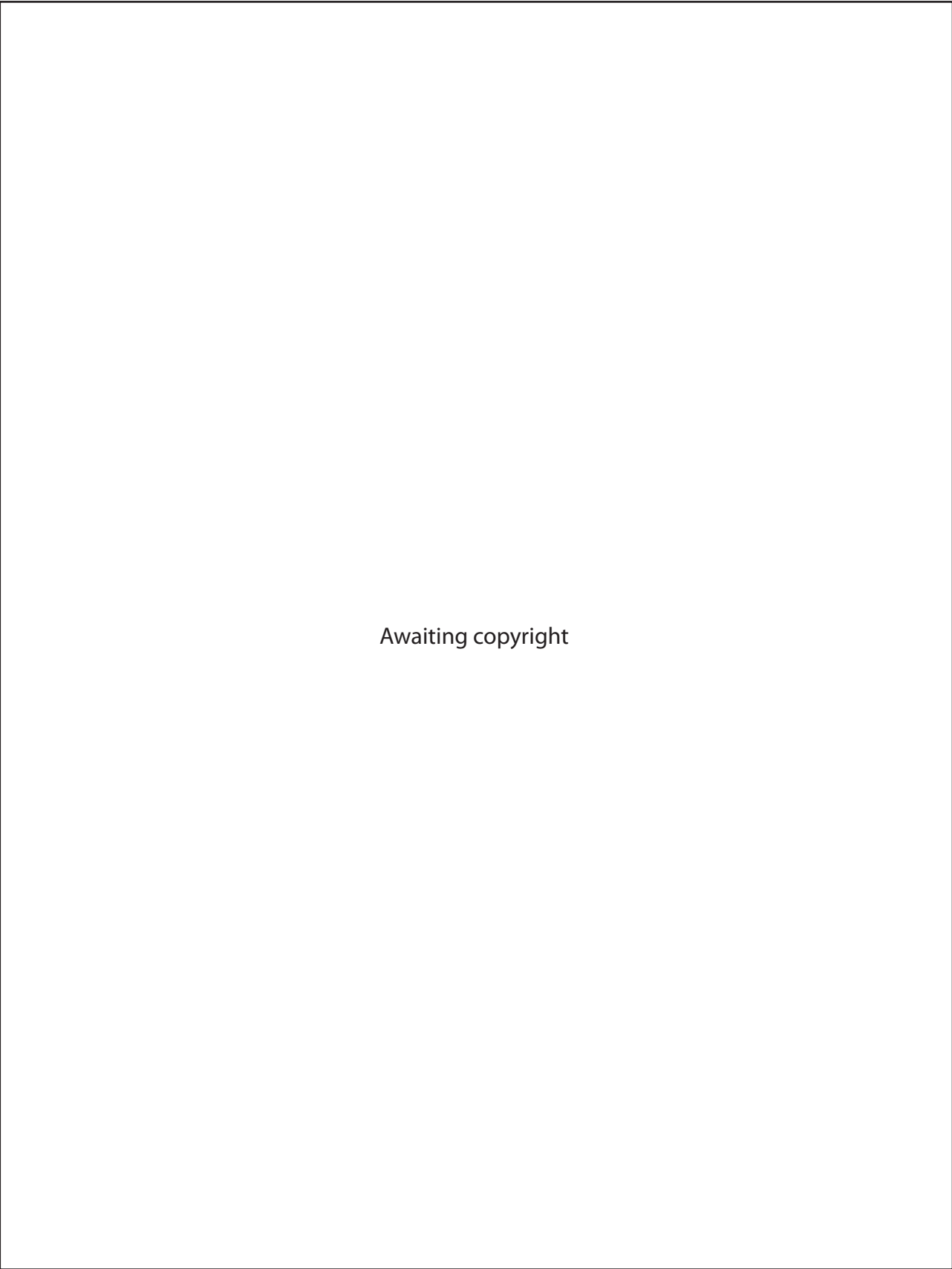
### Question 3 (15 marks)

Read the extract from the film *Au revoir les enfants*, then answer in ENGLISH the questions that follow.

