

**2007 HSC Notes from  
the Marking Centre  
French**

*2007 HSC Notes from the Marking Centre – French*

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# 2007 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 contains comments on candidate responses to the 2007 Higher School Certificate examinations, indicating the quality of the responses and highlighting their relative strengths and weaknesses.

This document should be read along with the relevant syllabuses, the 2007 Higher School Certificate examinations, 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.

### Beginners

**Note:** Teachers and candidates are reminded that the new *French Beginners Stage 6 Syllabus* will be examined for the first time in 2008. Information about the new syllabus including the Specimen HSC examination Resources Package is available on the Board of Studies website at [http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/)

### Speaking Skills Examination

#### General Comments

Better responses used a variety of language and expressions. Some candidates did not respond to all the cues. Candidates needed show an awareness of the introductory line in their answers. Pronunciation was an issue in some cases. Accuracy of tenses was important particularly in Questions 3, 4 and 5 and better candidates expressed clearly and correctly the appropriate tense.

#### Specific Comments

##### Question 1

Line 3: Some candidates had difficulty with the pronunciation of *matière*.

##### Question 2

Line 2: Some candidates had difficulty with the pronunciation of *travail*. This line proved challenging for some but most candidates successfully conveyed its meaning, saying for example: *Je commence à quelle heure et je finis à quelle heure?* or *Est-ce que je travaille toute la journée?*

### Question 3

Lines 1 and 3: Candidates who used different expressions for the idea of cooking showed a better knowledge of language.

### Question 5

Line 1: 'why' was often missed and a reason not given.

Line 4: only one activity was given whereas the cue required more than one.

Lines 3 and 4: responses needed to relate to an Australian context.

## Listening Skills Examination

### General Comments

Candidates are advised to

- revise the basics such as numbers, days of the week, months, the alphabet, family members and food items
- be aware of cognates that are *faux amis* and use the context as an aid to meaning
- use the space available when constructing their answers
- read over their final answer to ensure it is meaningful and that it is not self-contradictory.

### Specific Comments

#### Question 1

Better responses showed an understanding of the future tense as well as the correct translation of *fermé*.

#### Question 2

The best responses identified the meaning of *petit-fils*. Candidates should be familiar with all family vocabulary, not just words for immediate family.

#### Question 3

There was much confusion between 14 and 40, and *janvier* and *février*.

#### Question 4

The best responses gave the correct meaning of *le même restaurant*. Candidates should be familiar with the 24-hour clock.

#### Question 5

The better responses gave the correct meaning of *campagne* and *promenade à cheval*. The latter was sometimes incorrectly translated as 'walking with horses' or 'walking the horse'.

### **Question 6 and 10**

In multiple-choice questions, candidates should attempt to first eliminate incorrect answers.

### **Question 7**

Better responses identified the meaning of *gratuit* and gave meaningful detail in support for their answer.

### **Question 8(b)**

Better responses were supported with relevant detail and indicated that three people were involved.

### **Question 9**

Better responses evaluated 'to what extent', and provided positive and negative details from the text.

### **Question 11**

Better responses determined the genders and gave a reasonable amount of detail.

### **Question 12**

Better responses provided sufficient supporting detail and included the concept of saving, giving the correct meaning of *économiser*, interpreted wrongly by others as 'economy class'.

## **Written Examination**

### **Section I – Reading Skills**

#### **General Comments**

Overall, responses indicated that candidates were aware of the increasing difficulty of questions as the paper progressed and that the questions worth 3 to 5 marks required comprehensive answers supported by evidence from the texts including relevant and precise details. The best responses showed a global understanding through a selection of relevant pieces of information from the whole text and translated these accurately. Weaker responses often only included general statements or too few details. The large majority of candidates understood the gist of the texts and a significant number of candidates displayed a high level of understanding.

## Specific Comments

### Question 1

Some candidates did not recognise that the capitalised names were surnames.

Most candidates understood the meaning of *aimable* and *l'exposition* but some struggled with these two words and did not infer the correct meaning.

### Question 2

Many candidates were unfamiliar with the expression *les tours* and understood it to mean 'tours' rather than 'towers'.

A number of candidates misinterpreted *promenade* and *matinée*. An awareness of *faux-amis* would have helped here.

Most candidates were able to deal with the word *fromagerie*, some using the words 'cheese making place' to show they understood the concept.

### Question 3

Many candidates found *Pour ceux qui ne veulent pas continuer leurs études immédiatement* challenging but the majority related easily to the topic and expressed the idea of informing students of career options and/or to 'farewelling the students'.

Most candidates understood the context in which the speech was given.

Good responses provided details to explain what the students could gain and the best answers inferred that having various experiences could inform their choice of career as exemplified in the second paragraph. Some candidates did not support their general statement about exploring career options with evidence from the text.

### Question 4

Candidates needed to relate their answers to both Antoine and Louise.

Candidates needed to give specific details rather than generalise here.

Many candidates were unfamiliar with the expression *j'en avais marre*.

*Façon de vivre* caused problems for those who incorrectly identified this as 'job' or 'career'.

## Question 5

*Louer* was not always understood and *libres* was sometimes interpreted as ‘free of charge’ but a large number of candidates understood that the manager decided to let students have rooms.

Some candidates only expressed their overall impression of Jeanne’s personality without linking it to the information given in the text but the majority of candidates performed well as they described behaviours or traits expressed in Jeanne’s letter. The best answers expressed the conflicting feelings expressed in each paragraph of the letter. *Informatique* and *humeur* were often misunderstood.

Candidates needed to mention positive effects of the project on both the aged and the young people and give evidence of their supportive interaction to get full marks. Many did not refer to Pierre’s letter to explain the benefits to the students.

## Section II – Writing Skills

### General Comments

In the better responses, candidates addressed the topic with creativity, using a wide variety of vocabulary and language structures. Grammatical inaccuracies included incorrect use of tenses and confusion between the use of *est-ce que* and *qu’est-ce que*. In addition, candidates were not sure when to use disjunctive pronouns as opposed to personal or possessive pronouns. On a positive note, there was definite improvement in the expression of future plans, using the future tense and *futur proche*. Some candidates seemed to have little knowledge of the position of countries in Europe and how to spell them in French.

