

**2008 HSC Notes from  
the Marking Centre  
French**

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# 2008 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 2008 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 2008 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

#### Oral examination

#### General comments

Most candidates were well prepared for the first conversation examination and communicated effectively about their personal world, with a good level of fluency. Better responses demonstrated sound sentence structures and expressed personal opinions with flair and authenticity. The best responses showed imagination and manipulated language competently in response to particular questions, in the past, present, future or *futur proche*, and conditional, while sustaining a good level of communication and linking sentences appropriately. Many displayed a good level of intonation and pronunciation.

Generally candidates responded well to questions about family life, friends, recreation and pastimes. School and school subjects were also handled well but some candidates could not express why they preferred one subject to another and the verb *étudier* was often not conjugated correctly. The topic of work allowed candidates to talk about their *petit boulot* in depth and many responded soundly about their activities and how they spent their wages.

In the examination candidates should expect questions that range from simpler to higher order within each topic raised in the conversation. Some responses were weakened by errors in more basic grammatical forms: noun genders, possessive pronouns, negatives and manipulation of tenses, the use of reflexive pronouns, inappropriate use or omission of prepositions, and errors in expressions of age, where *être* was sometimes used instead of *avoir*. Correct pronunciation of commonly used phrases such as *temps libre*, *j'étudie*, *dans*, *cours*, *famille*, *ville*, *il* and *elle*, *permis de conduire* enhanced accuracy and authenticity. Those who responded often with *Je ne sais pas* gave the impression of not being able to respond. Candidates should be prepared to attempt most questions and, if necessary, ask the examiner in French to repeat or say they have not understood the question.

## Written examination

### Section I – Listening

#### General comments

Candidates are required to answer in English in this section. Single facts or words are rarely enough to answer the question. Some questions required candidates to make judgements and justify these with details from the text. Candidates need to read questions carefully and ensure that their answers are logical.

#### Specific comments

##### Question 2

Better responses identified both Sandra's desire to go out and her father's wish that she stay home and study. Some interpreted *rester* as 'rest'.

##### Question 4

Better responses identified the correct meaning of *devant*. Candidates should be aware that phone numbers usually have 10 digits in France.

##### Question 5

In identifying the reasons Luc was angry, better responses did not just rely on recognition of cognates such as taxi, problem, match, transport etc. *À pied* was often missed.

##### Question 6

Better responses addressed the purpose of this announcement: an advertisement for Air France for a radio promotion of a competition and how to enter it.

##### Question 7

Better responses stated the concept of two identical DVDs and some of the reasons why they could not be exchanged. *Mauvaise humeur* was often misinterpreted.

##### Question 8

Better responses noted more than one reaction for Philippe and provided supporting details. The meaning of *profiter de la vie* was well expressed.

##### Question 9

Better responses expressed an opinion, evaluated both sides and gave sufficient justification. *Mille* was often misinterpreted.

##### Question 10

Better responses justified an opinion of Marianne, taking direct evidence from the text. Quotes in French from the text were not required.

## Section II – Reading

### General comments

Candidates should use the dictionary to check the meaning of certain words but it is recommended that they practise using a dictionary quickly, effectively and judiciously. A number of responses showed limited dictionary skills, in particular in choosing the appropriate meaning for the context. A few candidates overused the dictionary and, it would appear, did not therefore have time to attempt all questions.

Some candidates merely translated sections of the passages in a sequential manner, but better responses showed a good grasp of the requirements of the question and a well-judged selection of ideas and details from the whole text.

Most responses showed an awareness of the increasing difficulty of the questions and provided the amount of detail corresponding to the marks allocated to the question. The best responses in the 3–5 mark range were expressed in a logical, coherent manner and were supported by detailed information from the text. To answer these questions, some information needed to be deduced or inferred.

### Specific comments

#### Question 11

- (a) Weaker responses showed no understanding of words such as *aujourd'hui*, *demain* or *prochaine*.
- (b) Better responses correctly identified the travel arrangements Jacqueline made and understood the meaning of *partager*, *les frais* and *ensemble*. Weaker responses identified only one of the travel arrangements and interpreted *partager les frais* as ‘sharing the cold/cool’ or ‘sharing strawberries’, thus not taking into account that the response did not make sense.

#### Question 12

- (a) Better responses expressed why Pierre was writing to Sophie, and gave the correct meaning of *a besoin de la voiture*. Weaker responses did not give as much detail and mistook *anniversaire* for ‘anniversary’.
- (b) The best responses explained Sophie’s solution, understood *on repart au lycée lundi matin* and gave a detailed response.

#### Question 13

- (a) Better responses correctly described the job advertised. Weaker responses confused the job being advertised with the qualities of the person applying for the job. The word *écoliers* was misinterpreted in some weaker responses, once again underlining the importance of using a dictionary well to clarify meanings.
- (b) Better responses compared the reasons for and against Marc being offered the job and reached a conclusion. Weaker responses made some contrasts but did not reach a conclusion, as required by the words ‘how likely’. It is advisable to read a response to ensure it makes

sense and that important words are not omitted. Weaker responses confused the meaning of ‘customer service’ with ‘servicing customers’.

#### Question 14

- (a) The word ‘profile’ was interpreted in various ways by some candidates analysing the information. They were fully rewarded if they included the responses given by Mr Dupont. Some responded in French, which was not required. Some misinterpretations occurred due to misunderstood vocabulary, which included *sous, circulation, ne ... plus, ne ... que* and *frais*. Some answers were too brief to be allocated full marks and even with, or perhaps because of, the use of dictionaries some candidates did not attempt some questions.
- (b) Some responses referred only to the problems without mentioning improvements. The best linked Mr Dupont’s comments to at least four needed improvements.

#### Question 15

- (a) A good response was one that expressed the idea of traditional ownership and lack of choice. Some misunderstood *fiils*, confused *j’aimais* with *jamais* and did not understand *toujours* as meaning ‘still’ in this context.
- (b) Some responses did not state the reasons that pushed Lucien to change jobs beyond saying ‘he had had enough’. Many mentioned the positives about his new job as reasons. Most candidates found some reasons for Lucien’s enthusiasm. Many reasons were given in the text, and better responses included several of them, with supporting evidence. A number of candidates found the interpretation of *se dépasser* and *de pointe* difficult.

### Section III – Writing in French

#### General comments

Candidates are required to read the questions carefully, and plan and allocate time appropriately.

Misuse of dictionaries caused problems for many. It was evident that a number of candidates had looked up even simple words, found an unusual word, assumed it was better, and strung single words together, such as *J’ai visité mon ami comme puits* for ‘I visited my friend as well’. Having the dictionary seemed to discourage some candidates from incorporating learnt phrases and idioms. Training in using a dictionary is recommended, particularly in looking up gender and verb forms.

Candidates are reminded to write clearly the number of the question they are attempting. Some identified themselves by using their name and school.

Extra marks are not given for writing more than the required number of words.

#### Specific comments

#### Question 16

Many were unsure how to begin and end this message: a logical ending was a contact number or address. Many used appropriate ‘attention-grabber’ headlines, suitable for an advertisement. The best responses were those that described the kind of person to whom the advertisement would

appeal, gave details of what was being offered and provided a means of contact. Weaker responses were too short, used single words only, or confused elementary vocabulary such as *Je regarde pour une personne*.

### **Question 17**

Many different approaches were taken and a wide range of relevant vocabulary was used. In the better responses candidates referred to something in the past tense and related it to their plans, and used other advanced structures. There were many acceptable ways of beginning a diary text, but most candidates did not end in a suitable way and resorted to a letter-style salutation and ending and signed their name.

### **Question 18**

The more popular part of this question was (b). Better responses incorporated a wide variety of ideas, vocabulary and language structures. More creative answers displayed a sophisticated level of humour. Weaker responses were too short.

## **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 and depth in their engagement with a range of topics on their personal world. 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 spontaneously answer 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

Candidates are advised to underline key words in the question. Some detailed answers lost marks, and on occasions got no marks, because they did not answer the question. This happened especially in Questions 8 and 9 where the key words *feel/feelings* had not been noted. Candidates need to show global as well as detailed understanding of the text. They must write as many relevant details as possible. A 2-mark question may need more than two details. However, mere translation of details unrelated to the question will not attract marks. Candidates are advised to translate quotes into English.