Awaiting copyright
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**Question 3 continues on page 12**

Question 3 (continued)



Awaiting copyright

**Question 3 continues on page 13**

Question 3 (continued)

**Boulangier.** Y en a pas assez pour tout le monde. Ils n'ont qu'à vous nourrir vos parents.

**Navarre.** Y a plus qu'un morceau.

**Bonnet.** Sers-toi.

**Navarre.** Merci, t'es chic.

**L'élève.** Aujourd'hui, Saint Siméon Stylite... Saint Siméon Stylite avait treize ans et gardait les moutons de son père quand il entendit ce verset de l'Evangile: «Malheur à vous qui riez à présent, car le jour viendra où vous pleurerez»... Il quitta ses parents, devint ermite, et vécut trente années sur une colonne... Il s'y tenait debout, sans abri, absorbé dans une prière quasi-continue.

**Moreau.** Biscuits vitaminés, biscuits vitaminés... Biscuits vitaminés.

**Sagard.** Tiens, c'est meilleur maintenant.

**Julien.** Tiens, j'en ai deux.

**Bonnet.** Non merci. J'ai plus faim.

**Julien.** Il m'énerve ce type.

**Pessoz.** V'là le beau Joseph!

**Joseph.** T'as la confiture?

**Julien.** Ouais.

**Joseph.** Arrête! J'ai des pantalons propres!

**Pessoz.** Joseph est amoureux, les gars... Elle a l'air d'une salope ta fiancée...

**Joseph.** Et ta sœur? Elle a l'air de quoi, ta sœur?...

**Madame Perrin.** Joseph...

**Cour et basse-cour extérieur jour**

**Bonnet.** Il paraît que c'est une vache, Tinchaut?

**Négus.** Mais non, il est très gentil.

**Bonnet.** Et toi, tu l'as eu?

**Dupré.** Oui, il a été épaté par mon latin.

**Joseph.** Dans trois mois, ils seront bons à manger.

**Julien.** Tu parles! Ils vont les garder pour la fête du collège. Et les parents diront: «Qu'est-ce que vous mangez bien!»... Fais voir les timbres.

**Joseph.** Y a un Madagascar 15 centimes. Le type dit que c'est très rare.

**Julien.** Assez rare... Je crois que je vais les garder mes confitures.

**Joseph.** T'es un vrai juif toi!

**Julien.** Alors t'es amoureux?

**Joseph.** Rigole pas. C'est sérieux. T'as pas cinquante balles à me prêter?... Les femmes, mon vieux, ça coûte cher! Tu verras.

**Julien.** Je verrai rien du tout. Et d'abord, t'es riche comme tout.

**Joseph.** Ah oui, avec ce qu'ils me payent!... Si je pouvais me trouver un autre boulot!

**Julien.** J'ai pas le rond. Demande à François.

Question 3 continues on page 14

Question 3 (continued)

- (a) What is the significance of the game in the playground scene? 2

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- (b) **Julien.** *C'est son vrai nom, Négus?* 2

**Bonnet.** *Qu'est-ce que tu crois.*

What has prompted Bonnet to give this answer?

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**Question 3 continues on page 15**

Question 3 (continued)

- (c) Apart from the family names of people there are many other kinds of names used in the passage from «*Je suis Bayard, le Chevalier sans peur*» to «*Allah, Allah, Allah, Allah*». How does their use reflect any one of the issues in the film? **3**

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**Question 3 continues on page 16**

Question 3 (continued)

- (d) How are women portrayed in this scene? You may refer to other scenes in the film. **3**

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**Question 3 continues on page 17**





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## French Extension

### Section I — *Au revoir les enfants* (continued)

#### Part B – 10 marks

#### Attempt Question 4

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

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

- demonstrate an understanding of the prescribed text
  - write in French for a specific context
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#### Question 4 (10 marks)

Read the extract from the film *Au revoir les enfants*, then answer the question that follows. Write approximately 200 words in FRENCH.