Candidates are reminded to write clearly the number of the question they are attempting and to ensure that instructions are read thoroughly. Some candidates attempted more than one question. Candidates are reminded that rewriting the question in their answer or copying segments from other sections of the examination paper is not advised.

### Specific Comments

#### Question 5 – Letter

The better responses contained relevant information and ideas. Weaker responses were repetitive, not well planned and did not meet word limit requirements.



## Question 6 – Dialogue

The more successful responses were creative, carefully planned with a coherent structure and for the most part accurate. Some responses would have been enhanced by the use of names and less repetition.

## Question 7 – Email

The topic was familiar territory for many candidates and this was obvious in the range of ideas and opinions expressed. Candidates coped well with the two different tasks, with most able to respond differently to each. Weaker responses repeated the same information in both tasks.

## Continuers

### Oral Examination

The overall performance of candidates was of a very high standard. Candidates answered in depth, replying with personal opinions during the conversation. The best responses displayed breadth in their engagement with a range of topics on their personal world and they sustained an impressive level of depth in their responses on these topics. The best responses were authentic and fluent, and used sophisticated vocabulary and grammatical structures throughout the examination.

Some candidates displayed a good level of pronunciation and intonation and they manipulated the language authentically. They manipulated tenses correctly for any given question. Specialised language, idiomatic expressions and joining words were well used by these candidates.

Some responses would have been enhanced by greater accuracy in the use of common grammatical forms, including the use of reflexives, negation and manipulation of tenses. Students should be familiar with appropriate vocabulary for the subjects they are taking. Other common slip-ups were in the use of *beaucoup + de*, noun genders, possessive pronouns, prepositions, particularly in reference to countries, cities and time, use of *après avoir/être*. Correct pronunciation of commonly used phrases, such as *temps libre, j'étudie, dans, cours, meilleur, prochaine, semaine*, would also have enhanced some responses.

Although it is expected that candidates will prepare thoroughly for this examination, they are reminded that they should be able to answer spontaneously questions relating to, or exploring more deeply, a subject, notion or idea that they have just raised in their response. Candidates should expect that questions may range from simpler to higher order within each topic discussed in the examination. Better speakers were able to justify their answers with several explanatory points.

## Written Examination

### Section I – Listening and Responding

#### General Comments

Better responses showed a global as well as detailed understanding of the texts. Candidates are advised to read questions carefully before writing their answers. They could, for example, highlight key words and make sure that they have addressed those points in their response. No French words, expressions or sentences were accepted as answers unless candidates were asked to refer to language. Quotations needed to be translated into English or paraphrased. Candidates needed to show sometimes their understanding of qualifiers, ie adjectives or adverbs, to answer certain questions fully. For multiple-choice questions, candidates are advised to proceed by elimination when the answer does not seem obvious to them.

#### Specific Comments

##### Question 1

Some candidates did not understand the meaning of the word *samedi*.

##### Question 2

In weaker responses, candidates interpreted *papi* as 'dad' and did not demonstrate an understanding of the comparative *plus souvent*.

##### Question 5

Candidates are advised to familiarise themselves with the pronunciation of the more common French names. Some candidates did not show an understanding of the superlative *la plus forte*. Weaker responses stated that the study group was to help Francine with her maths rather than the idea that Francine would help them. Many candidates referred to the persuasive tone of voice, whereas the question added to the reasons.

##### Question 6

In the best responses, candidates referred to both the positive and negative aspects of the job in order to show Sebastien's hesitation. Some weaker responses included a notion of Sebastien's being sick of studying as a reason for his hesitancy about the job or that he was hesitant because he needed time to do more study. They also omitted the idea of *un maximum de temps*, and the idea of *sortie*. They thought that the speaker had projects to do with his friends.

##### Question 7

The words *laine*, *régime* and *herbes* were often misinterpreted as was the number 2500. Superlatives were often ignored.

##### Question 8

Many thought that *c'est plus qu'un travail* meant 'it's more work'. The word *défi* was frequently not understood.

### Question 9

A full answer needed to explain the new law, and then, when referring to language, state the specific device used, give an example from the text and link this to how Professor Martin felt about the law.

## Section II – Reading and Responding

### Part A

#### General Comments

It is important that candidates read the questions very carefully. In the better responses, candidates were careful in considering key words such as 'why', 'explore' and 'explain'. Better responses provided textual references to support their answers, including relevant translations or paraphrases. Key quotes from the text, used in questions, needed to be translated in the response. It is important that candidates do not overuse quotations in their answers; explanations in English are what is called for. Candidates are advised to consult their dictionaries if unsure of the precise meaning of key items of vocabulary. Candidates must take care, however, to use dictionaries carefully and judiciously. Candidates are advised to read over their answers to ensure they make sense and that all relevant detail has been included.

### Question 10

- (a) Most candidates explained what had attracted Charlotte to this part of Paris. However, *branché* and *fringues* were sometimes mistranslated or translated imprecisely.
- (b) Candidates needed to identify what Charlotte's dream was and then to explain how the reality differed from the dream in a negative way. Simple translation from the text did not fully answer the question. Better responses linked the effect of lack of time to the negative change in Charlotte's dream. Numerous key words and phrases were frequently incorrectly translated: *j' ai à peine le temps de leur parler* as *j'ai de la peine à leur parler*, *dormir avec des cafards* as *avoir le cafard*, *bossé* as *une bosse*, *je suis toujours dans un petit hôtel* as 'I am always in a little hotel'.
- (c) Most candidates correctly identified some change in Charlotte's mood. However, in the better responses, candidates correctly identified the mood changes and made reference to the language in the three diary entries and supported their answers using appropriate quotes. Simple generic definition of grammatical or linguistic devices without reference to the passage was not enough. For example, some candidates gave broad translations of the common function of exclamation marks or ellipses in written text, but did not relate their use specifically to the passage. Better responses referred to the use of exclamation marks to emphasise both negative and positive moods in different diary entries and gave correct quotes from the passage to support these references. Candidates were expected to give a perceptive explanation of how Charlotte's mood

was reflected in each diary entry. Better responses went further than a simple identification of happy and sad moods. They identified clearly the changes in Charlotte's mood from hopeful and confident in the first diary entry through negative and pessimistic in the second entry to renewed hope, enthusiasm and relief in the final diary entry.