#### Specific comments

##### Question 1

Most candidates understood the word *randonnée* but some confused *montagne* with *campagne* and said that Isabelle was going hiking in the country.

##### Question 2

Many students lost marks in this question because they did not convey the idea that it was impossible for Luc to go to university this year. ‘May’ or ‘might not attend’ was not awarded marks.

##### Question 3

A number of candidates identified the purpose as informative rather than to encourage the students to host a boy or a girl from France. A number thought that *Bretagne* meant Britain.

##### Question 5

Some candidates ticked more than one box. Candidates are reminded that in multiple-choice questions only one answer should be ticked.

##### Question 6

Instead of describing the kind of person, as required by the question, weaker responses described the Microclit and gained no marks.

##### Question 7

Relying on general knowledge rather than the information in the text did not serve candidates well here. *Ambassadrice* was not well understood. Many did not recognise *déception* as a *faux-ami*.

##### Question 8

In this question the two contrasting feelings, ‘happy’ and ‘not happy’, needed to be mentioned or implied. ‘But’ was enough to introduce the contrast.

##### Question 9

This was an interview. The best responses took into consideration the positive point of view of the artist as well as the negative point of view of the interviewer. Several examples from the text were required, including at least one negative from the interviewer.

## Section II – Reading and Responding

### Part A

#### General comments

It is important that candidates consider fully all parts of the question and the implications of each one before answering. This will avoid repetition of information and ensure that detail is provided in the appropriate question part. It cannot be assumed that certain types of questions will appear every year. An important skill is the identification of where content from the text is sufficient to answer a question and where, in other cases, interpretation is required in addition to content. In questions with a higher mark value, an initial statement is often required, followed by supporting evidence from the text.

Where a key quote appears in a question, its meaning should be given in the answer. Quotations in answers are generally not useful when an explanation in English shows that text has been fully understood. Reference to a dictionary is advised where possible meanings of key items need checking. However, dictionaries should be used judiciously and the precise meaning in the context of the text needs to be carefully considered. Candidates are advised to read over their answers to ensure they make sense and that all relevant details have been included. Legible writing will ensure that all information is processed correctly.

#### Question 10

- (a) Many candidates explained successfully Jean-Baptiste's motivation for writing the article, although *depuis longtemps*, *qui m'énerve* and *tient au coeur* were sometimes translated imprecisely or incorrectly.
- (b) The majority of responses demonstrated a comprehensive understanding of Jean-Baptiste's objections to rap music. Several key words and phrases were frequently mistranslated: *ça ne vaut rien* and *nuls*. Some interpreted rhyme and lyrics as the same thing. Candidates are reminded to consider whether a straight translation from the text will actually answer the question: 'changing the program when rap comes on' was not an objection and therefore not a valid response.
- (c) Most candidates identified some relevant information about why Jean-Baptiste was having second thoughts. An explanation of the title needed to include the notion of 'overly critical' or 'negative' or 'strong'. In the better responses, candidates identified the huge popularity of rap music and linked this to Jean-Baptiste's concern about offending or upsetting fans. The question 'why' implied reasoning and proof from the text.
- (d) The question required a full explanation of the nature of Jean-Baptiste's change of perspective and support of points made, with reference to the text. 'Explain' required more than just examples from the passage. Some candidates wrongly assumed that the final question required analysis of stylistic or language techniques. In the better responses, candidates identified the change in perspective and supported their points with accurate detail from the passage. They identified the need for Jean-Baptiste to be more open-minded, his acknowledgement that other people have the right to different tastes or opinions, and included the notion that his more open-minded perspective was reflected in his asking Christiane for her opinion even if it may not be his. Some better responses contrasted this with Jean-Baptiste's attitude to rap at the beginning of the text.

## Question 11

- (a) Better responses outlined clearly the circumstances that led François to take his parents to court, rather than focusing on one aspect only. The notion of long-term living at home, or still residing with his parents 10 years after leaving school, was an important element.
- (b) In explaining what was surprising about the outcome, weaker responses did not make reference to the fact that François won the case. In the better responses, candidates expressed that it was the contract of marriage that required parents to continue to provide for their children, which in itself was surprising; it was by virtue of marriage and not simply a contract 'like' it.
- (c) Many candidates easily identified the relevant factual information in comparing the children and their parents, but some weaker responses did not identify the consequences for both parties. A consequence for both parents and children was required. In the better responses, candidates provided consequences that explained how children gained at the expense of their parents or a statement that explained the global concept of benefit versus loss. This part of the question required interpretation going beyond the text, rather than simple translation of content.
- (d) Better answers showed a more global understanding. Some responses would have been enhanced by explaining how the examples provided illustrated the writer's sympathies. This 'how' question required more than examples from the text. Candidates should ensure that they are relating their comments to the question and not simply analysing the text. It is important to consider the various techniques used by the writer to express sympathies and not just the language techniques used. The writer's sequencing of ideas and use of contrasting examples were clearly explained in the better responses where candidates had considered how a combination of these factors helped to present the writer's point of view.

## Part B

### General comments

Candidates should be aware that reading comprehension is equally as important as writing in answering this question. The text comprised an email and a travel advertisement. Candidates were required to write a dialogue, a chatroom conversation, discussing a possible trip to Tahiti. They needed to demonstrate that they understood the text by developing its main points in some depth. Some candidates did not read the introduction carefully and wrote an email instead of a dialogue. Better responses used an informal level of language and adopted a conversational, intimate tone appropriate to the text type, using such features as questions with appropriate answers, colloquial expressions and humour.

In order to show their understanding of the whole text, candidates were required to respond to some of the following points: cost of trip linked to offer of money from friend's father; the candidate and friend both deserve this trip after the HSC; need for candidate to be more adventurous; camping out in the open; breakfast plus lunch or dinner included in price; discussion about activities included in special offer (why this is/is not an ideal itinerary); friend's disappointment if candidate were to say no; beauty of islands; two departure dates mentioned. Some candidates treated irrelevant ideas in some depth instead of developing the main points. The weakest responses touched on a few of the points outlined above and copied phrases from the text. Despite references to the treatment of

relevant points with depth in the rubric, some responses relied on a superficial treatment of main points.

In general, candidates drew well on their personal experiences of lack of money, holiday experiences, relationships and a friend's character traits. Some more imaginative responses included a treatment in depth of the following: a suitable response to generous offer on the part of friend's father; a discussion of the activities on offer; the disadvantages of camping in the open and/or sharing a tent with two unknown adolescents. In some better responses, candidates used a limited number of suitable abbreviations to mirror a chatroom conversation.

In the weaker responses, candidates digressed from the main ideas and wrote in too much detail about, for example, why they preferred to go to Europe instead of Tahiti; a previous trip to French Polynesia; or Year 12 with all its stresses and tensions. Some candidates used idioms which were out of date or inappropriate; others used a number of sayings, for example: *L'argent n'a pas d'odeur* or *Après la pluie, le beau temps*, sayings which detracted from the authenticity of the chatroom response. Other responses used formal expressions suitable for Extension writing tasks. Use of standard French together with some authentic colloquial or slang expressions enhanced responses.

Candidates were generally successful in sequencing their questions and answers. Some used authentic conversational expressions to provide a good link between a question or comment and the reply, for example *Donc, ça te dit ...*, *Ouais, mais franchement ...*. Better responses were characterised also by the use of a varied range of vocabulary and expressions together with a good control of tense. A number of candidates demonstrated a convincing knowledge of special expressions and colloquial phrases. More advanced structures used in the better responses included the correct use of the subjunctive, as well as the imperfect plus the conditional in hypothetical expressions.

Weaker responses were marred by repetition and a reliance on common adjectives such as *il sera bon*. A significant number of responses were characterised by the poor use of the present tense. Other language errors that characterised weaker responses included: use of *beaucoup des* instead of *beaucoup de*; the incorrect usage of modal verbs, for example: *Nous pouvons essayons ...*; inadequate knowledge of gender of nouns; poor use of object pronouns. Weaker responses also reflected poor dictionary skills; a number of candidates did not distinguish between a noun and a verb or relied on a literal translation, for example *Ça bruit grand!* In some responses, candidates used the subjunctive too frequently and often inappropriately or unnecessarily.

Finally, candidates are advised to give themselves sufficient time to edit their responses as carefully as possible. Overlong responses sometimes contain irrelevancies and can leave candidates with insufficient time to correct grammatical and vocabulary errors.

