

2018 HSC French Extension — Written Examination Marking Guidelines

Section I — Response to Prescribed Text Part A

Question 1 (a)

Criteria	Marks
• Demonstrates a sound understanding of the significance of the setting in this scene	2
• Provides some relevant information	1

Sample answer:

The setting is significant as it contrasts Sami's home in Châlon with the extreme luxury of the dining room in Neuilly. The setting also highlights Sami's feeling of alienation in this unfamiliar social class of wealth and privilege.

Question 1 (b)

Criteria	Marks
• Demonstrates a sound understanding of what Caroline reveals about herself during this dinner with detailed reference to the extract provided	3
• Demonstrates some understanding of what Caroline reveals about herself during this dinner with some reference to the extract provided	2
• Provides some relevant information	1

Sample answer:

During this dinner Caroline reveals that she is very disrespectful and insolent, continually commenting rudely on everything Charles and her father say eg « *Mais excuse-moi de m'intéresser à autre chose qu'à ma gueule !* » and « *Papa est totalement old-school et psycho rigide !* » and « *Bon ben alors, de quoi tu parles ? Tais-toi !* ».

She also reveals that she is insincere and hypocritical when she says « *C'est nous qui sommes désolés, Sami* » and « *Bien parlé, petit cousin !* ». She seems to be supporting Sami but her rude behaviour at the dinner would not be making Sami feel welcome.

Caroline appears to have a social conscience and strong political opinions as she willingly argues every political point eg « *C'est dégueulasse ... dans les HLM crasseux* » and « *La vérité ? T'es déjà allé dans une cité ?* ».

Question 1 (c)

Criteria	Marks
<ul style="list-style-type: none"> Provides a thorough description of the relationship between Charles and Djamila in this scene and in ONE other scene 	4
<ul style="list-style-type: none"> Provides a sound description of the relationship between Charles and Djamila in this scene and in ONE other scene 	3
<ul style="list-style-type: none"> Demonstrates some understanding of the relationship between Charles and Djamila 	2
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

In this dinner scene, Charles and his stepmother clash. He is angry with Djamila because he has to give up his favourite meal which Sami cannot eat eg « *Je croyais que c'était 'saucisse purée' aujourd'hui ?* ». Charles feels that Djamila is being more supportive of Sami's needs than his. When Djamila tries to calm the atmosphere by telling Charles to stop ranting « *Charles, c'est bon !* », Charles continues the argument « *Non mais c'est vrai ...* ».

However, in the scene where Sami first meets the de Chazelle family, Djamila is motherly and loving « *C'est bien mon cœur* » and Charles reciprocates with kind words and a kind tone. He welcomes Sami and Nadia and agrees to help Sami settle in. Djamila praises Charles for jogging and refers to him as « *il est adorable, un peu spécial* » when talking to Nadia, showing us a kind way of describing Charles's particular character/personality.

Answers could include:

Other scenes could include the second dinner scene, the brunch scene, the hospital scene.

Question 1 (d)

Criteria	Marks
<ul style="list-style-type: none"> Provides a perceptive analysis of how people of different cultures are challenged, with comprehensive reference to this scene and ONE other 	6
<ul style="list-style-type: none"> Provides a thorough analysis of how people of different cultures are challenged, with sound reference to this scene and ONE other 	5
<ul style="list-style-type: none"> Provides a sound analysis of how people of different cultures are challenged, with some reference to this scene and ONE other 	3–4
<ul style="list-style-type: none"> Demonstrates some understanding of the different cultures depicted in this scene and/or ONE other 	2
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

This scene highlights many issues relating to the tolerance and acceptance of other cultures. All the characters are challenged when faced with political, racial, religious and social differences.

Sami is overwhelmed by the world he has entered. He is challenged by the behaviour of the family. Charles and Stan show a distinct lack of understanding of Sami's life in the suburbs, using stereotypical ideas, which embarrass Sami, eg they call Chalon 'passionnant' and 'différente' in a negative, condescending way. Sami is challenged by Charles's call for the 'scum' to 'be hosed out'.

Sami and Stan are both challenged by the incident with the lettuce. Sami doesn't understand the formal etiquette and Stan is embarrassed by his upbringing which has caused him to be so restrictive and aggressive.

Charles is challenged by the change in his family's meals to cater for Sami's Islamic background. He doesn't want to give up what he sees as 'his freedom'. Sami's freedom is constantly challenged as he is confronted by such intolerance.

In a later scene in the film at the brunch, Charles is challenged by the politician to find out more about the people and their lives in Chalon. He then asks Sami in a more genuine way to talk about Chalon, which causes Sami to feel challenged by the sudden interest Charles has in him.

At the brunch, Sami's cultural values are challenged as Djamila asks him to steal Stan's phone to check who he has been calling. Sami is under a lot of pressure to do something he feels is wrong, but must obey his aunt.

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

2018 HSC French Extension Mapping Grid

Oral Examination

Question	Marks	Content	Syllabus outcomes
1	10	Monologue — Issues of tolerance	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
1 (b)	3	<i>Neuilly sa mère!</i>	H2.1, H2.2
1 (c)	4	<i>Neuilly sa mère!</i>	H2.1, H2.2
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> — Script of conversation	H2.1

Written Examination

Section II — Writing in French

Question	Marks	Content	Syllabus outcomes
3	15	Essay — Relationships	H1.1, H1.2
4	15	Essay — The impact of social class	H1.1, H1.2