### Question 11

- (a) It is important that candidates understand that the question 'why' implies reasoning and proof from the text. Translation of the text is not enough on its own, nor is a general statement. This question exemplified the need to provide relevant support evidence. It is important that candidates use their dictionary for key words if in doubt; for example, in this case, the word *sociologie*.
- (b) In better responses, candidates identified all relevant information in relation to the bloggers. Some weaker responses did not any include any reasoning, even though the idea that the desire to blog was 'natural' for the digital generation was explicit in the text.
- (c) 'Explain' questions require more than examples from the text. In the better responses, candidates used examples to support their explanations in addition to translating the quote in the given question. Some candidates misunderstood the meaning of *n'importe quoi*. Candidates should avoid speculation based on personal experience rather than what is written in the text.
- (d) The key word *eux-mêmes* was sometimes misunderstood. This affected the interpretation of the answer. Use of a dictionary would have clarified the meaning. It was important for candidates to identify clearly which components were needed from the text in part (d) in comparison to (c) and (e), as crucial elements were misplaced and thus did not provide key support to answers.
- (e) Both sides of the argument were required in this answer with the link of progression from adolescence to adulthood. A balance of ideas with specific reference to the text, without copying out the question, showed a more global understanding. In the better responses, candidates compared the age differences and change through time succinctly, referring to undeveloped and developed personalities and the need to expose all versus selectivity.

### Part B

#### General Comments

Reading comprehension is as important as writing in this question which involves responding to a given text. Candidates were required to demonstrate that they understood the text by developing its key points, and providing relevant examples. Some candidates did not read the introduction in English or the given email with sufficient care and wrote a response to Email 2 instead of the email which produced it.

In most responses, candidates used an informal level of language and adopted a conversational, intimate tone appropriate to the text type, using such features as questions, exclamations, comments and humour.

Candidates were required to treat two of the following key points in depth: problems at school linked to the inability to visit Isabelle; questions asked of Isabelle about possible plans to travel overseas soon and the current situation regarding her relationship with Luc; the writer's exciting or unusual future plans. It was expected also that candidates address a third key point in a more superficial way. Weaker responses simply touched on these key points, rather than developing at least two of them and giving relevant examples. Some candidates treated irrelevant ideas in some depth instead of developing the key points. The weakest responses referred briefly to one or two points or virtually ignored the ideas in the given email.

In general, candidates drew on their personal experiences of problems associated with their studies, difficulties in personal relationships and plans for the future. Some more imaginative responses recounted difficulties in certain subjects and the consequent anxiety of parents; such responses also demonstrated understanding that a problem existed in Isabelle's relationship with Luc and handled this creatively. Better responses presented future plans as being exciting and/or unusual and dealt with this imaginatively.

Weaker responses digressed from the key ideas and gave too much detail about, for example, support from a particular school friend or a part-time job. In some, the desire to demonstrate creativity led to some inappropriate examples of future plans. Some candidates used idioms which were out of date or inappropriate. Frequently their usage did not match the informal level of language required in an email.

The majority of candidates organised their ideas successfully and used good linking words. Better responses were characterised by the use of a variety of complex and authentic structures. A number of candidates showed a convincing knowledge of special expressions and colloquial phrases. Three of the more advanced structures that were used well in the better responses were the subjunctive as well as the future perfect, for example *quand j'aurai fini mes examens...*, and the conditional perfect, for example *j'aurais aimé...*

A significant number of responses were marred by the poor use of object pronouns. In addition, *depuis* or *que*, as in *Je ne t'ai pas écrit depuis des semaines* or *Ça fait longtemps que je ne t'ai pas écrit*, were not used correctly in many cases. Language errors that characterised weaker responses included mistakes in use of present and future tenses; *beaucoup des* and *tant des* instead of *beaucoup de* and *tant de*; *aller chez toi* instead of *venir chez toi*; *je suis très bien* and *es-tu bien?* instead of *je vais très bien* and *vas-tu bien?*; agreement of adjectives and nouns; use of *mal* instead of *mauvais*. Weaker responses were also characterised by poor dictionary skills. A further problem involved the use of anglicisms or English structures, for example, a word-for-word translation of 'How's it going with your friend?'. Some candidates endeavoured to use interesting idiomatic expressions, but their efforts lacked authenticity in this context, for example *on a des pâtes sur la planche*. In some responses, candidates used the subjunctive too frequently and consequently it was often used inappropriately or unnecessarily.

Candidates are advised to give themselves sufficient time to edit their responses as carefully as possible. They should also be reminded that overly lengthy responses often lack structure, contain irrelevancies and leave candidates with insufficient time to correct grammatical and vocabulary errors.

### Section III – Writing in French

## Specific Comments

### Question 13

The vast majority of candidates chose (b), describing what they like about their school in order to help their French penfriend with his/her presentation on Australian schools.

Responses to (b) differed in text types, eg formal written presentation, speech, letter, email. They were often enhanced by knowledge of the French school system, indicating a good understanding of the differences between French and Australian schools. The best answers were able to refer to points which make their school typically Australian and thus relevant to their penfriend's presentation.

Responses diminished in quality when candidates did not address the question, and responded instead to what they perhaps wished had been asked. In (b), the answer needed to be twofold, including the best loved aspects of school with the penfriend's presentation in mind. Some candidates wrote just about their school life and included too many personal accounts which could not be used in a presentation on Australian schools. Similarly in (a), some candidates wrote a review of a movie or an artwork instead of a school's annual spectacular.