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

### **Specific comments**

#### **Question 13**

Although both questions were quite open, candidates lost marks because they did not address the question, and responded instead to what they perhaps hoped had been asked. In Part (a) some candidates simply described a party without any element of surprise or prior organisation and where

everything turned out as planned. Similarly in Part (b), some candidates talked about a good day and a chronological list of events without introducing or sustaining the theme of ‘best’ or ‘memorable’ day.

Candidates can only achieve high marks if they specifically address the task with well-selected information: many responses that demonstrated extensive knowledge of French were not awarded higher marks because the writing was irrelevant to the question. Answers must be carefully planned so that each paragraph contributes to fulfilling the requirements of the question. Responses were not well rewarded if they attempted to manipulate the question to fit a pre-prepared but unsuitable answer, or inserted chunks of irrelevant, rote-learned material that did not address the topic.

Grammatical errors detracted from some responses. Proofreading using a mental grammatical check list would have helped eliminate basic errors. 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* or *sujet*, phonetic spelling of familiar words, time clauses or accents. Wrong genders, especially of the key words in the topic, can be avoided by checking in the dictionary. Famous landmarks, eg *la Tour Eiffel* and *le Louvre*, were often misspelt in Part (b). These simple mistakes detracted from otherwise competently written 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.

The highest marks were not awarded if information was not presented in a coherent and structured sequence. Some answers were far too long or left unfinished: it is not a requirement to write an extensively long script to achieve full marks. It was clear that many overlong responses had not been proofread. Effective time management – which includes meeting but not exceeding word length requirements – allows proper structuring and proofreading.

Many candidates demonstrated an impressive level of expertise and an extensive understanding of areas such as the subjunctive, past, present, future and conditional, adjectives and adverbs, pronouns, authentic idioms, strong structuring and well-sequenced ideas. In Part (a), some candidates manipulated the pluperfect successfully to describe what they had planned as opposed to what actually happened.

#### **Question 14**

For both Parts (a) and (b), which were equally popular, both the text types were addressed appropriately and pre-learned material was incorporated seamlessly for the most part. For (a), which required a speech, better responses engaged the audience from the beginning, using rhetorical questions, imperatives, humour, and the sharing of personal experience. These were well-planned, well-structured responses that were concise but still had breadth and depth. Higher marks were awarded to responses that addressed all parts of the question and focused on the benefits of a healthier lifestyle. Responses to (a) were the more predictable, often following the sequence of bad habits, eating better food and doing regular sport. Creative responses that veered from this expected path attracted higher marks. Candidates should be mindful of the audience, in this case a school assembly: *Mesdames et Messieurs* was not appropriate.

Many responses to Part (b) analysed the question in more depth, using more sophisticated structures and vocabulary to explore or justify the reasons for undertaking voluntary work overseas.

The following vocabulary was commonly misused or misspelt: *aujourd'hui*, *santé*, *saine*, *charité*, *parce que*, *à cause de*, and *exercice* used as a verb. Candidates are reminded not to start a sentence with *aussi*, and to be mindful of consistency throughout a piece of writing in the use of *tu* and *vous*.

## Extension

### Oral examination

#### General comments

In the better responses, candidates addressed the question well, making the point of view clear from the outset and supporting an argument with a range of relevant examples. The argument was presented in a coherent and sophisticated fashion, with a concise introduction followed by a well-structured development of ideas and concluding remarks. Breadth and depth in the treatment of ideas, a high level of fluency and grammatical accuracy, and sophisticated vocabulary and sentence structure were evident in these responses.

Some responses showed difficulty addressing the question, often resorting to listing a range of examples without making the necessary links to the question.

In concluding their argument, a number of candidates restated the topic rather than briefly summarising the main points of their argument; others showed insufficient language resources, such as a lack of linking words to support the complexity of the argument. Inaccuracies included grammatical errors and problems with pronunciation such as *s'enrichir* in Question 2. Responses that relied on 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 lacked structure and were repetitive.

#### Specific comments

##### Question 1

In the better responses, candidates began by defining competition, then argued their case – for example ‘competition pushes us to be a better person’ – using a range of relevant examples. A number confined the argument to competition in the workplace or relied on pre-learnt material that had only a tenuous link to the topic.

##### Question 2

In the better responses, candidates demonstrated a sound knowledge of issues dealing with wealth and poverty or caring for others, and addressed both parts of the question. A number of responses dealt with only one part of the question, eg *s'enrichir*, or took a superficial approach, listing a series of examples but not treating them in depth. The use of pre-learnt material – including material relating to topics featured in past examinations – was evident in a number of responses.

##### Question 3

Many agreed with the statement, arguing that we have become desensitised to violence because it has become commonplace in our society due to an overexposure to images of violence in the media

and in video games. The better responses dealt with the issues of ‘real’ violence as opposed to violence on the screen and/or they took the view that violence only shocks if it takes place in our own backyard/Western world or is directed at people close to us. Some candidates confined their argument to the increase in violence in today’s society without relating it to the main point of the topic, which is whether it still shocks us or not.

## Written examination

### Section I – Response to Prescribed Text

#### Part A

#### General comments

It is most important to address the requirements of the questions: a number of candidates generalised and did not refer to specific examples from the film to support and justify their answer. In general, there was a thorough understanding of the settings, events, characters and their portrayal, and the issues. Many candidates offered perceptive interpretation and analysis. Candidates need to read the questions thoroughly to ensure they have comprehensively covered all required aspects. The weighting for each question gives an indication of the amount of detail required in a response; quality, not quantity, is important.

When quotations appear in a question, candidates should show understanding by either paraphrasing or translating them. When justifying a point of view, copying of given quotations is not advised. In the last question candidates had to analyse a number of scenes in the film in relation to a specified, prescribed issue, as well as refer to the given scenes. The best responses drew upon a range of references from the given scenes and from the whole film in a coherent, logical manner to support their ideas and justify their analysis.

Candidates are urged to write legibly.

#### Specific comments

#### Question 1 – *Marius et Jeannette*

- (a) Better responses referred to the entire given quotation as there were two distinct parts that needed to be addressed: first, the issue of the time Jeannette was returning home and, second, the change in circumstances since the last time Monique and Caroline had discussed intimacies, or lack thereof, with Jeannette. Accurate understanding of the given quote was essential for accurate interpretation since some candidates misunderstood *tu rentres à peine* to mean you are returning home in pain. Discursive descriptions did not always meet the requirements of the question which asked what had ‘prompted’ Monique’s remarks. Responses that mentioned Jeannette’s happy, smiling demeanour were accepted as being part of what prompted Monique’s remarks.
- (b) Better responses not only compared how the two women reacted but also why each one reacted in her different way, using the given extracts to justify their answer.

- (c) It was important for candidates to chart a progression in Jeannette's response which had several layers. Better answers delineated Jeannette's various responses with amplified justification from the quote in the question. Detailed content and appropriate analysis and reference were required in relation to the quote, not merely a general description of her reaction. Answers that did not treat the whole quote did not adequately explain Jeannette's response.
- (d) Better responses clearly linked the concept of love with the issue of coping with change. Some responses dealt only with love, without making any connection to its impact on the ability to cope or not cope with change; others dealt with coping or not coping with change without linking it to love. It was essential for candidates to refer to the two given scenes as well as other scenes, since this was specified in the question. Superficial discussion of love and coping with change was not sufficient to gain full marks. Better responses analysed scenes in depth using examples to justify their answers. There are many instances of the role of love in respect to coping with change but two or three examples were not enough, as two instances had to be derived from the given scenes.

