

# French marking guide

External assessment

## Combination response (50 marks)

### Assessment objectives

This assessment instrument is used to determine student achievement in the following objectives:

1. comprehend French to understand information, ideas, opinions and experiences related to finishing secondary school, future plans and responsibilities
2. identify tone, purpose, context and audience to infer meaning, values and attitudes related to finishing secondary school, future plans and responsibilities
3. analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives related to finishing secondary school, future plans and responsibilities
4. apply knowledge of French language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions related to finishing secondary school, future plans and responsibilities
5. structure, sequence and synthesise information to justify opinions, ideas and perspectives related to finishing school, future plans and responsibilities

**Note:** Objective 6 is not assessed in this instrument.

## Purpose

This document is an External assessment marking guide (EAMG).

The EAMG:

- Provides a tool for calibrating external assessment markers to ensure reliability of results
- Indicates the correlation, for each question, between mark allocation and qualities at each level of the mark range
- Informs schools and students about how marks are matched to qualities in student responses.

## Mark allocation

Where a response does not meet any of the descriptors for a question or a criterion, a mark of '0' will be recorded. Where no response to a question has been made, a mark of 'N' will be recorded.

# External assessment marking guide

## Short response in French (15 marks)

| Q | Sample response   | The response:  | M | The response:   | M |
|---|---|--|---|---|---|
| 1 | <p>Paul, son copain français. Il commence le message avec : « Salut Paul ».</p> <p>Par téléphone, il lui laisse un message sur son répondeur.</p> <p>Mark dit : « Juste un petit message ... ».</p> | <ul style="list-style-type: none"> <li>states that Paul is the audience</li> <li>provides 1 example to support this statement</li> <li>states that stimulus is a voicemail or phone message</li> <li>provides 1 example to support this statement</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>states that Paul is the audience</li> <li>states that stimulus is a voicemail or phone message</li> <li>provides 2 examples to support that it is a voicemail or phone message</li> </ul> | 4 | <ul style="list-style-type: none"> <li>conveys meaning relevant to the question and allowing for few errors</li> </ul>  | 4 |
|   |   | <ul style="list-style-type: none"> <li>states that Paul is the audience</li> <li>states that stimulus is a voicemail or phone message</li> <li>provides 1 example to support one of these statements</li> </ul>  | 3 | <ul style="list-style-type: none"> <li>conveys meaning relevant to the question and allowing for some errors</li> </ul>   | 3 |
|   |   | <ul style="list-style-type: none"> <li>conveys meaning relevant to the question through the use of some words and isolated phrases</li> </ul>  |   | 2   |   |
|   |   | <ul style="list-style-type: none"> <li>states that Paul is the audience</li> <li>states that stimulus is a voicemail or phone message</li> </ul>   | 2 | <ul style="list-style-type: none"> <li>conveys fragmented meaning</li> </ul>  | 1 |
|   |   | <ul style="list-style-type: none"> <li>states that Paul is the audience</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>states that stimulus is a voicemail or phone message</li> </ul>   | 1 | <ul style="list-style-type: none"> <li>does not satisfy of the descriptors above</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>is in English.</li> </ul> | 0 |

| Q | Sample response | The response:  | M | The response: | M |
|---|-----------------|--|---|---------------|---|
|   |                 | <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>• in English, states that Paul is the audience and that stimulus is a voicemail or phone message and provides 1 example to support each statement</li> <li>• does not satisfy any of the descriptors above.</li> </ul> | 0 |               |   |

| Q | Sample response   | The response:   | M  | The response:   | M |
|---|---|---|--|---|---|
| 2 | <p>Pour Mark, l'invention la plus importante est celle de Philippe Kahn, en 1997, quand il a inventé l'appareil photo pour les téléphones portables.</p> <p>Il dit que c'est : « une invention incroyable » et que cette invention était « révolutionnaire ».</p> | <ul style="list-style-type: none"> <li>identifies the mobile phone camera as most important invention</li> <li>provides 2 examples to support this identification</li> </ul>  | 3  | <ul style="list-style-type: none"> <li>conveys meaning relevant to the question and allowing for few errors</li> </ul>                        | 4 |
|   |   |   |  | <ul style="list-style-type: none"> <li>conveys meaning relevant to the question and allowing for some errors</li> </ul>                       | 3 |
|   |   | <ul style="list-style-type: none"> <li>identifies the mobile phone camera as most important invention</li> <li>provides 1 example to support this identification</li> </ul>   | 2  | <ul style="list-style-type: none"> <li>conveys meaning relevant to the question through the use of some words and isolated phrases</li> </ul> | 2 |
|   |   | <ul style="list-style-type: none"> <li>identifies the mobile phone camera as most important invention</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>in English, identifies the mobile phone camera as most important invention and provides 2 examples to support this identification</li> </ul> | 1  | <ul style="list-style-type: none"> <li>conveys fragmented meaning</li> </ul>  | 1 |
|   | <ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above.</li> </ul>  | 0   | <ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above.</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>is in English.</li> </ul> | 0   |   |