Careful planning before writing can ensure that each paragraph contributes to fulfilling the requirements of the question. Some responses of lesser quality included information that was irrelevant to the question, or manipulated the question to fit a pre-prepared but unsuitable answer, or added in chunks of irrelevant, apparently rote-learned material, which did not address the topic.

Many candidates demonstrated an impressive level of expertise and an extensive understanding of areas such as the subjunctive, all tenses, adjectives and adverbs, pronouns, authentic idioms. However, simple grammatical mistakes detracted from some otherwise competent and entertaining scripts. Better responses demonstrated an extensive knowledge and understanding of a variety of sentence structures, appropriate idioms and a broad range of vocabulary and tenses. Proof-reading, using a mental grammatical check-list would have helped eliminate basic errors or slips.

Such a check-list would 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, prepositional verbs, anglicisms, inaccuracy of idiomatic phrases, *faux-amis* such as *attendre*, *sujet*, phonetic spelling of familiar words, time clauses, accents. By checking genders in the dictionary, especially genders of key words relevant to the topic, candidates would have avoided wrong genders.

The better responses presented ideas in a coherent and structured sequence. Some answers were very long or left unfinished. Better management of their time would have allowed some candidates to write a proper conclusion and to proofread their response.

### Question 14

Most candidates attempted (a). On the whole, idiomatic expressions were appropriately used and most candidates addressed the question adequately, avoiding the use of pre-learned material.

Option (a) required candidates to express their thoughts and feelings on the result of a statewide competition. Candidates, for the most part, addressed all components of the question. Some, however, did not mention the opinion of others, which was an intrinsic part of the question. Planning the response would have helped them to focus on the requirements of the question. Some candidates did not relate content to the question. As the text type was a letter to a friend, informal language was well used in most responses. Candidates who expanded on their thoughts and feelings consistently throughout their response achieved the depth needed to achieve at a high level.

Option (b) was generally more challenging for candidates and responses which were well done were very impressive. Candidates who attempted this option tackled the speech text type authentically. As with (a), some candidates did not deal with the detail in the question. Some spoke about the existing restrictions on young drivers rather than looking at the necessity for additional ones.

Some candidates used a number of anglicisms, such as '*je vais vous introduire*' and '*sur les rues*', or the use of English words for sports where a French one is the correct choice, such as *planche à neige*. The most frequent grammatical errors occurred in the following: noun/verb agreements, adverbs versus adjectives, placement of negatives in the perfect tense, direct pronoun objects, consistent use of *tu* or *vous*. *Mesdames et messieurs* is an expression that was used by few candidates in addressing an audience.

## Extension

### Oral Examination

#### General Comments

Most candidates addressed the questions well, with a clear introduction followed by a well-structured development of ideas and a conclusion. The most successful candidates presented and developed a coherent and sophisticated argument, and demonstrated breadth and depth in the treatment of ideas. They communicated effectively, with a high level of fluency and grammatical accuracy and demonstrated sophistication in vocabulary and sentence structures.

Candidates are reminded to end their responses with an appropriate conclusion. Repeating or paraphrasing the wording of the topic is not sufficient, nor should new ideas be introduced in the concluding statements. Preparation time is best divided equally between the candidate's two chosen topics.

A number of responses evidenced insufficient language resources to support the complexity of the argument. Inaccuracies in language included wrong genders, for example '*la*' *mode de vie*, misuse of prepositions, problems with verb tenses and/or endings and mispronunciation of some common words such as *alcool*.

Responses reliant on the use of pre-learnt material rarely related well to the topic.

Candidates are reminded that they should spend approximately two minutes on each question. Longer responses often lack structure and are repetitive.

#### Specific Comments

##### Question 1

This question was mostly handled well. However, a number of candidates focused only on the positive and/or negative aspects of technology, without making it clear how technology did or did not improve our lifestyle. Most candidates demonstrated depth in the treatment of ideas, but some lacked breadth, focusing only on a single technological advance.

##### Question 2

In the most successful responses, a variety of ideas were presented, ranging from the personal to the wider social or global context. The least successful responses developed only one idea related to the topic by listing examples without in-depth treatment, and/or often relying on repetition of ideas.



### Question 3

The breadth of the question challenged some candidates, who either attempted to cover too many aspects of the education topic or relied only on one or two examples. There were many references, often stereotyped, to the public versus private education debate.

## Written Examination

### Section I – Response to Prescribed Text

#### Part A

#### General Comments

In general, there was a thorough understanding of the settings, events, characters and their portrayal, and the issues as revealed through the film, with many candidates able to offer perceptive interpretations and analysis. Candidates need to read the questions thoroughly to ensure they have comprehensively covered all aspects required. The weighting for each question gives an indication of the quality and breadth required in the response. Candidates are reminded that when quotations appear in a question they should show they have understood these by either paraphrasing or translating them. A number of candidates gave general answers without referring to specific examples from the film to justify their views.

In the last question candidates had to analyse a number of scenes in the film in relation to a specified, prescribed issue and a viewpoint, political for *Marius et Jeannette*, and moral for *Au revoir les enfants*. General comments without reference to the specified viewpoint did not adequately address the question. The best responses drew upon 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 some understanding of the wider implications of the setting of the cement factory and its significance as a representation of the workers. It was also valid to juxtapose the setting with the prior restaurant setting and to explain that the setting was in relation to the whole topic of conversation that followed in terms of heritage and the differences between what was valued, cherished and preserved as opposed to the fate of the cement works. It was also relevant to mention that the cement works were Marius's turf, thus symbolising his acceptance by and belonging to the Estaque community. Comparisons between the setting and the convivial celebrations were also recognised as significant.
- (b) The best responses identified garlic as a metaphor of Magali's perceived rejection of her working class background and then focused on Magali's defensive response to the taunting remarks of her mother and the other women.