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

- (a) Better answers contextualised the situation from the quote given in the question: in the restaurant the French militia had overheard François' muttered insult about them. It was then easier to explain why Mme Quentin had made her remarks: to protect her son from negative repercussions. A number of candidates did not understand the implications of danger in François' remarks, focusing instead on his mother's preoccupation with social status. This then caused them to overlap with the content required in Part (b).
- (b) Better responses found a range of social and political views in relation to Mme Quentin in the given scenes, using examples to justify their responses. Political views included her reaction to the socialist Leon Blum, her superficial judgement of the German soldiers and her dismissal of François' request to join the underground as being less important than finishing his final exams. Social views included her superficial judgement of M. Meyer, her insistence on manners and decorum despite the upheaval in the restaurant, her heated denial of any possible taint of Jewishness in the family, her respect for the church contrasted with her desire for both her sons to uphold traditional family values, and her general ignorance about religion and nationality, as clarified by François, that one could be both Jewish and Alsatian.
- (c) Better responses made a substantial and justified comparison between the more mature, aware, worldly, politically astute and sexually developed older François and the younger Julien. In these scenes, Julien is seen as still innocent and naïve, wanting to become a missionary and unaware of the dangers the militia represented. Yet he is also portrayed as growing in understanding and sensitivity in terms of his protectiveness of Bonnet from his mother's insistent inquisitiveness. A comparison between the level of attachment to their mother versus their growing sexuality was generally well answered. In the more astute answers, candidates drew similarities between the brothers, such as their teasing and mocking of their mother.
- (d) It was essential to deal with Joseph's alienation in the given scenes since this was a requirement of the question. General answers about Joseph's lack of belonging throughout the film without referring to these scenes could not gain full marks. Superficial analysis of alienation and belonging did not fully answer the question. In the better responses candidates analysed scenes in depth, using examples to justify their answers. There are many instances

of Joseph's belonging and alienation; two or three examples were not enough – the question required two instances to be derived from the given scenes. To be fully rewarded, candidates needed to supply adequate details to substantiate their ideas rather than fleetingly refer to a scene or make vague generalisations.

## Part B

### Specific comments

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

Candidates needed to show an understanding of the film and write in French for a specific context, in this case a magazine article. This text type gave a certain flexibility, as magazine articles and their intended audiences do vary. The way in which candidates were able to integrate the quote well and demonstrate an understanding of its significance distinguished the 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 was living 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.

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, and her encouragement of Caroline, both of whom were significant women while Magali was growing up; as well, the overall qualities of the people of Estaque. Some indication of the way in which these people and her environment were formative – how they made Magali the adult she became – was also a hallmark of the best responses which integrated the given quote seamlessly and demonstrated 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. 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 drawing out their influence or impact on her. These responses at times appeared to be prepared essays on poverty, the importance of community or family and so on without reference to the film. Such responses were also characterised by a lack of understanding of the tone of the film; humour and resilience were overlooked in favour of 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 its meaning or significance.

Candidates must ensure that they analyse the question and plan their response accordingly, not 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 to fully answer the question.

The best responses showed a very sensitive understanding of the relationship that developed between Julien and Bonnet: Julien's initial curiosity about Bonnet's background, why he was in the school and his family situation; how this was followed by jealousy and 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; and 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 the response becoming a prepared essay on the importance of religious tolerance in which there was little or no 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**

Better responses presented and developed a sophisticated, coherent argument that treated relevant ideas and supporting evidence in depth, while relating these to the specific audience, purpose and context appropriate to each question. They displayed a high level of grammatical accuracy and sophistication in vocabulary and structure, with an introduction and a convincing conclusion which synthesised the main points of their argument.

A number of responses contained some inaccurate grammar and vocabulary. Candidates are advised to make judicious use of the dictionary to avoid basic language errors and to allow time to proofread their text. Some responses relied on pre-learnt material on the issues of racism, intolerance or multiculturalism, without appropriately linking these to the question. The quality of writing was rarely enhanced by an unduly long response.

## Specific comments

### Question 5

Better responses demonstrated a very good interaction with the audience, for example by using such devices as rhetorical questions. Although most candidates agreed with the proposition, the better responses analysed the concept of fear and examined the extent to which fear dominates our modern society. There were many references to recent events such as the global financial crisis and the American election. Some of the most frequently discussed examples included fear of terrorism, the environmental and financial crises and fear of violence. A number of responses did not adhere to the correct text type, thus ignoring the criterion of writing for a specific audience, purpose and context. Lexical inaccuracies included literal translations of expressions such as ‘living in fear’, translated as *vivre en peur*.

### Question 6

In most responses candidates agreed that although the internet has revolutionised our lives, there are many dangers inherent in the use of this resource. They gave both sides of the argument, mentioning positive as well as negative aspects of the internet. Candidates supported their point of view by the use of a wide range of examples, but did not always treat these in sufficient depth.

# French Beginners

## 2008 HSC Examination Mapping Grid

| Question                               | Marks | Content   | Syllabus outcomes                  |
|--|-------|---|------------------------------------|
| <b>Oral Examination</b>                |       |   |                                    |
|  | 20    | Conversation covering the candidate's personal world as it relates to the prescribed topics | H1.1, H1.2, H1.3                   |
| <b>Written Examination</b>             |       |   |                                    |
| <b>Section I — Listening</b>           |       |   |                                    |
| 1                                      | 1     | Family life, home and neighbourhood – conversation  | H2.1                               |
| 2                                      | 2     | Family life, home and neighbourhood – conversation  | H2.2                               |
| 3                                      | 2     | Holidays, travel and tourism – conversation   | H2.2                               |
| 4                                      | 3     | Friends, recreation and pastimes – conversation   | H2.3                               |
| 5                                      | 3     | People, places and communities – conversation   | H2.1                               |
| 6                                      | 3     | Family life, home and neighbourhood – advertisement   | H2.5                               |
| 7                                      | 4     | Family life, home and neighbourhood – conversation  | H2.2, H2.4                         |
| 8                                      | 3     | Future plans and aspirations – conversation   | H2.4                               |
| 9                                      | 4     | People, places and communities interview  | H2.4                               |
| 10                                     | 5     | Family life, home and neighbourhood – phone message   | H2.2, H2.4                         |
| <b>Section II — Reading</b>            |       |   |                                    |
| 11 (a)                                 | 1     | Holidays, travel and tourism – postcard   | H2.2                               |
| 11 (b)                                 | 2     | Holidays, travel and tourism – postcard   | H2.2                               |
| 12 (a)                                 | 2     | Friends, recreation and pastimes – email/s  | H2.2                               |
| 12 (b)                                 | 2     | Friends, recreation and pastimes – email/s  | H2.2                               |
| 13 (a)                                 | 2     | Education and work – job offer and advertisement  | H2.2                               |
| 13 (b)                                 | 4     | Education and work – job offer and advertisement  | H2.4                               |
| 14 (a)                                 | 3     | Family life, home and neighbourhood – survey  | H2.3                               |
| 14 (b)                                 | 4     | Family life, home and neighbourhood – survey  | H2.4                               |
| 15 (a)                                 | 2     | Education and work – interview  | H2.2                               |
| 15 (b)                                 | 3     | Education and work – interview  | H2.2                               |
| 15 (c)                                 | 5     | Education and work – interview  | H2.1                               |
| <b>Section III — Writing in French</b> |       |   |                                    |
| <b>Part A</b>                          |       |   |                                    |
| 16                                     | 4     | Friends, recreation and pastimes – note (message board)                                     | H1.1, H1.2, H1.3, H3.1, H3.2, H3.3 |
| 17                                     | 6     | Future plans and aspirations – diary entry  | H1.1, H1.2, H1.3, H3.1, H3.2, H3.3 |
| <b>Section III — Writing in French</b> |       |   |                                    |
| <b>Part B</b>                          |       |   |                                    |
| 18 (a)                                 | 10    | Future plans and aspiration — letter  | H1.1, H1.2, H1.3, H3.1, H3.2, H3.3 |
| 18 (b)                                 | 10    | Holidays, travel and tourism — letter   | H1.1, H1.2, H1.3, H3.1, H3.2, H3.3 |

