

2019 HSC French Extension — Written Examination Marking Guidelines

Section I — Response to Prescribed Text Part A

Question 1 (a)

Criteria	Marks
• Demonstrates a sound understanding as to why Sami reacts as he does	2
• Provides some relevant information	1

Sample answer:

Sami denies knowing the Picassos and emphatically repeats it. The two previous encounters he had with them got him into trouble ie when they came to the party and a brawl ensued.

Question 1 (b)

Criteria	Marks
• Provides a description of the connection between Guilain and the Picasso gang	2
• Provides some relevant information	1

Sample answer:

Guilain uses the Picasso gang to appear innocent. Namely, he pays the gang money to gatecrash the party at Charles' house in order to spoil the fun and to demean Sami and Charles. By paying them, Guilain knows that he gains a position of power, as they are very interested in money.

Question 1 (c)

Criteria	Marks
• Demonstrates a sound understanding as to why the Picasso gang have come to the school	2
• Provides some relevant information	1

Sample answer:

They have come to the school for the purpose of clearing Sami of any wrongdoing because Marie has offered them money. The leader of the Picasso gang says that they do not want to get Sami expelled 'on veut pas faire virer un p'tit'. They say that they want Sami to have a better future than them and not to be stigmatised as they are.

Question 1 (d)

Criteria	Marks
• Provides a thorough and perceptive explanation of the way in which Djamila acts towards Sami in this scene and in the previous encounter	4
• Provides a thorough explanation of Djamila's attitude towards Sami in this scene and in the previous encounter	3
• Provides some understanding of Djamila's attitude towards Sami in this scene and/or the change from the previous encounter	2
• Provides some relevant information	1

Sample answer:

Djamila now knows that Sami is innocent of all wrongdoing so she is now relaxed and supportive towards Sami. For example she ruffles his hair and leans down towards him speaking in a gentle manner.

However, in a previous scene in the children's bathroom Djamila is furious with Sami and insults him vehemently with coarse language in Arabic. She is feeling dragged down and humiliated by him. Djamila sees Sami as a representative of the housing estates and all the undesirable traits associated with this. Djamila is particularly angry with Sami as she has tried so hard to escape her origins, namely to not be associated with 'sales arabes'.

Question 1 (e)

Criteria	Marks
<ul style="list-style-type: none"> Provides a perceptive analysis of how the issue of social class is explored in this scene with detailed references 	5
<ul style="list-style-type: none"> Provides a thorough analysis of how the issue of social class is explored in this scene with detailed references 	4
<ul style="list-style-type: none"> Provides a sound analysis of how the issue of social class is explored in this scene with some reference to this scene 	3
<ul style="list-style-type: none"> Demonstrates some understanding of how the issue of social class is explored in this scene 	2
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

The issue of social class can be explored in this scene through language, content and film technique.

This scene shows how social class really does determine your future as demonstrated by the petty crimes that the Picasso gang have to stoop to in order to survive. The leader of the gang is juxtaposed with the fox behind him implying that the leader of the Picassos is as wily and cunning as a fox and will do what he has to do in order to get money. The scene shows that if you are unable to gain an education there will be no chance to improve your social standing and your lot in life.

The language used by the Picasso gang in this scene is quite inappropriate for a meeting in the Principal's office. The level of language used shows the huge educational difference between the Picasso and the Saint Exupéry School eg 'de l'oseille pour foutre le bordel le souk'. Such slang would not be acceptable in a formal interview and is not necessarily comprehensible. The use of swear words such as 'comme une merde' would not be usual or acceptable. The fact that the head of the Picasso gang talks non-stop about inappropriate and personal details serves to emphasise the social chasm between the Principal and the Picasso gang.

The Picasso gang demonstrate a lack of awareness in a formal situation because they left school in Year 8 and thus have no idea about how to behave and speak.

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

2019 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
1 (b)	2	<i>Neuilly sa mère</i>	H2.1
1 (c)	2	<i>Neuilly sa mère</i>	H2.1
1 (d)	4	<i>Neuilly sa mère</i>	H2.2, H2.2
1 (e)	5	<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 a conversation	H2.1

Written Examination

Section II — Writing in French

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