- (c) It was important for candidates to identify the issue they had chosen to analyse in relation to the quote from the extract. Better responses included good analysis of the language features such as the use of many possessive and personal pronouns and Jeannette's defensive repetition of key expressions. Detailed content and appropriate analysis and references were required in relationship to the quote rather than just a retelling of the story.
- (d) Better responses identified characteristics common to all the women as demonstrated in this scene, for example, strong, independent, politically aware, opinionated, close, understanding. It was possible to relate these common characteristics to other scenes with examples as justification. It was necessary to talk about more than one woman in detail. If no common portrayal was given but instead a comprehensive, well-justified analysis of each woman in the scene, it was still possible to gain full marks. Some responses gave excellent descriptions of the women but did not refer to this scene and so did not gain full marks. Responses that enumerated the film techniques used in the portrayals of the women were appropriate for this question but needed additional explanation as mentioned above to gain full marks.
- (e) Better responses examined the issue of *belonging versus alienation* in relation to political viewpoints expressed in both the given extract and throughout the film. Responses that analysed only the extract given in the examination did not adequately address the question. Candidates who made reference to just two or three scenes overall did not gain full marks. Responses that dealt only with the issue of *belonging versus alienation* and made no link to the political viewpoints expressed in the film did not meet the requirements of the question. Better responses provided a range of examples related to belonging and alienation to justify their ideas and an analysis of the various political points of view linked to these examples. There are many political viewpoints in the film but all examples had to link to the issue of *belonging versus alienation*. In the best responses, candidates supplied adequate details to substantiate their ideas rather than a fleeting reference to a scene or vague generalisations.

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

- (a) In the better responses, candidates identified that the game involved Négus symbolically standing up for and defending the weak and marginalised. They made the connection that Négus and Laviron respectively represented the unknown outsider, opposing the known Christian, which in turn represented the outside world of the war at the time. Some responses referred to Bonnet's lack of participation in the game which was unrelated to the question.
- (b) The best responses identified that Bonnet was reacting to his previous unpleasant encounter with Julien in the dormitory and that he had just been mercilessly teased and provoked by Julien's classmates. These responses also recognised that Bonnet was feeling defensive about his best friend Négus who had no-one barracking for him in the stilts fight. Some candidates misunderstood, saying that Bonnet was trying to conceal Négus' real identity. The given extract clearly illustrates this was not the case.
- (c) Candidates needed to identify the issue they had chosen to analyse in relation to the quote from the extract. They then had to link the issue under discussion to the use of names, supported with examples and analysis. For example, if candidates chose the issue of *belonging versus alienation*, they had to choose some names such as *tête de lard* or *peau de vache* and explain how they excluded those being called names from the majority. If candidates referred to the

names in the game from the crusades, such as *Sarassin*, *infidèle*, accompanying analysis of how and why this alienated those being targeted by this name-calling was needed. Some candidates mistakenly focused only on the two names in the quote in the question and did not take into account that they were directed to a passage that included many names.

- (d) This question was generally well answered but surprisingly few candidates referred to *la soeur-infirmière* whose portrayal was pivotal in the film. However, thorough analysis of the portrayal of all the other women in the film was sufficient to gain full marks. Many responses dealt with just one aspect of the portrayal of women, as sexualised objects, which was too narrow to gain full marks. In the best responses, candidates dealt with Madame Perrin from the given scene, compared her kindness to Julien with her nastiness to Joseph and made thorough reference to the portrayal of the other women such as Mme Quentin, Mlle Davenne and *la soeur-infirmière*.
- (e) Responses that examined the issue of *belonging versus alienation* in relation to moral viewpoints expressed in both the given extract and throughout the film were necessary. Answers which were restricted to an analysis of only the extract given in the examination did not adequately address the question. Candidates who made reference to just two or three scenes overall did not gain full marks. Responses that dealt only with the issue of *belonging versus alienation* and made no link to the moral viewpoints expressed in the film did not meet the requirements of the question. Better responses included a range of examples of belonging and alienation to justify the ideas and an analysis of the various moral points of view linked to these examples. In the better responses, candidates made reference to the quotation in the question and thus dealt more fully with the issue of *belonging versus alienation* in terms of morality. In order to be fully rewarded, candidates needed to supply adequate details to substantiate their ideas rather than a fleeting reference to a scene or vague generalisations.

## Part B

### Specific Comments

#### Question 2 – *Marius et Jeannette*

In order to respond in a satisfactory way to this question, candidates needed to show an understanding of the film and write in French for a specific context, in this case a magazine article. The magazine article text type gave a certain flexibility, as magazine articles and intended audiences do vary; the way in which candidates were able to integrate the quote well and demonstrate an understanding of its significance was a distinguishing mark in better responses.

The best responses demonstrated a deep understanding of the film from Magali's perspective and included some of the following notions: Estaque was working class and proud of it, close-knit, mutually supportive; it was diverse in age, education levels, employment status, relationship status etc and welcoming of new people, Marius, for example; the community lived through difficult economic times, for example unemployment and strikes, but was not defeated by this; *courette* community members were able to look on the bright side of life and laugh at themselves and did not have a sense of being the victims of an oppressive society or of the rich. These responses were characterised by Magali's having developed a social justice viewpoint without the response becoming a political manifesto with overtones of a prepared essay on, for example, poverty.

The better responses also showed a sensitive understanding of the sense in which Magali would pay tribute to an adult: to her mother's resilience, Caroline's encouragement of Caroline; both were significant women during her growing up; as well, the overall qualities of all the people of Estaque. Some indication of the way in which these people and her environment were formative, how they made the adult Magali what she in fact became, was also a hallmark of the best responses. These responses integrated the given quote seamlessly and showed a sophisticated understanding of its irony and significance. Many excellent responses managed to convey the paradoxes of the film and its community: the people were materially poor but spiritually rich, unemployed but resilient, largely uneducated themselves but valuing education and not unintelligent overall, living a challenging life but laughing a lot etc. This was done with the authentic voice of Magali, now more mature and able to reflect more dispassionately on her childhood and adolescence.