# French Continuers

## 2008 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     | Leisure and interests – conversation             | H3.1                               |
| 2   | 2     | Daily life lifestyles — conversation             | H3.1                               |
| 3   | 2     | Young person's world – announcement              | H3.1                               |
| 4   | 3     | Arts and entertainment – conversation            | H3.1, H3.2                         |
| 5   | 1     | Daily life, lifestyles – conversation            | H3.1, H3.2                         |
| 6   | 3     | Current issues – advertisement                   | H3.1, H3.2                         |
| 7   | 3     | Current issues – news item                       | H3.1                               |
| 8   | 4     | World of work – conversation                     | H3.1, H3.2                         |
| 9   | 5     | Arts and entertainment – interview               | H3.1, H3.2                         |
| <b>Section II — Reading and Responding</b>  |       |  |                                    |
| <b>Part A</b>                               |       |  |                                    |
| 10 (a)                                      | 2     | Arts and entertainment – email                   | H3.1                               |
| 10 (b)                                      | 3     | Arts and entertainment – email                   | H3.1                               |
| 10 (c)                                      | 2     | Arts and entertainment – email                   | H3.1                               |
| 10(d)                                       | 3     | Arts and entertainment – email                   | H3.2, H3.2                         |
| 11 (a)                                      | 3     | Current issues – article                         | H3.1                               |
| 11(b)                                       | 3     | Current issues – article                         | H3.1                               |
| 11 (c)                                      | 4     | Current issues – article                         | H3.1, H3.2                         |
| 11 (d)                                      | 5     | Current issues – article                         | H3.1, H3.2                         |
| <b>Section II — Reading and Responding</b>  |       |  |                                    |
| <b>Part B</b>                               |       |  |                                    |
| 12  | 15    | Travel and tourism – advertisement               | H1.2, H1.3, H2.1, H2.3, H3.1       |
| <b>Section III — Writing in French</b>      |       |  |                                    |
| 13 (a)                                      | 6     | Young person's world – email                     | H2.1, H2.2, H2.3                   |
| 13 (b)                                      | 6     | Daily life, lifestyles – diary entry             | H2.1, H2.2, H2.3                   |
| 14 (a)                                      | 9     | Current issues – text of speech                  | H2.1, H2.2, H2.3                   |
| 14 (b)                                      | 9     | Personal identify – informal letter              | H2.1, H2.2, H2.3                   |

# French Extension

## 2008 HSC Examination Mapping Grid

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



## **2008 HSC French Beginners Marking Guidelines**

The following marking guidelines were developed by the examination committee for the 2008 HSC examination in French Beginners, and were used at the marking centre in marking student responses. For each question the marking guidelines are contained in a table showing the criteria associated with each mark or mark range. For some questions, 'Sample Answers' or 'Answers may include' sections are included. These are developed by the examination committee for two purposes. The committee does this:

- (1) as part of the development of the examination paper to ensure the questions will effectively assess students' knowledge and skills, and
- (2) in order to provide some advice to the Supervisor of Marking about the nature and scope of the responses expected of students.

The examination committee develops the marking guidelines concurrently with the examination paper. The 'Sample Answers' or similar advice are not intended to be exemplary or even complete answers or responses. As they are part of the examination committee's 'working document', they may contain typographical errors, omissions, or only some of the possible correct answers.

The information in the marking guidelines is further supplemented as required by the Supervisor of Marking and the senior markers at the marking centre.

A range of different organisations produce booklets of sample answers for HSC examinations, and other notes for students and teachers. The Board of Studies does not attest to the correctness or suitability of the answers, sample responses or explanations provided. Nevertheless, many students and teachers have found such publications to be useful in their preparation for the HSC examinations.

A copy of the Mapping Grid, which maps each question in the examination to course outcomes and content as detailed in the syllabus, is also included.

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## Section I — Listening

### Question 1

*Outcomes assessed: H2.1*

#### MARKING GUIDELINES

| Criteria | Marks |
|----------|-------|
| • (D)    | 1     |

### Question 2

*Outcomes assessed: H2.2*

#### MARKING GUIDELINES

| Criteria                               | Marks |
|--|-------|
| • Identifies why the father is upset   | 2     |
| • Identifies some relevant information | 1     |

*Sample answer:*

Sandrine wants to go out again but is not studying enough.

### Question 3

*Outcomes assessed: H2.2*

#### MARKING GUIDELINES

| Criteria  | Marks |
|---|-------|
| • Identifies the information the woman is given | 2     |
| • Identifies some relevant information          | 1     |

*Sample answer:*

The train is now leaving at a later time and from a different platform.

**Question 4***Outcomes assessed: H2.3***MARKING GUIDELINES**

| Criteria   | Marks |
|--|-------|
| • Completes the form with the correct information  | 3     |
| • Completes the form with some correct information | 2     |
| • Identifies some relevant information             | 1     |

*Sample answer:*

|                   |   |
|-------------------|---|
| Nom:              | Pierre  |
| Telephone number: | 03 21 48 11 93  |
| Message:          | Tomorrow's meeting place is now in front of the cinema. |

**Question 5***Outcomes assessed: H2.1***MARKING GUIDELINES**

| Criteria   | Marks |
|--|-------|
| • Demonstrates a comprehensive understanding of why Luc is angry | 3     |
| • Demonstrates a good understanding of why Luc is angry          | 2     |
| • Identifies some relevant information                           | 1     |

*Sample answer:*

Due to transport problems Luke will not be able to get home in time to watch the football final.

**Question 6***Outcomes assessed: H2.5***MARKING GUIDELINES**

| Criteria  | Marks |
|---|-------|
| • Demonstrates a comprehensive understanding of this announcement | 3     |
| • Demonstrates a good understanding of this announcement          | 2     |
| • Identifies some relevant information                            | 1     |

*Sample answer:*

To promote a Mother's Day competition and to give details of how to enter. To advertise Air France.

**Question 7**

*Outcomes assessed: H2.2, H2.4*

**MARKING GUIDELINES**

| Criteria  | Marks |
|---|-------|
| • Demonstrates a comprehensive understanding of why this situation is difficult | 3     |
| • Demonstrates a good understanding of why this situation is difficult          | 2     |
| • Identifies some relevant information  | 1     |

**Sample answer:**

The customer and his girlfriend have two DVDs of the same film. The shop does not exchange DVDs. The boss is unlikely to make an exception.

**Question 8**

*Outcomes assessed: H2.4*

**MARKING GUIDELINES**

| Criteria   | Marks |
|--|-------|
| • Demonstrates a comprehensive understanding of how Philippe reacts to Julie's plans | 4     |
| • Demonstrates a good understanding of how Philippe reacts to Julie's plans          | 2–3   |
| • Identifies some relevant information   | 1     |

**Sample answer:**

Philippe is surprised by Julie's decision. He gives her advice on what she should do. He is judgemental about what she wants to do. He expresses his own opinions about what women should do.

**Question 9**

*Outcomes assessed: H2.4*

**MARKING GUIDELINES**

| Criteria   | Marks |
|--|-------|
| • Demonstrates a comprehensive understanding of how successful Alain is likely to be in his career | 4     |
| • Demonstrates a good understanding of how successful Alain is likely to be in his career          | 2–3   |
| • Identifies some relevant information   | 1     |

**Sample answer:**

He is likely to have some success: he has already demonstrated this but he is very naive. He has some assets as he is young and good-looking but he knows no one in show business. He knows the importance of marketing but has no money to do it. He has faith in himself.

**Question 10**

*Outcomes assessed: H2.2, H2.4*

**MARKING GUIDELINES**

| Criteria  | Marks |
|---|-------|
| • Demonstrates a comprehensive understanding of what the message reveals about Marianne | 5     |
| • Demonstrates a good understanding of what the message reveals about Marianne          | 4     |
| • Demonstrates some understanding of what the message reveals about Marianne            | 2–3   |
| • Identifies some relevant information  | 1     |

**Sample answer:**

She is sensitive in the way she delivers the message. She is wanting to assert herself but asks her father for his understanding. She is independent because she is now old enough to make her own decisions. She is adventurous because she plans to travel alone. She is planning a career in tourism.

**Section II — Reading****Question 11 (a)**

*Outcomes assessed: H2.2*

**MARKING GUIDELINES**

| Criteria                            | Marks |
|-------------------------------------|-------|
| • Identifies either Madrid or Spain | 1     |

**Question 11 (b)**

*Outcomes assessed: H2.2*

**MARKING GUIDELINES**

| Criteria   | Marks |
|--|-------|
| • Identifies what travel arrangements have been made | 2     |
| • Identifies some relevant information               | 1     |

**Sample answer:**

She has decided to travel with someone in his car and to share expenses.

**Question 12 (a)***Outcomes assessed: H2.2***MARKING GUIDELINES**

| Criteria                                     | Marks |
|--|-------|
| • Identifies why Pierre is writing to Sophie | 2     |
| • Identifies some relevant information       | 1     |

**Sample answer:**

Pierre is unable to attend her birthday because he has no transport.

**Question 12 (b)***Outcomes assessed: H2.2***MARKING GUIDELINES**

| Criteria                               | Marks |
|--|-------|
| • Identifies Sophie's solution         | 2     |
| • Identifies some relevant information | 1     |

**Sample answer:**

Sophie suggests that Pierre stay over for the weekend and that they go back to school together.

