

## 2020 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 Elisa's behaviour towards Driss	3
• Demonstrates some understanding of Elisa's behaviour towards Driss	2
• Provides some relevant information	1

**Sample answer:**

Elisa is dismissive, disparaging and insulting towards Driss because she has a very low opinion of him and his background. She displays racial prejudice. She distrusts him because she thinks he is taking advantage of her father.

This low opinion is apparent when she uses the familiar 'tu' form and the imperative when she tells him to give her a cigarette. She belittles him when taunting him about his lack of education when she questions him about reading and painting. She also dismisses him as a racial stereotype when she states that's how women are treated in your country.

**Question 1 (b)**

Criteria	Marks
• Demonstrates a sound understanding of Philippe's motivation in making this demand	3
• Demonstrates some understanding of Philippe's motivation in making this demand	2
• Provides some relevant information	1

**Sample answer:**

Philippe does not want to reveal his real self as a disabled person, just in case he is rejected. He wants Yvonne to replace the more recent photo with a photo that shows him to be more attractive and virile to the woman to whom he regularly writes poetry he wants this done discreetly so Driss is not aware of the change. Philippe has difficulty with his status as a disabled person and wishes to mask that aspect by sending a photo where he is younger and not in his wheelchair.

**Question 1 (c)**

Criteria	Marks
• Provides a thorough explanation of what this statement reveals about Driss	4
• Provides a sound explanation of what this statement reveals about Driss	3
• Provides some explanation of what this statement reveals about Driss	2
• Provides some relevant information	1

**Sample answer:**

There is irony in saying 'Where is the respect here? What are we? Are we dogs?' as Driss has been disrespectful / a rule breaker in the past. Since being employed by Philippe he has changed. He now respects the rules of the house and expects others to live by them.

Driss believes that Elisa looks down on everyone and it is ironic that he should care and wish to teach her a lesson, given that in the past he would have been the one needing the lesson, eg Driss stole a Fabergé egg when he first visited Philippe's house. Now he is taking the position of judging someone else's bad behaviour and feeling outraged.

**Answers could include:**

- Driss, being the eldest in the family, has previously been in the role of disciplining and trying to keep the younger siblings (cousins) in line and gives an example of an interaction with his 'younger cousin'.

## Question 1 (d)

Criteria	Marks
<ul style="list-style-type: none"> <li>Provides a perceptive analysis of how the issue of acceptance is explored, in this extract and one other scene</li> </ul>	5
<ul style="list-style-type: none"> <li>Provides a comprehensive analysis of how the issue of acceptance is explored, in this extract and one other scene</li> </ul>	4
<ul style="list-style-type: none"> <li>Provides a sound analysis of how the issue of acceptance is explored, in this extract and/or one other scene</li> </ul>	3
<ul style="list-style-type: none"> <li>Demonstrates some understanding of acceptance in this extract and/or elsewhere in the film</li> </ul>	2
<ul style="list-style-type: none"> <li>Provides some relevant information</li> </ul>	1

### **Sample answer:**

Philippe shows acceptance by employing Driss, a person who is not the typical 'carer' and who does not treat him as a 'cripple' as the other prospective carers may have done.

Driss has embraced his new surroundings, and is now very comfortable in this new milieu, as demonstrated by him painting in his room after being taken to the art gallery by Philippe.

In this scene, we also see that Driss feels accepted and confident enough to approach Philippe about Elisa and discuss his opinion. He has also advised him about which photo to send. The initial working relationship between Philippe and Driss has now turned into mutual respect and friendship. They have supported each other, learned from each other and accepted each other.

Later in the film, Philippe demonstrates acceptance of his situation by being strong enough to let Driss leave to support his own family. Philippe also realises that Driss has accepted his morality so as not to fall back into a life of crime.

### *Other scenes that students could include:*

- Driss accepting all responsibilities as a carer for Philippe including washing and toileting.
- When Driss is applying for a job, he is not humiliated by the mention of his prison service but finds another way to impress the prospective employer through his comment about language and art.
- In the last scene, through Driss's help, Philippe has learnt to overcome his reservations about meeting his paramour in Dunkerque. Facing her and his fear, he shows a new acceptance.
- The issue of acceptance involves both the desire to be accepted unconditionally by others as well as the concept of the individual accepting his/her situation/condition.

## 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

# 2020 HSC French Extension Mapping Grid

## Oral Examination

Question	Marks	Content	Syllabus outcomes
1	10	Acceptance — monologue	H1.1, H1.2
2	10	Resilience — monologue	H1.1, H1.2

## Written Examination

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

Question	Marks	Content	Syllabus outcomes
1 (a)	3	<i>Intouchables</i>	H2.1
1 (b)	3	<i>Intouchables</i>	H2.1
1 (c)	4	<i>Intouchables</i>	H2.2
1 (d)	5	<i>Intouchables</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>Intouchables</i> — conversation	H2.1

## Written Examination

### Section II — Writing in French

Question	Marks	Content	Syllabus outcomes
3	15	Acceptance — article	H1.1, H1.2
4	15	Identity — article	H1.1, H1.2