Weaker responses tended to be characterised by a simple recount of Magali's childhood and a list of events or people and/or descriptions of them without any drawing out of how they influenced Magali or made an impact on her. These responses at times appeared to be a prepared essay on poverty, the importance of community or family etc without any real reference to the film. These responses were also characterised by a lack of understanding of the tone of the film; humour and resilience were overlooked and instead there was a description of a very bleak, miserable and unproductive life. The inclusion of the quote was characteristically clumsy in these responses and did not demonstrate an understanding of what it meant or signified.

Candidates must ensure that they analyse the question and plan their response accordingly; otherwise they simply recount events and only 'accidentally' address the question in their response.

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

Candidates were asked to write a chapter of the memoirs of an adult Julien. The question also required them to explore the relationship he had had with Bonnet while at school. This means that a simple recount of the milestones of their friendship was not sufficient: some sense of analysis was required for a response to score in the highest mark range.

The best responses showed a very sensitive understanding of the relationship that developed between Julien and Bonnet: Julien's initial curiosity about Bonnet in regard to his background, why he was in the school and his family situation; how this was followed by jealousy which resulted in Julien's trying to diminish Bonnet and his achievements; the growing recognition of their similarities, such as a love of books and reading, their 'philosophical' bent, academic and intellectual capabilities; key scenes such as the *casier*, the scuffle and subsequent restaurant scene, the piano duet, and the impact of 'that day in January'. This tracing of events was accompanied in the best responses by an analysis of the significance of each and what it taught Julien and how it formed his adult personality and value system. Better responses were also characterised by a good integration of Père Jean's request to Julien to look out for Bonnet and to encourage his friends to do the same, quoted as stimulus for the response.

Weaker responses tended simply to recount the events of the film and 'tell the story' without reflecting on the wider issues or drawing from the recount a sensitive overall analysis. Some responses also became exclusively focused on one aspect of the relationship; for example, Bonnet's Jewishness, which led to a prepared essay on the importance of religious tolerance in which there was little or no real reference to the film. Other weaker responses became tied up with Julien's sense of guilt over what he

saw as his betrayal of Bonnet to the Gestapo and over-focused on this without acknowledging the joy of the friendship and the sense of futility associated with Bonnet's eventual death.

Candidates must ensure that they analyse the question carefully and respond with writing that is true to text type; they should also show a sensitive grasp of the significance of events in the film and make detailed and pertinent references to it as they construct their response. An ability to do this creatively is the hallmark of the very best responses.

## Section II – Writing in French

### General Comments

The best responses presented and developed a sophisticated and coherent argument, treating relevant ideas and supporting evidence in depth while relating these to a specific audience, purpose and context as appropriate for each question. The best responses also demonstrated a high level of grammatical accuracy and sophistication in vocabulary and structures. They were well structured with an introduction and a convincing conclusion, which synthesised the main points of the argument.

There were many unduly long responses. Lengthy responses rarely enhance the quality of the writing, often containing a number of inaccuracies in grammar and vocabulary, including verb forms, agreements and wrong genders of common words such as *problème*, *thème*, *article*, *conclusion* and *opinion*, and can lack cohesion or structure. A common mistake was the use of the phrase *adresser l'issue* instead of *aborder le problème*. Candidates are strongly advised to leave sufficient time to reread and proof their work as well as making judicious use of the dictionary to avoid making basic language errors.

Candidates are reminded 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

In the best responses, candidates dealt with the topic with sophistication in argument and language while at the same time demonstrating awareness of the specific make-up of the audience they were addressing. Many responses expressed the view that society is obsessed by work and the acquisition of material possessions, to the detriment of family life, friends and leisure. Candidates often used personal anecdotes to support their views. Unfortunately some candidates responded to the topic of the speech by treating it as an essay rather than an address at a youth forum thus ignoring the criterion of writing for a specific audience, purpose and context. There was evidence that some candidates had prepared questions from previous examination papers and tried unsuccessfully to incorporate this into their answers.

#### Question 6

The best responses respected the format, tone and style of a letter to the editor and successfully integrated the issue of global warming in the writing while treating other main world issues in depth. It was gratifying to note that many candidates showed great awareness of the issue of climate change as well as other current world issues, and were able to incorporate appropriate vocabulary specific to these issues in their responses. Weaker responses dealt with issues that were of a more local nature in either the French or the Australian context and/or listed many issues instead of selecting two or three pertinent issues and treating these in depth.

# French Beginners

## 2007 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
<b>Speaking Skills Examination</b>			
<b>Situations</b>			
1	3	Social interaction	H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7
2	3	Personal identification	H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7
3	4	Leisure activities	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 – announcement	H3.1, H3.3
2	2	Shops and services – conversation	H3.1, H3.3
3	3	Personal identification – interview	H3.1, H3.3
4	3	Leisure activities – enquiry	H3.1, H3.3
5	3	Travel and tourism – survey	H3.1, H3.3
6	1	Leisure activities – advertisement	H3.1
7	3	Shops and services – conversation	H3.1, H3.3
8(a)	1	Social interaction – telephone message	H3.1
8(b)	3	Social interaction – telephone message	H3.1, H3.3
9	4	Travel and tourism – conversation	H3.1, H3.2, H3.3
10	1	Leisure activities – dialogue	H3.1
11	4	Hobbies and interests – conversation	H3.1, H3.2, H3.3
12	5	Money – discussion	H3.1, H3.2, H3.3

Question	Marks	Content	Syllabus outcomes
<b>Written Examination</b>			
<b>Section I — Reading Skills</b>			
1(a)	2	Visitors book – leisure	H3.1, H3.3
1(b)	2	Visitors book – leisure	H3.1, H3.3
2(a)	2	Schedule – travel	H3.1, H3.3
2(b)	3	Schedule – travel	H3.1, H3.3
3(a)	2	Speech – community	H3.1, H3.3
3(b)	1	Speech – community	H3.1, H3.3
3(c)	3	Speech – community	H3.1, H3.3
4(a)	2	Magazine interview – lifestyles	H3.1, H3.3
4(b)	3	Magazine interview – lifestyles	H3.1, H3.3
4(c)	4	Magazine interview – lifestyles	H3.1, H3.2, H3.3
5(a)	2	Letters – current issues	H3.1, H3.3
5(b)	4	Letters – current issues	H3.1, H3.2, H3.3
5(c)	5	Letters – current issues	H3.1, H3.2, H3.3
<b>Written Examination</b>			
<b>Section II — Writing Skills</b>			
6	10	Making plans – letter	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8
7	10	Family and friends – dialogue	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8
8	10	Social interaction – email and message	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8