**Question 13 (a)***Outcomes assessed: H2.2***MARKING GUIDELINES**

| Criteria                               | Marks |
|--|-------|
| • Describes the job being advertised   | 2     |
| • Identifies some relevant information | 1     |

**Sample answer:**

It is a part-time job at La Cité des Sciences, guiding schoolchildren and answering their questions.

**Question 13 (b)**

*Outcomes assessed: H2.4*

**MARKING GUIDELINES**

| Criteria   | Marks |
|--|-------|
| • Demonstrates a comprehensive understanding of the likelihood of Marc being considered for this job | 4     |
| • Demonstrates a good understanding of the likelihood of Marc being considered for this job          | 2–3   |
| • Identifies some relevant information   | 1     |

**Sample answer:**

It is unlikely because he does not say he is bilingual, he does not mention any first-aid qualifications; he does not send either a résumé or a photo.

**Question 14 (a)**

*Outcomes assessed: H2.3*

**MARKING GUIDELINES**

| Criteria                                     | Marks |
|--|-------|
| • Gives a comprehensive profile of Mr Dupont | 3     |
| • Gives a good profile of Mr Dupont          | 2     |
| • Identifies some relevant information       | 1     |

**Sample answer:**

He is a 75 year old widower who has been living in the area for over 40 years.

**Question 14 (b)**

*Outcomes assessed: H2.4*

**MARKING GUIDELINES**

| Criteria   | Marks |
|--|-------|
| • Demonstrates a comprehensive understanding of what improvements the supermarket could make | 4     |
| • Demonstrates a good understanding of what improvements the supermarket could make          | 2–3   |
| • Identifies some relevant information   | 1     |

**Sample answer:**

The supermarket could open a “fresh bakery” section, and have staff available to talk to the customers. They could close the parking area at night and improve the traffic flow.

**Question 15 (a)***Outcomes assessed: H2.2***MARKING GUIDELINES**

| Criteria  | Marks |
|---|-------|
| • Demonstrates a good understanding of why Lucien became a jeweller | 2     |
| • Identifies some relevant information                              | 1     |

**Sample answer:**

Lucien's family owned a jewellery shop and he was obliged to follow the family tradition.

**Question 15 (b)***Outcomes assessed: H2.2***MARKING GUIDELINES**

| Criteria  | Marks |
|---|-------|
| • Demonstrates a comprehensive understanding of why Lucien decided to change jobs | 3     |
| • Demonstrates a good understanding of why Lucien decided to change jobs          | 2     |
| • Identifies some relevant information  | 1     |

**Sample answer**

Because his father made all the decisions, the job was too traditional for him, he was seeing the same people every day.

**Question 15 (c)***Outcomes assessed: H2.1***MARKING GUIDELINES**

| Criteria   | Marks |
|--|-------|
| • Demonstrates a comprehensive understanding of why Lucien is enthusiastic | 5     |
| • Demonstrates a good understanding of why Lucien is enthusiastic          | 4     |
| • Demonstrates some understanding of why Lucien is enthusiastic            | 2–3   |
| • Identifies some relevant information                                     | 1     |

**Sample answer:**

He is in control of his own work. He has the opportunity to make friends and to progress in his field and he is now using cutting-edge technology. His new job requires creativity and reflection.

## Section III — Writing in French

### Part A

#### Question 16

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

#### MARKING GUIDELINES

| Criteria  | Marks |
|---|-------|
| <ul style="list-style-type: none"><li>Communicates ideas and information appropriate to audience, purpose and context</li><li>Applies knowledge of vocabulary, language structures and features to the task</li></ul> | 4     |
| <ul style="list-style-type: none"><li>Communicates with some awareness of audience, purpose and context</li><li>Demonstrates some knowledge of vocabulary, language structures and features</li></ul>                 | 2–3   |
| <ul style="list-style-type: none"><li>Produces some comprehensible language related to the task</li></ul>   | 1     |

#### Question 17

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

#### MARKING GUIDELINES

| Criteria   | Marks |
|--|-------|
| <ul style="list-style-type: none"><li>Communicates relevant ideas and information appropriate to audience, purpose and context</li><li>Organises information and ideas coherently</li><li>Applies knowledge of a variety of vocabulary, language structures and features to the task</li></ul> | 6     |
| <ul style="list-style-type: none"><li>Communicates with some awareness of audience, purpose and context</li><li>Organises ideas and information</li><li>Demonstrates knowledge of vocabulary, language structures and features</li></ul>   | 4–5   |
| <ul style="list-style-type: none"><li>Demonstrates some understanding of the requirements of the task</li><li>Demonstrates limited evidence of the ability to organise ideas</li><li>Demonstrates some knowledge of vocabulary, language structures and features</li></ul>                     | 2–3   |
| <ul style="list-style-type: none"><li>Produces some comprehensible language related to the task</li></ul>  | 1     |

## Section III — Writing in French

### Part B

#### Question 18

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

#### MARKING GUIDELINES

| Criteria   | Marks |
|--|-------|
| <ul style="list-style-type: none"><li>• Presents and develops original ideas, information, and/or opinions relevant to context, purpose and audience</li><li>• Organises information and ideas coherently</li><li>• Demonstrates knowledge of a variety of vocabulary, language structures and features</li></ul>  | 9–10  |
| <ul style="list-style-type: none"><li>• Presents and develops original ideas, information, and/or opinions mostly relevant to context, purpose and audience</li><li>• Organises information and ideas</li><li>• Demonstrates some knowledge of a variety of vocabulary, language structures and features</li></ul> | 7–8   |
| <ul style="list-style-type: none"><li>• Presents and develops some ideas, information, and/or opinions relevant to context, purpose and audience</li><li>• Organises information and ideas with some coherence</li><li>• Demonstrates some knowledge of vocabulary, language structures and features</li></ul>     | 5–6   |
| <ul style="list-style-type: none"><li>• Presents some information relevant to the task</li><li>• Demonstrates elementary knowledge of vocabulary, language structures and features</li></ul>   | 3–4   |
| <ul style="list-style-type: none"><li>• Produces some comprehensible language related to the task</li></ul>  | 1–2   |



## **2008 HSC French Continuers Marking Guidelines**

The following marking guidelines were developed by the examination committee for the 2008 HSC examination in French Continuers, and were used at the marking centre in marking student responses. For each question the marking guidelines are contained in a table showing the criteria associated with each mark or mark range. For some questions, 'Sample Answers' or 'Answers may include' sections are included. These are developed by the examination committee for two purposes. The committee does this:

- (1) as part of the development of the examination paper to ensure the questions will effectively assess students' knowledge and skills, and
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A range of different organisations produce booklets of sample answers for HSC examinations, and other notes for students and teachers. The Board of Studies does not attest to the correctness or suitability of the answers, sample responses or explanations provided. Nevertheless, many students and teachers have found such publications to be useful in their preparation for the HSC examinations.

A copy of the Mapping Grid, which maps each question in the examination to course outcomes and content as detailed in the syllabus, is also included.

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## Section I — Listening and Responding

### Question 1

*Outcomes assessed H3.1*

#### MARKING GUIDELINES

| Criteria  | Marks |
|---|-------|
| • Demonstrates a full understanding of Isabelle’s holiday plans | 2     |
| • Demonstrates some understanding of Isabelle’s holiday plans   | 1     |

*Sample answer:*

She is going to go hiking/walking in the mountains.

### Question 2

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

| Criteria  | Marks |
|---|-------|
| • Identifies how Luc’s family situation affects his plans for this year | 2     |
| • Identifies some relevant information                                  | 1     |

*Sample answer:*

His mother is ill, so he can’t go to university this year.

### Question 3

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

| Criteria  | Marks |
|---|-------|
| • Identifies fully the purpose of the teacher’s talk to the class | 2     |
| • Provides some relevant information                              | 1     |

*Sample answer:*

To encourage students to host a French exchange student in order to improve their French.

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

| Criteria   | Marks |
|--|-------|
| • Demonstrates a full understanding of why Grégory is not likely to see the film | 3     |
| • Demonstrates a good understanding of why Grégory is not likely to see the film | 2     |
| • Identifies some relevant information   | 1     |

**Sample answer:**

Grégory is not likely to see the film because it is a children's movie. He thinks it would put him to sleep. He thinks the actress who plays the leading role is not convincing.