## Short response in English (14 marks)

| Q | Sample response  | The response:  | M |
|---|--|--|---|
| 3 | <p>The stimulus is successful in encouraging students studying French to travel to explore Francophone countries other than France.</p> <p>It gives interesting information about French-speaking countries around the world and all the opportunities they offer for students learning French.</p> <p>For example, the stimulus states that ‘French is one of the most spoken languages in the world’ and that it is ‘the only language, other than English, that is spoken on all populated continents’.</p> | <ul style="list-style-type: none"> <li>states whether or not the stimulus achieves its purpose</li> <li>states the purpose</li> <li>provides 2 examples that support this statement</li> </ul>   | 4 |
|   |  | <ul style="list-style-type: none"> <li>states whether or not the stimulus achieves its purpose</li> <li>provides 2 examples that support this statement</li> </ul>   | 3 |
|   |  | <ul style="list-style-type: none"> <li>states whether or not the stimulus achieves its purpose</li> <li>provides 1 example that supports this statement</li> </ul>   | 2 |
|   |  | <ul style="list-style-type: none"> <li>states whether or not the stimulus achieves its purpose</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>in French, states whether or not the stimulus achieves its purpose, and provides 2 examples that support this statement</li> </ul> | 1 |
|   |  | <ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above.</li> </ul>   | 0 |

| Q | Sample response   | The response:  | M |
|---|---|--|---|
| 4 | <p>Andrew would be best suited to visit Africa. Stimulus 2 describes Africa's nature as diverse and completely different, and Andrew loves nature. Additionally, for someone who hates the cold, the tropical forests and deserts would be very appealing. Africa provides opportunities to use French and English in the same community, through teaching English and conversing with French speakers. Andrew would enjoy this as using French and English to communicate brings him joy. Africa is a place for explorers and risk-taskers, and as someone who has done both on exchange, this would provide Andrew with another unique adventure.</p> | <ul style="list-style-type: none"> <li>identifies the best option</li> <li>provides 4 examples to support this identification</li> </ul>   | 5 |
|   |   | <ul style="list-style-type: none"> <li>identifies the best option</li> <li>provides 3 examples to support this identification</li> </ul>   | 4 |
|   |   | <ul style="list-style-type: none"> <li>identifies the best option</li> <li>provides 2 examples to support this identification</li> </ul>   | 3 |
|   |   | <ul style="list-style-type: none"> <li>identifies the best option</li> <li>provides 1 example to support this identification</li> </ul>  | 2 |
|   |   | <ul style="list-style-type: none"> <li>identifies the best option</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>in French, identifies the best option and provides 4 examples to support this identification</li> </ul> | 1 |
|   |   | <ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above.</li> </ul>   | 0 |

| Q | Sample response   | The response:   | M |
|---|---|---|---|
| 5 | <p>The writer wants to become a teacher like Mr Lafleur and 'follow in his footsteps'; he admires his ability to successfully create an environment where students felt comfortable and wanted to learn, which is every teacher's goal. He thanks Mr Lafleur for 'motivating him to learn French', admiring how languages were valued in class and hoping to replicate that in his own classroom. The writer was grateful to be shown 'how important languages are', which he has continued to value as he becomes a language teacher. This is reinforced by the fact that he writes: 'You are proof that in one child's education, one person can make a huge difference.'</p> | <ul style="list-style-type: none"> <li>states an interpretation of the sentence</li> <li>provides 4 examples that support this statement</li> </ul>   | 5 |
|   |   | <ul style="list-style-type: none"> <li>states an interpretation of the sentence</li> <li>provides 3 examples that support this statement</li> </ul>   | 4 |
|   |   | <ul style="list-style-type: none"> <li>states an interpretation of the sentence</li> <li>provides 2 examples that support this statement</li> </ul>   | 3 |
|   |   | <ul style="list-style-type: none"> <li>states an interpretation of the sentence</li> <li>provides 1 example that supports this statement</li> </ul>   | 2 |
|   |   | <ul style="list-style-type: none"> <li>states an interpretation of the sentence</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>in French, states an interpretation of the sentence and provides 4 examples that support this statement</li> </ul> | 1 |
|   |   | <ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above.</li> </ul>  | 0 |