# French Continuers

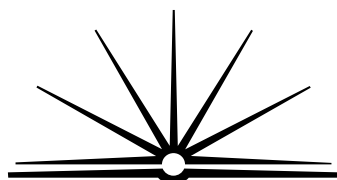
## 2007 HSC Examination Mapping Grid

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 – (recorded) message	H3.1
2	2	Relationships – conversation	H3.1
3	1	Current issues – conversation	H3.1, H3.2
4	2	Travel and tourism – conversation	H3.1
5	3	Young person's world – conversation	H3.1, H3.2
6	3	World of work – conversation	H3.1, H3.2
7	3	Daily life/lifestyles – news report	H3.1, H3.2
8	4	Arts and entertainment – interview	H3.1, H3.2
9	5	Current issues – news item	H3.1, H3.2
<b>Written Examination</b>			
<b>Section II — Reading and Responding</b>			
<b>Part A</b>			
10 (a)	2	Daily life/lifestyles — diary entry	H3.1
10 (b)	3	Daily life/lifestyles — diary entry	H3.1, H3.2
10 (c)	5	Daily life/lifestyles — diary entry	H3.1, H3.2
11 (a)	2	Personal identity – conversation	H3.1
11 (b)	2	Personal identity – conversation	H3.1
11 (c)	3	Personal identity – conversation	H3.1, H3.2
11(d)	3	Personal identity – conversation	H3.1, H3.2
11 (e)	5	Personal identity – conversation	H3.1, H3.2
<b>Written Examination</b>			
<b>Section II — Reading and Responding</b>			
<b>Part B</b>			
12	15	Young person's world — email/email	H1.2, H1.3, H2.1, H2.3, H3.1
<b>Written Examination</b>			
<b>Section III — Writing in French</b>			
13 (a)	6	Arts and entertainment — recount	H2.1, H2.2, H2.3
13 (b)	6	School life and aspirations — description	H2.1, H2.2, H2.3
14 (a)	9	Young person's world — letter	H2.1, H2.2, H2.3
14 (b)	9	Current issues — text of speech	H2.1, H2.2, H2.3

# French Extension

## 2007 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
<b>Oral Examination</b>			
1	5	Coping with change	H1.1, H1.2
2	5	Belonging vs alienation	H1.1, H1.2
3	5	Tolerance of difference	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, H2.3
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
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> — description	H2.1
4	10	<i>Au revoir les enfants</i> — description	H2.1
<b>Written Examination</b>			
<b>Section II — Writing in French</b>			
5	15	Tolerance of difference — script of talk	H1.1, H1.2
6	15	Coping with change — formal letter	H1.1, H1.2



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NEW SOUTH WALES

## **2007 HSC French Beginners** **Marking Guidelines — Listening Skills**

### **Question 1**

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

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Identifies what will happen next week	2
• Identifies some relevant information	1

### **Question 2**

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

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Identifies why the woman is at the post office	2
• Identifies some relevant information	1

### **Question 3**

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

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Completes the form with most information	3
• Completes the form with some information	2
• Provides some detail	1

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

<b>Criteria</b>	<b>Marks</b>
• Identifies substantially the correct arrangements for the Christmas dinner	3
• Identifies partially the correct arrangements for the Christmas dinner	2
• Provides some relevant detail	1

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

<b>Criteria</b>	<b>Marks</b>
• Identifies most information	3
• Identifies some information	2
• Provides some relevant detail	1

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

<b>Criteria</b>	<b>Marks</b>
• (B)	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a good understanding of why Sylvie prefers the new newspaper	3
• Demonstrates some understanding of why Sylvie prefers the new newspaper	2
• Provides some relevant detail	1

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

Criteria	Marks
• 01 36 17 64 53	1

**Question 8 (b)***Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a good understanding of why Martine phones Paul	3
• Demonstrates some understanding of why Martine phones Paul	2
• Identifies some relevant detail	1

**Question 9***Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates an excellent understanding of the extent to which Christiane is enjoying her stay in France	4
• Demonstrates a good understanding of the extent to which Christiane is enjoying her stay in France	2–3
• Provides some relevant details	1

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

Criteria	Marks
• (D)	1

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

Criteria	Marks
• Demonstrates fully why he buys a CD	4
• Demonstrates well why he buys a CD	2–3
• Provides some relevant information	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a comprehensive understanding of Phillippe's dilemma and what he will do as a result of this consideration	5
• Demonstrates a good understanding of Phillippe's dilemma and what he will do as a result of this consideration	3–4
• Provides some relevant information	1–2

## 2007 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 the visitors liked about the museum	2
• Provides some relevant detail	1

#### Question 1 (b)

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

#### MARKING GUIDELINES

Criteria	Marks
• Identifies what the visitors didn't like about the museum	2
• Provides some relevant detail	1

#### Question 2 (a)

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

#### MARKING GUIDELINES

Criteria	Marks
• Identifies what will be seen during the walk	2
• Identifies some relevant detail	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a good understanding of what will happen after midday	3
• Demonstrates some understanding of what will happen after midday	2
• Provides some relevant detail	1

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

<b>Criteria</b>	<b>Marks</b>
• Identifies the purpose of this speech	2
• Provides some relevant detail	1

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

<b>Criteria</b>	<b>Marks</b>
• (C)	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a good understanding of what young people could gain from following the suggestions made	3
• Demonstrates some understanding of what young people could gain from following the suggestions made	2
• Provides some relevant detail	1