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

| Criteria | Marks |
|----------|-------|
| • B      | 1     |

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

| Criteria  | Marks |
|---|-------|
| • Demonstrates a full understanding of who would be interested in buying <i>Microclie</i> | 3     |
| • Demonstrates a good understanding of who would be interested in buying <i>Microclie</i> | 2     |
| • Identifies some relevant information  | 1     |

**Sample answer:**

Someone who:

- likes participating in outdoor activities
- wants fuss-free transfer of images to a computer
- who is more interested in quality than price

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

| <b>Criteria</b>  | <b>Marks</b> |
|--|--------------|
| • Provides a good explanation for Liliane Anthony's disappointment | 3            |
| • Provides some explanation for Liliane Anthony's disappointment   | 2            |
| • Identifies some relevant information                             | 1            |

**Sample answer:**

Moved by the plight of sick children in Africa, she wanted to become an ambassador for children with a large aid organisation. Her application was turned down because she wasn't a famous person in her own right.

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

| <b>Criteria</b>   | <b>Marks</b> |
|---|--------------|
| • Demonstrates a full understanding of Jeanne's feelings    | 4            |
| • Demonstrates a good understanding of Jeanne's feelings    | 2–3          |
| • Demonstrates a partial understanding of Jeanne's feelings | 1            |

**Sample answer:**

She has mixed feelings. The closure of the mine means her father has lost his old job and they will have to move to Belgium. It will also be difficult for Jeanne who has her bac/exams in two months. On the positive side, her father's new position is better paid and he will be working in the area of solar energy, which is better for the planet than coal.

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

| <b>Criteria</b>  | <b>Marks</b> |
|--|--------------|
| • Demonstrates a perceptive understanding of how those who stole the painting would feel about the interview | 5            |
| • Demonstrates a good understanding of how those who stole the painting would feel about the interview       | 3–4          |
| • Demonstrates some understanding of how those who stole the painting would feel about the interview         | 2            |
| • Identifies some relevant information   | 1            |

**Question 9 (continued)****Sample answer:**

Those who stole the painting would think that the artist being interviewed, Jean Raphaël, totally supports the radical actions of the Fine Arts students. He is really ‘cool’ in the way he deals with the interviewer. She is very judgemental about them taking the painting and colours the interviewer with her opinions e.g. by calling the action of the Fine Arts students *un vol, un crime*; that they were exerting *pression criminelle* and engaging in *chantage* or blackmail. She has to have the last word by saying ‘history will be the judge’, as if the positive outcome of the theft – the Minister deciding to give more money to Arts students – is not really a good thing. The artist refutes her description of their act as a *vol* by explaining their good political intentions. He is never apologetic or defensive but stands his ground and turns the argument back on the interviewer: *Je vous rappelled que, comme vous les appelez*. He explains clearly the reasons for stealing the painting i.e. they have to be extreme to get media attention and they want to get public awareness for their cause. He also makes the point that the painting was handed back *volontairement*.

**Section II — Reading and Responding****Part A****Question 10 (a)**

*Outcomes assessed: H3.1*

**MARKING GUIDELINES**

| Criteria  | Marks |
|---|-------|
| • Identifies fully Jean-Baptiste’s motivation to write this article | 2     |
| • Identifies some relevant information                              | 1     |

**Sample answer:**

For a long time he’s felt strongly about a type of music that annoys him: rap.

**Question 10 (b)**

*Outcomes assessed: H3.1*

**MARKING GUIDELINES**

| Criteria   | Marks |
|--|-------|
| • Demonstrates a comprehensive understanding of Jean-Baptiste’s objection to rap music | 3     |
| • Demonstrates a good understanding of Jean-Baptiste’s objection to rap music          | 2     |
| • Provides some relevant information   | 1     |

**Sample answer:**

He thinks most rap artists and rap music are worthless; for him rap is not music, it’s just noise. The rhymes are simplistic, even childish and he finds the lyrics violent or vulgar to the point of shocking him.

**Question 10 (c)***Outcomes assessed: H3.1***MARKING GUIDELINES**

| Criteria   | Marks |
|--|-------|
| • Demonstrates a full understanding of why Jean-Baptiste has second thoughts about proposed title of the article | 2     |
| • Identifies some relevant information   | 1     |

**Sample answer:**

Because rap music is such a huge phenomenon and very popular with young people, he is afraid that readers might think he is going too far with his title (Alert: bad music).

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

| Criteria   | Marks |
|--|-------|
| • Demonstrates a full understanding of Jean-Baptiste's change of perspective | 3     |
| • Demonstrates a good understanding of Jean-Baptiste's change of perspective | 2     |
| • Provides some relevant information   | 1     |

**Sample answer:**

At the start, he expresses with strong conviction his viewpoint that rap music is annoying and is ready to express these strong views in a school newspaper article. When he asks Christiane "for her opinion" he realises that there are other views, including Christiane's. He is in fact in a minority in his dislike of rap music. He values Christiane's opinions and asks her for her ideas so that he can be more objective. He states that he will respect her views even if they don't agree with his.

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

| Criteria   | Marks |
|--|-------|
| • Outlines fully the circumstances that have led to François taking his parents to court     | 3     |
| • Outlines partially the circumstances that have led to François taking his parents to court | 2     |
| • Provides some relevant information   | 1     |

**Sample answer:**

At age 29, François is still living with his parents. He does not earn much money. After repeated requests, his parents have demanded that he leave.

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

| Criteria   | Marks |
|--|-------|
| • Demonstrates a good understanding of what is surprising about the court's decision | 3     |
| • Demonstrates some understanding of what is surprising about the court's decision   | 2     |
| • Identifies some relevant information   | 1     |

**Sample answer:**

It is surprising that François won the court case and so his parents are obliged to let him stay at home. The law states, in fact, that the contract of marriage requires parents to provide for their children without defining a time limit.

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

| Criteria   | Marks |
|--|-------|
| • Demonstrates a good understanding of the different consequences of this <i>phénomène de société</i> for parents and children | 4     |
| • Demonstrates some understanding of the different consequences of this <i>phénomène de société</i> for parents and children   | 2–3   |
| • Identifies some relevant information   | 1     |

**Sample answer:**

Children gain benefits in that they don't pay board or have to help around the house but they don't learn responsibility e.g. how to save money. But parents suffer: they are caught in a dilemma that can lead to physical and mental health issues for them. While wanting to maintain a good relationship with their children, they lose their freedom and can't plan for their own future.

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

| <b>Criteria</b>   | <b>Marks</b> |
|---|--------------|
| • Demonstrates a perceptive understanding of how the writer's sympathies are reflected in the article | 5            |
| • Demonstrates a good understanding of how the writer's sympathies are reflected in the article       | 4            |
| • Demonstrates some understanding of how the writer's sympathies are reflected in the article         | 2–3          |
| • Identifies some relevant information  | 1            |

***Sample answer:***

The writer's sympathies lie with the parents who are shown to be victims of their adult children (no financial help, house treated as a hotel, mother seen as maid). The parents have good motives (love their children, make sacrifices) even at the expense of their own health and needs for the future. This is also shown by negative language when referring to the children e.g. *refusait de quitter, caprices, gâtés, ne font aucune économie* and, conversely, emotive language when referring to the plight of parents e.g. *Incroyable!, trop c'est trop, détérioration alarmante*. There is some attempt to present a balanced view by the question "A qui la faute en fin de compte?" which lays some blame with the parents. However, the final imagery of the bird leaving the nest reinforces sympathy with the parents: i.e. it is a law of nature that kids leave home when old enough.

## 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**

| <b>Criteria</b>   | <b>Marks</b> |
|---|--------------|
| <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            |



## **2008 HSC French Extension Marking Guidelines**

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**Section I — Response to Prescribed Text: *Marius et Jeannette***  
**Part A****Question 1 (a)**

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

**MARKING GUIDELINES**

| Criteria   | Marks |
|--|-------|
| • Demonstrates a full understanding of what prompted Monique to make these remarks | 2     |
| • Demonstrates some understanding of what prompted Monique to make these remarks   | 1     |

***Sample answer:***

“Cette fois” contrasts with the previous occasion when Jeannette had visited Marius at the *cimenterie* and stayed the night, but told Monique they had not had sex. This time, as Jeannette returns home in the early morning, Monique suggests it is highly unlikely that they did not make love on this occasion. She is right.

