

2024 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 what Driss is objecting to	2
• Provides some relevant information	1

Sample answer:

‘No one ever taught you to knock?’ Driss is objecting to the fact that Elisa has just walked into his room without knocking. He is in his private space painting a picture.

Question 1 (b)

Criteria	Marks
• Demonstrates a sound understanding as to why Driss says this	3
• Demonstrates some understanding as to why Driss says this	2
• Provides some relevant information	1

Sample answer:

‘Give me the go ahead to have a word with her’. There are many things that Elisa needs to improve upon according to Driss. He says that she disrespects everyone by her rude actions and attitudes. She snogs her boyfriend in the house which is not appropriate. She looks down arrogantly on everyone else, including her father.

Question 1 (c)

Criteria	Marks
<ul style="list-style-type: none"> Provides a thorough comparison of the ways in which Driss interacts with Elisa and Philippe 	4
<ul style="list-style-type: none"> Provides a sound comparison of the ways in which Driss interacts with Elisa and Philippe 	3
<ul style="list-style-type: none"> Provides some understanding of the ways in which Driss interacts with Elisa and Philippe 	2
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

Driss and Elisa have a combative relationship. The language that is used between them is of the lowest register. Even though they hardly know each other they use the 'tu' form when addressing each other. This shows a lack of respect from both. Driss uses remarkably familiar and rude language with Elisa which shows he does not like her eg *Dégage, t'as chaud ou quoi, putain!* Elisa, in her turn, is disdainful of him and insults him.

In contrast, Driss and Philippe are unfailingly polite to one another, always using the 'vous' form. Driss is angry (he says that he is about to explode). Driss uses colourful imagery when talking about Elisa to Philippe but there is no disrespect/there is a certain familiarity between the two men, which comes from their friendship and their understanding of one another. Driss uses humour when speaking to Philippe eg his suggestion that Philippe run over Elisa.

Answers could include:

Driss is more comfortable around Philippe as he is able to speak to him about his parenting and Elisa's bad behaviour.

Question 1 (d)

Criteria	Marks
• Provides a perceptive analysis of how identity is explored in this extract	6
• Provides a thorough analysis of how identity is explored in this extract	5
• Provides a sound analysis of how identity is explored in this extract	4
• Demonstrates some understanding of how identity is explored in this extract	2–3
• Provides some relevant information	1

Answers could include:

- Philippe wishes to hide his identity as a handicapped person. He makes sure that Yvonne takes out the photo that Driss suggested. He wants to replace it with one that he thinks shows him in a better light.
- Driss, without realising it, has adapted his identity to one of belonging to the haute bourgeoisie.
- Driss has been changed by his new environment and experiences while working for and living with Phillippe.
- Driss is painting a canvas, something that he would never previously have done/think of doing.
- Philippe has been blind to Driss's transformation. Philippe, who has preconceived notions about Driss, is astonished that Driss has taken up painting. This idea is reinforced by Yvonne's reaction.
- Philippe is sceptical about whether Elisa's behaviour is so bad until Yvonne acknowledges that Elisa behaves badly.
- Driss demands respect for himself from Philippe and Yvonne. Driss expects a fair hearing from Philippe as he is a member of that household.
- Previously Driss would not have solved a problem in this way. Coming from a disadvantaged area, problems were often solved with violence. However, Driss no longer operates in this way.

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 structure • 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 structure • 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 structure 	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

2024 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)	2	<i>Intouchables</i>	H2.1, H2.3
1 (b)	3	<i>Intouchables</i>	H2.1, H2.2, H2.3
1 (c)	4	<i>Intouchables</i>	H2.1, H2.2, H2.3
1 (d)	6	<i>Intouchables</i>	H2.1, H2.2, H2.3

Section I — Response to Prescribed Text

Part B

Question	Marks	Content	Syllabus outcomes
2	10	<i>Intouchables</i> — conversation	H2.1

Section II — Writing in French

Question	Marks	Content	Syllabus outcomes
3	15	Identity — essay	H2.1, H2.2
4	15	Acceptance — essay	H2.1, H2.2