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

<b>Criteria</b>	<b>Marks</b>
• Identifies the problem	2
• Provides some relevant detail	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a good understanding of why Antoine was dissatisfied	3
• Demonstrates some understanding of why Antoine was dissatisfied	2
• Provides some relevant detail	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a comprehensive understanding of the ideas of happiness shared by Antoine and Louise	4
• Demonstrates a good understanding of the ideas of happiness shared by Antoine and Louise	3
• Demonstrates some understanding of the ideas of happiness shared by Antoine and Louise	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 decision taken by the manager	2
• Provides some relevant detail	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 Jeanne's personality	4
• Demonstrates a good understanding of Jeanne's personality	3
• Demonstrates some understanding of Jeanne's personality	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 how effective the project has been	5
• Demonstrates a good understanding of how effective the project has been	3-4
• Demonstrates some understanding of how effective the project has been	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

## 2007 HSC French Continuers Marking Guidelines — Written Examination

### Section I — Listening and Responding

#### Question 1

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a full understanding of the new travel arrangements	2
• Identifies some relevant information	1

#### Question 2

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a clear understanding of both arguments	2
• Demonstrates some understanding of the arguments	1

#### Question 3

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

#### MARKING GUIDELINES

Criteria	Marks
• (B)	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a full understanding of each speaker's viewpoint	2
• Identifies some relevant information	1

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

<b>Criteria</b>	<b>Marks</b>
• Explains fully why Francine changes her mind	3
• Explains most aspects of why Francine changes her mind	2
• Identifies some relevant information	1

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

<b>Criteria</b>	<b>Marks</b>
• Explains fully why Sébastien is hesitant about applying for the job	3
• Identifies some reasons why Sébastien is hesitant about applying for the job	2
• Identifies some relevant information	1

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

<b>Criteria</b>	<b>Marks</b>
• Explains fully what is special about these sheep	3
• Demonstrates a reasonable understanding of what is special about these sheep	2
• Identifies some relevant information	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a full understanding of why Florence prefers life in the circus	4
• Demonstrates a good understanding of why Florence prefers life in the circus	2–3
• Demonstrates some understanding of why Florence prefers life in the circus	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a perceptive understanding of how Professor Martin feels about the new law	5
• Demonstrates a good understanding of how Professor Martin feels about the new law	3–4
• Demonstrates some understanding of how Professor Martin feels about the new law	1–2

## Section II — Reading and Responding

### Part A

#### Question 10 (a)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a full understanding of what has attracted Charlotte to this area	2
• Identifies some relevant information	1

#### Question 10 (b)

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

#### MARKING GUIDELINES

Criteria	Marks
• Gives a full explanation of why Charlotte's dream has turned into a nightmare	3
• Gives a partial explanation of why Charlotte's dream has turned into a nightmare	2
• Identifies some relevant information	1

#### Question 10 (c)

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

#### MARKING GUIDELINES

Criteria	Marks
• Gives a perceptive explanation of how Charlotte's mood is reflected in each diary entry	5
• Gives a good explanation of how Charlotte's mood is reflected in each diary entry	3–4
• Explains some aspects of how Charlotte's mood changes	1–2

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a good understanding of why BOL is interviewing JP	2
• Identifies some relevant information	1

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

<b>Criteria</b>	<b>Marks</b>
• Identifies fully what bloggers have in common	2
• Identifies some things bloggers have in common	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a full understanding of JP's comment	3
• Demonstrates a good understanding of JP's comment	2
• Identifies some relevant information	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a full understanding of what motivates adolescents to blog	3
• Demonstrates a good understanding of what motivates adolescents to blog	2
• Identifies some relevant information	1



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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a perceptive understanding of the role of «extimité» in the development of personality from adolescence to adulthood	5
• Demonstrates a good understanding of the role of «extimité» in the development of personality from adolescence to adulthood	3–4
• Demonstrates some understanding of the role of «extimité» in the development of personality from adolescence to adulthood	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

## 2007 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 comprehensive understanding of the significance of the setting of this scene	2
• Demonstrates some understanding of the significance of the setting of this scene	1

#### Question 1 (b)

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

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a clear understanding of what has prompted Magali to make these comments	2
• Demonstrates some understanding of the what has prompted Magali to make these comments	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a perceptive understanding of how the language and content in this passage reflects the issues in the film.	3
• Demonstrates a good understanding of how the language and content in this passage reflects the issues in the film.	2
• Demonstrates some understanding of how the language and content in this passage reflects the issues in the film.	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a comprehensive understanding of how women are portrayed in the film	3
• Demonstrates a good understanding of how women are portrayed in the film	2
• Demonstrates some understanding of how women are portrayed in the film	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 the relationship of the political viewpoints in this scene to the issue of belonging versus alienation in the film as a whole	5
• Demonstrates a good understanding of the relationship of the political viewpoints in this scene to the issue of belonging versus alienation in the film as a whole	3–4
• Demonstrates some understanding of the relationship of the political viewpoints in this scene to the issue of belonging versus alienation in the film as a whole	1–2

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a full understanding of the significance of the game in this scene	2
• Demonstrates some understanding of the significance of the game in this scene	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a clear understanding of what has prompted Bonnet to give this answer.	2
• Demonstrates some understanding of the what has prompted Bonnet to give this answer.	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a perceptive understanding of how the roles taken by Négus and Laviron in this passage illustrate the issues in the film.	3
• Demonstrates a good understanding of how the roles taken by Négus and Laviron in this passage illustrate the issues in the film.	2
• Demonstrates some understanding of how the roles taken by Négus and Laviron in this passage illustrate the issues in the film	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a comprehensive understanding of how women are portrayed in the film	3
• Demonstrates a good understanding of how women are portrayed in the film	2
• Demonstrates some understanding of how women are portrayed in the film	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 relationship of the moral viewpoints in this scene to the issue of belonging versus alienation in the film as a whole	5
• Demonstrates a good understanding of the relationship of the moral viewpoints in this scene to the issue of belonging versus alienation in the film as a whole	3–4
• Demonstrates some understanding of the relationship of the moral viewpoints in this scene to the issue of belonging versus alienation in the film as a whole	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 5 and 6

*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