**Question 1 (b)**

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

**MARKING GUIDELINES**

| Criteria  | Marks |
|---|-------|
| • Provides a perceptive comparison of the reactions of Monique and Magali | 4     |
| • Provides a good comparison of the reactions of Monique and Magali       | 2–3   |
| • Provides some relevant detail   | 1     |

***Sample answer:***

Upon meeting Jeannette, Monique smiles complicitly and places her hand on Jeannette’s shoulder showing her friendship, support and happiness. She wants more information from Jeannette as she wishes to share in Jeannette’s triumphal joy.

Magali reacts quite differently. Initially, her back is turned towards her mother. When Jeannette touches her arm she turns and appears very anxious. She has been waiting to tell her mother some difficult news which she knows will upset her. Magali reacts to her mother as though she (Magali) is the mother, demanding to know where she was and why she did not tell her children what she was doing.

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

| Criteria   | Marks |
|--|-------|
| • Gives a comprehensive explanation of how Jeannette responds to her daughter's news | 4     |
| • Gives a good explanation of how Jeannette responds to her daughter's news          | 2–3   |
| • Gives some relevant detail   | 1     |

***Sample answer:***

Jeannette detects Magali's anxiety and her response in typical fashion is to be worried (*tu m'inquiètes*). She initiates a series of questions about marriage or pregnancy, not being happy at home and even the possibility that Marius might have done Magali some harm. Magali counters her mother's worst imaginings, as Jeannette obviously has a sense of vulnerability or guilt at having taken Marius as a lover.

When finally told of Magali's intention to study in Paris, Jeannette's role as a caring, protective parent comes to the fore as she dwells on the potential problems. Like many people in the provinces, she has a deep suspicion of the big city (Paris) and fears its effects on her daughter. She finds it difficult to accept that her daughter is mature enough to resist or cope with the temptation of fun and parties, and uses the fact that Magali's roommate will be Rose to make a pun at her expense and to over-dramatise her perception of Rose's vulnerability.

**Question 1 (d)**

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

**MARKING GUIDELINES**

| <b>Criteria</b>   | <b>Marks</b> |
|---|--------------|
| • Demonstrates a perceptive understanding of the role of love in the capacity of characters to cope with change | 5            |
| • Demonstrates a good understanding of the role of love in the capacity of characters to cope with change       | 4            |
| • Demonstrates some understanding of the role of love in the capacity of characters to cope with change         | 2–3          |
| • Identifies some relevant information  | 1            |

***Sample answer:***

In these scenes love appears in two forms. Firstly there is the physicality and human warmth of which Caroline talks, which allowed her and other prisoners to defy the attempts by camp authorities to crush them. Secondly there is the love between mother and daughter i.e. Jeannette and Magali. Despite some tense moments, both mother and daughter show their concern for each other.

This parent-child love is present as we see Jeannette careful to understand the changes in Malek as well. His growing sense of himself as a Muslim is a change that she tries to come to terms with and understand. Jeannette is far more able to help Magali as is evidenced by the warmth and intimacy between her and her daughter e.g. when she presents Magali with her sexy new underwear and they talk of growing up and having children.

Platonic love is a strong force generally in the film as all the neighbours in the *courette* seek to support each other e.g. Justin helping Malek to come to terms with his Islamic heritage and teaching all the children the benefits of racial and religious tolerance.

Finally, there is the love between Marius and Jeannette who face different struggles as their lives change. Marius is given new hope as he tries to put behind him the deaths of his wife and children. For Jeannette, Marius' love is a vital support in coping with being alone after the loss of Malek's father. She finds in his love security and solidarity in her struggle to raise her children.

Justin and Caroline find companionship and physical intimacy as they age together.

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

### Part A

#### Question 3 (a)

Outcomes assessed: H2.1, H2.2

#### MARKING GUIDELINES

| Criteria  | Marks |
|---|-------|
| • Demonstrates a full understanding of why Madame Quentin makes these remarks | 2     |
| • Demonstrates some understanding of why Madame Quentin makes these remarks   | 1     |

#### Sample answer:

Whilst eating with her sons and Bonnet in a town restaurant, two militia seek to eject an elderly Jewish man from the restaurant. Madame Quentin seeks to protect her son by referring to his childish ignorance in calling the militia *collabos* (collaborators) .

#### Question 3 (b)

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

#### MARKING GUIDELINES

| Criteria  | Marks |
|---|-------|
| • Provides a full understanding of how Madame Quentin’s social and political views are reflected in these scenes. | 4     |
| • Provides a good understanding of how Madame Quentin’s social and political views are reflected in these scenes. | 2–3   |
| • Provides some relevant detail   | 1     |

#### Sample answer:

Madame Quentin has some sympathy for the German occupiers as she allows herself to be won over by the gallantry of the German Officer. Her heated attempt to clear her family of any possible taint of Jewishness by upholding their Catholic credentials demonstrates her conservative, upper middle class and somewhat anti-Semitic views. Her blunt observation that the quiet Bonnet might be a “*crétin*” indicates her inherently dismissive attitude towards anything or anyone that does not meet her standards or whom she considers different or inferior. Madame Quentin rejects out of hand the possibility that François might join the French underground, appealing instead to his need to do the *bac*. She is anxious that he maintain the family’s social status and economically important role after the war and not become a martyr or cannon fodder like so many members of the working classes. Her distaste for socialism is evidenced by her negative remark about Léon Blum.

Even though she professes support, as a good Catholic, for Julien’s desire to become a priest, she nevertheless indicates her wishes that he enter one of the *Ecoles Supérieures* in the tradition of his family, again with the clear view that he become a leading member of society one day.

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

| Criteria  | Marks |
|---|-------|
| • Provides a perceptive comparison of how the characters of Julien and François are portrayed | 4     |
| • Provides a good comparison of how the characters of Julien and François are portrayed       | 2–3   |
| • Provides some relevant detail   | 1     |

***Sample answer:***

François is somewhat heedless of personal danger and a little reckless, as he calls the militia collaborators and lies to the Germans by giving them false directions. He expresses his patriotic views by saying that he wants to join the Underground. He reads situations and people clearly: he mentions to his mother the real reason for the Nazi Officer's support of the Jewish man (i.e. to impress her) and perceptively reads his brother Julien as a "*grand sentimental*". He expresses cynicism about the priesthood when he jokingly implies that Julien would give up the priesthood for a woman. Yet he is a womaniser himself as he goes to pay his compliments to Laviron's mother when in fact it is Laviron's good-looking sister in whom he is interested.

Julien and François have characteristics in common as they both participate in needling their mother about the Reinach family and their Jewishness, parodying her overused defence of the long-suffering priests... "*qui se crèvent la santé...* etc". But Julien shows himself here to be softer and less impulsive than his brother. He quietly defends Bonnet against his mother's enquiries (*Et il a ses raisons*) and says he wants to be a missionary. He seeks his mother's approval as he asks her: "*C'est contre vos idées?*" and shows just how much he needs his mother when he suggests the possibility of returning secretly with her to Paris against the wishes of his father.

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

| <b>Criteria</b>   | <b>Marks</b> |
|---|--------------|
| • Demonstrates a perceptive understanding of how belonging versus alienation are explored through Joseph's role | 5            |
| • Demonstrates a good understanding of how belonging versus alienation are explored through Joseph's role       | 4            |
| • Demonstrates some understanding of how belonging versus alienation are explored through Joseph's role         | 2–3          |
| • Identifies some relevant information  | 1            |

***Sample answer:***

In this scene we witness Joseph's rejection by his girlfriend Fernande and just how important her love has been to him: "*Ma vie, sans toi, elle est brisée*". The way the two brothers mimic and parody his cries clearly shows their contempt for him. In this moment he appears a lonely, rejected figure. Joseph's limp is a physical metaphor for his inability to belong in the school. He is young like the students but comes from a deprived background. Even though part of the staff, he has the role of a go-between and therefore does not really belong anywhere. His blackmarket in food, cigarettes and the like is a way for him to allay his poverty and to make himself seem more important but it also accentuates his alienation from the proper codes of school life. He is despised and rejected by the students and Madame Perrin is merely a role model for him as someone involved in criminal activity herself – certainly no friend. Finally Joseph alienates himself beyond redemption as he leads the Germans to the Jewish boys and exposes the school's covert harbouring of them. He takes this action in response to being expelled by Père Jean after his role in the black market is discovered. He is outraged by the injustice of being singled out as the one who has to leave while the students who were equally involved will remain at the school. This ultimate sense of betrayal and alienation leads to his final act of revenge.

## 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   |