## Extended response in French — Question 6 (21 marks)

| Information   | M | Meaning  | M | Language elements  | M | Textual conventions   | M |
|---|---|--|---|--|---|---|---|
| <b>The response:</b>  |   | <b>The response:</b>   |   | <b>The response:</b>   |   | <b>The response:</b>  |   |
| <ul style="list-style-type: none"> <li>addresses and elaborates on all of the following                             <ul style="list-style-type: none"> <li>what they plan on doing next year</li> <li>what they hope to have achieved in 10 years</li> <li>why a gap year is or is not essential for personal growth</li> </ul> </li> </ul>                 | 6 | <ul style="list-style-type: none"> <li>conveys meaning relevant to the task</li> <li>proficiently communicates through                             <ul style="list-style-type: none"> <li>selection of ideas</li> <li>logical sequencing of ideas</li> <li>synthesis of ideas</li> </ul> </li> </ul> | 5 | <ul style="list-style-type: none"> <li>uses a wide range of vocabulary purposefully</li> <li>uses a wide range of grammar accurately</li> <li>uses a wide range of tenses accurately</li> <li>uses consistent register for context</li> </ul>  | 8 | <ul style="list-style-type: none"> <li>uses all of the following                             <ul style="list-style-type: none"> <li>informal opening</li> <li>informal conclusion</li> </ul> </li> </ul>            | 2 |
| <ul style="list-style-type: none"> <li>addresses all of the following                             <ul style="list-style-type: none"> <li>what they plan on doing next year</li> <li>what they hope to have achieved in 10 years</li> <li>why a gap year is or is not essential for personal growth</li> </ul> </li> <li>elaborates on 2 of these</li> </ul> | 5 | <ul style="list-style-type: none"> <li>conveys meaning relevant to the task</li> <li>communicates through                             <ul style="list-style-type: none"> <li>selection of ideas</li> <li>sequencing of ideas</li> <li>synthesis of ideas</li> </ul> </li> </ul>                      | 4 | <ul style="list-style-type: none"> <li>uses a wide range of vocabulary purposefully</li> <li>uses a range of grammar</li> <li>uses a range of tenses, allowing for infrequent errors</li> <li>uses consistent register for context</li> </ul>  | 7 | <ul style="list-style-type: none"> <li>uses 1 of the following                             <ul style="list-style-type: none"> <li>informal opening</li> <li>informal conclusion</li> </ul> </li> </ul>              | 1 |
| <ul style="list-style-type: none"> <li>addresses and elaborates on 2 of the following                             <ul style="list-style-type: none"> <li>what they plan on doing next year</li> <li>what they hope to have achieved in 10 years</li> <li>why a gap year is or is not essential for personal growth</li> </ul> </li> </ul>                   | 4 | <ul style="list-style-type: none"> <li>conveys meaning relevant to the task</li> <li>communicates through                             <ul style="list-style-type: none"> <li>selection of ideas</li> <li>sequencing of ideas</li> </ul> </li> </ul>  | 3 | <ul style="list-style-type: none"> <li>uses a wide range of vocabulary, allowing for infrequent errors</li> <li>uses a range of grammar, allowing for infrequent errors</li> <li>uses a range of tenses, allowing for infrequent errors</li> <li>uses consistent register for context</li> </ul> | 6 | <ul style="list-style-type: none"> <li>does not apply any of the textual conventions above</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>is in English.</li> </ul> | 0 |

| Information   | M | Meaning  | M | Language elements   | M | Textual conventions | M |
|---|---|--|---|---|---|---------------------|---|
| <ul style="list-style-type: none"> <li>addresses 2 of the following               <ul style="list-style-type: none"> <li>what they plan on doing next year</li> <li>what they hope to have achieved in 10 years</li> <li>why a gap year is or is not essential for personal growth</li> </ul> </li> <li>elaborates on 1 of these</li> </ul> | 3 | <ul style="list-style-type: none"> <li>conveys some meaning relevant to the task through               <ul style="list-style-type: none"> <li>selection of ideas</li> <li>sequencing of ideas</li> </ul> </li> </ul> | 2 | <ul style="list-style-type: none"> <li>uses a range of vocabulary, allowing for some errors</li> <li>uses a range of grammar, allowing for some errors</li> <li>attempts to use a range of tenses</li> <li>mostly uses consistent register</li> </ul> | 5 |                     |   |
| <ul style="list-style-type: none"> <li>addresses and elaborates on 1 of the following               <ul style="list-style-type: none"> <li>what they plan on doing next year</li> <li>what they hope to have achieved in 10 years</li> <li>why a gap year is or is not essential for personal growth</li> </ul> </li> </ul>                 | 2 | <ul style="list-style-type: none"> <li>attempts to convey meaning</li> </ul>   | 1 | <ul style="list-style-type: none"> <li>uses a range of vocabulary and grammar, allowing for errors</li> </ul>   | 4 |                     |   |
| <ul style="list-style-type: none"> <li>mentions words and/or phrases that could be used in a relevant response</li> </ul>   | 1 | <ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above</li> </ul> <p style="text-align: center;"><b>OR</b></p>   | 0 | <ul style="list-style-type: none"> <li>uses repetitive vocabulary and grammar</li> </ul>  | 3 |                     |   |
| <ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>is in English.</li> </ul>   | 0 | <ul style="list-style-type: none"> <li>is in English.</li> </ul>   |   | <ul style="list-style-type: none"> <li>uses repetitive vocabulary and grammar, with frequent errors</li> </ul>  | 2 |                     |   |
|   |   |  |   | <ul style="list-style-type: none"> <li>uses isolated words and phrases</li> </ul>   | 1 |                     |   |
|   |   |  |   | <ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>is in English.</li> </ul>   | 0 |                     |   |