

2016 HSC French Extension — Written Examination Marking Guidelines

Section I — Response to Prescribed Text Part A

Question 1 (a)

Criteria	Marks
• Provides a good understanding of San Pellegrino’s behaviour at the beginning of this scene	2
• Provides some relevant information	1

Sample answer:

San Pellegrino deliberately knocks Sami’s food from his hands and mocks him in the canteen because he is part of Guilain’s gang. He apologises to Sami after Guilain hits him over the head just to keep up the act – this is a continuation of Guilain’s planned bullying of Sami.

Question 1 (b)

Criteria	Marks
• Demonstrates a thorough understanding of how this scene is significant in the development of Guilain as a character	3
• Demonstrates satisfactory understanding of how this scene is significant in the development of Guilain as a character	2
• Provides some relevant information	1

Sample answer:

Throughout the film, Guilain is developed as a bully and controlling character.

The significant development in this scene is that he becomes nastier, escalating the bullying to attacking Sami’s religion for the first time (tricking him to eat pork).

This scene leads Guilain to resort to criminal behaviour, paying the Picassos to continue bullying Sami in order to remain in control.

Question 1 (c)

Criteria	Marks
• Demonstrates a comprehensive understanding of how lack of belonging is explored in this scene and in ONE other scene	4
• Demonstrates a thorough understanding of how lack of belonging is explored in this scene and in ONE other scene	3
• Demonstrates a satisfactory understanding of how lack of belonging is explored in this scene	2
• Provides some relevant information	1

Sample answer:

It is clear in this scene that Sami does not belong: he sits alone, neither the teachers nor the other students intervene to support him when he is bullied by Guilain.

By comparison at the De Chazelle household: Sami is not used to the wealth and opulence of Neuilly and of the De Chazelle mansion. Charles makes it clear that Sami is not welcome in his room (refuses to let him put up his posters). The family's table manners are foreign to Sami (silver cutlery, etiquette).

Answers could include:

The Christian crosses on the walls contrast with the symbols of his religion. The concept of wearing a school uniform is foreign to him. The principal makes it clear that to belong, high grades are expected however his low marks are the best he can do.

Question 1 (d)

Criteria	Marks
• Provides a perceptive analysis of how the atmosphere is created in this scene with excellent reference to film techniques and language	6
• Provides a comprehensive analysis of how the atmosphere is created in this scene with excellent reference to film techniques and language	5
• Provides a satisfactory analysis of how the atmosphere is created in this scene with some reference to film techniques and/or language	3–4
• Provides a limited analysis of how the atmosphere is created in this scene	2
• Provides some relevant information	1

Sample answer:

The atmosphere created in this scene is one of confusion and tension, fear/intimidation.

The tension is immediate from the first line (*can't you pay attention, didn't they teach you anything in Chalon?*) and builds while Guilain is trying to get Sami's trust at the table.

Film techniques:

- Guilain uses duplicitous smiles, a handshake and sits very close to Sami.
- Quick transitions between long shots (whole room) and close-ups (Sami and Guilain) create further tension and confusion. Sudden noises, eg the crashing tray and pig noises contrast with the quiet moments in the discussion.
- Camera angles and different shots are used to emphasise Sami's smallness and Guilain's power to create/add to the atmosphere.
- Guilain uses physical violence which is unexpected and extreme. This increases the atmosphere of fear and intimidation.

Language:

- He uses childlike language (*c'est un petit-déjeuner qui dure toute la journée*) as well as inclusive and reassuring language such as *t'inquiète s/c'est ridicule, nos embrouilles*.
- Guilain's unexpected quick transitions between registers (formal *Je te prie d'accepter mes excuses* and colloquial *casse-toi*) also serve to confuse.

Answers could include:

- He scolds his own gang member (*casse-toi*), further confusing the audience.
- There is a high angle shot when Sami is picking up his tray, making him look small and fearful.
- There are low angle shots of Guilain when he is slapping his friend (San Pellegrino).

Section I — Response to Prescribed Text

Part B

Question 2

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

Section II — Writing in French

Questions 3 and 4

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

2016 HSC French Extension Mapping Grid

Oral Examination

Question	Marks	Content	Syllabus outcomes
1	10	Issues of tolerance — monologue	H1.1, H1.2
2	10	Relationships — monologue	H1.1, H1.2

Written Examination

Section I — Response to Prescribed Text

Part A

Question	Marks	Content	Syllabus outcomes
1 (a)	2	<i>Neuilly sa mère!</i>	H2.1, H2.2, H2.3
1 (b)	3	<i>Neuilly sa mère!</i>	H2.1, H2.2, H2.3
1 (c)	4	<i>Neuilly sa mère!</i>	H2.1, H2.2, H2.3
1 (d)	6	<i>Neuilly sa mère!</i>	H2.1, H2.2, H2.3

Section I — Response to Prescribed Text

Part B

Question	Marks	Content	Syllabus outcomes
2	10	<i>Neuilly sa mère!</i> — script of a conversation	H2.1

Section II — Writing in French

Question	Marks	Content	Syllabus outcomes
3	15	Issues of tolerance — script of a speech	H1.1, H1.2
4	15	The impact of social class — script of a speech	H1.1, H1.2