Awaiting copyright

*Vous êtes Julien adulte. Ecrivez un chapitre de vos mémoires qui explore vos relations avec Bonnet dans le cadre de l'école.*

You are an adult Julien. Write a chapter of your memoirs, exploring your relationship with Bonnet during your time at school.

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## French Extension

### Section II — Writing in French

15 marks

Attempt either Question 5 or Question 6

Allow about 40 minutes for this section

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

Write approximately 300 words in FRENCH.

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

- present and support a point of view
  - write for a specific audience and/or purpose and/or context
  - demonstrate accuracy and variety of vocabulary and sentence structures
  - structure and sequence ideas and information
- 

#### Question 5 (15 marks)

*Vous participez à un forum de jeunes où on vous demande de faire un discours sur le thème suivant : «Il vaut mieux travailler pour vivre, plutôt que vivre pour travailler». Ecrivez le texte de votre discours.*

You are asked to speak at a youth forum on the following topic: 'It is better to work to live, than to live for work'. Write the text of your speech.

**OR**

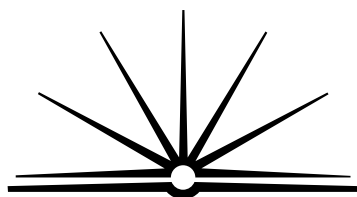
#### Question 6 (15 marks)

*Écrivez une lettre au rédacteur d'un journal français pour exprimer votre opinion sur le sujet suivant : «C'est très bien de s'inquiéter du réchauffement planétaire, mais il ne faut pas oublier les autres problèmes mondiaux».*

Write a letter to the editor of a French newspaper to express your opinion on the following topic: 'It's all very well to worry about global warming, but we must not ignore the other world issues'.

**End of paper**

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Centre Number

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Student Number

**2007**

HIGHER SCHOOL CERTIFICATE  
EXAMINATION

# French Extension

## Oral Examination

### General Instructions

- Preparation time – 10 minutes
- The examination should take approximately 5 minutes
- The examination will be recorded on cassette. The cassette recorder should NOT be stopped or paused until the whole examination is completed
- Dictionaries may NOT be used
- You may make brief notes in the spaces provided
- You may refer to these notes during the examination, but you must NOT read directly from them
- You are NOT permitted to ask the examiner for help with French expressions
- You must state your Student Number and Centre Number in ENGLISH at the beginning of the examination
- Write your Centre Number and Student Number at the top of this page

### Total marks – 10

- Attempt TWO questions from Questions 1–3

**Total marks – 10**

**Attempt TWO questions from Questions 1–3**

You are to speak for approximately TWO minutes in FRENCH on each question.

State the question number in ENGLISH at the beginning of each question.

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

- present and support a point of view
  - demonstrate clarity of expression (pronunciation, intonation, stress)
  - demonstrate accuracy and variety of vocabulary and sentence structures
- 

**Question 1** (5 marks)

*La technologie a amélioré notre mode de vie. Qu'en pensez-vous?*

Technology has improved our way of life. What do you think?

CANDIDATE'S NOTES. *These notes will NOT be marked.*



**Question 2** (5 marks)

*Avoir le courage de dire non, c'est une chose très difficile. Qu'en pensez-vous?*

Having the courage to say no is very difficult. What do you think?

CANDIDATE'S NOTES. *These notes will NOT be marked.*

**Question 3** (5 marks)

*Notre système scolaire ne peut pas répondre aux besoins de chaque élève. Qu'en pensez-vous?*

Our school system cannot cater for the needs of every student. What do you think?

CANDIDATE'S NOTES. *These notes will NOT be marked.*

**End of paper**

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