

## 2017 HSC French Extension — Written Examination Marking Guidelines

### Section I — Response to Prescribed Text Part A

#### Question 1 (a)

Criteria	Marks
• Demonstrates a good understanding of the reason for the close-up of the school motto	2
• Provides some relevant information	1

*Sample answer:*

The close-up of the motto allows the director to reinforce the significance and the values of the school, the high expectations placed on its students and the hard work and discipline expected (which Sami might find different from his previous school).

#### Question 1 (b)

Criteria	Marks
• Demonstrates a perceptive understanding of the wisdom of this decision	3
• Demonstrates a good understanding of the wisdom of this decision	2
• Provides some relevant information	1

*Sample answer:*

The principal's decision to put Sami in Charles's class, so that Sami has support, is not at all wise because neither will be pleased. Charles is not supportive of Sami and vice versa as they both feel embarrassed at having to be identified as cousins. Both will be disappointed by this decision.

**Question 1 (c)**

Criteria	Marks
• Provides a comprehensive explanation of how film techniques are used to portray the Principal and Mademoiselle Blanchet in the two scenes	4
• Provides a thorough explanation of how film techniques are used to portray the Principal and Mademoiselle Blanchet in the two scenes	3
• Provides a good explanation of how film techniques are used in the scene(s)	2
• Provides some relevant information	1

***Sample answer:***

Both women are trying to be kind and welcoming. However, through the use of film techniques, the director portrays them as condescending and lacking compassion eg the juxtaposition of the two scenes, the close-ups to show real feelings and body language and panning to clearly show everyone’s reactions.

The director’s decision to place the classroom scene directly after the Principal’s interview highlights the contrast of the rhetoric of the Principal with the reality of the teacher’s inappropriate introduction of Sami.

The Principal sits in the decor of a stereotypical office, is forthright and confident of her school’s standards, though her pleasant manner is not genuine. The director uses close-ups of her haughty looks, and her facial expressions show she doubts everything Sami says. The camera angle emphasises that, by turning her body towards Djamila, she ignores Sami.

In the classroom, the long camera shot shows the teacher putting her hands on Sami’s shoulders and guiding him to his chair, which belittles him. The camera pans across the classroom, showing her actions are making him an outcast rather than a welcomed new class member. This is in contrast with the ‘high expectations’ of the school.

**Question 1 (d)**

Criteria	Marks
• Provides a perceptive analysis of how Sami’s awareness of social class further develops in the two scenes	6
• Provides a comprehensive analysis of how Sami’s awareness of social class further develops in the two scenes	5
• Provides a satisfactory analysis of how Sami’s awareness of social class develops in one/two scenes	3–4
• Provides a limited analysis of Sami’s awareness of social class	2
• Provides some relevant information	1

***Sample answer:***

In these two scenes Sami’s awareness of social class further develops through every interaction he has. Previously he had already been exposed to the contrast between his apartment in Chalon and the Neuilly mansion. It is at this point in the film that he realises that he has been stereotyped as belonging to a different and lower class.

During the interview with the principal, it becomes clear to Sami that in Neuilly expectations of achievement are higher.

In the Neuilly classroom, where the students and teacher seem to have had very little exposure to other cultures, his surname puts him into a different social class. The teacher makes a point of describing his former suburb as ‘difficult’ and adding that his mother works on a boat and that his father is dead.

Sami clearly realises that his background puts him in a different social class. Despite wearing the same uniform, he is teased by the boys as it has been purchased from Monoprix.

**Section I — Response to Prescribed Text**  
**Part B**

**Question 2**

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

## Section II — Writing in French

### Questions 3 and 4

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

# 2017 HSC French Extension Mapping Grid

## Oral Examination

Question	Marks	Content	Syllabus outcomes
1	10	Monologue — Relationships	H1.1, H1.2
2	10	Monologue — The impact of social class	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>	H2.2, H2.3
1 (b)	3	<i>Neuilly sa mère!</i>	H2.2
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

## Written Examination

### Section I — Response to Prescribed Text

#### Part B

Question	Marks	Content	Syllabus outcomes
2	10	<i>Neuilly sa mère!</i> — Monologue	H2.1

## Written Examination

### Section II — Writing in French

Question	Marks	Content	Syllabus outcomes
3	15	Letter to the editor — Issues of tolerance	H1.1, H1.2
4	15	Letter to the editor — Relationships	H1.1, H1.2