French marking guide and response

Sample external assessment 2020

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.

Short response in English (13 marks)

Question	The response	Mark
1	• provides a point of discussion • provides 2 quotations translated into English that support this conclusion	3
	• provides a point of discussion • provides 1 quotation translated into English that supports this conclusion	2
	• provides a point of discussion OR • provides 1 quotation translated into English • in French, provides a point of discussion and provides 2 quotations that support this conclusion	1
	• does not satisfy any of the descriptors.	0

Question	The response	Mark
2	• identifies language choice/s • states a conclusion on what Greg's language choices reveal about his personality • provides 2 examples that support this conclusion	4
	• states a conclusion on what Greg's language choices reveal about his personality • provides 2 examples that support this conclusion	3
	• states a conclusion on what Greg's language choices reveal about his personality • provides 1 example that support this conclusion OR • provides 2 relevant examples	2
	• states a conclusion on what Greg's language choices reveal about his personality OR • provides 1 relevant example OR • in French, identifies language choice/s, states a conclusion on what Greg's language choices reveal about his personality and provides 2 examples that support this conclusion	1
	• does not satisfy any of the descriptors.	0

Question	The response	Mark
3	• states a purpose • provides 2 quotations translated into English that support this	3
	• states a purpose • provides 1 quotation translated into English that supports this	2
	• provides 1 quotation translated into English OR • in French, states a purpose and provides 2 quotations	1
	• does not satisfy any of the descriptors.	0
4	• states how Sophie is feeling • provides 2 examples that support this conclusion	3
	• states how Sophie is feeling • provides 1 example that supports this conclusion	2
	• provides 1 example OR • in French, states how Sophie is feeling and provides 2 examples that support this conclusion	1
	• does not satisfy any of the descriptors.	0

Short response in French (16 marks)

Question	The response	Mark	The response	Mark
5	• states the 4 requirements	4	• conveys meaning relevant to the question and allowing for few errors	4
	• states 3 of the requirements	3	• conveys meaning relevant to the question and allowing for some errors	3
	• states 2 of the requirements	2	• conveys meaning relevant to the question through the use of some words and isolated phrases	2
	• states 1 of the requirements OR • in English, states the 4 requirements	1	• conveys fragmented meaning	1
	• does not satisfy any of the descriptors.	0	• does not satisfy of the descriptors OR • is in English.	0

Question	The response	Mark	The response	Mark
6	• states that Lachlan is the most likely to get a positive reply • provides 3 examples from Stimulus 2 and 3 that support this conclusion	4	• conveys meaning relevant to the question and allowing for few errors	4
	• states that Lachlan is the most likely to get a positive reply • provides 2 examples from Stimulus 2 and 3 that support this conclusion	3	• conveys meaning relevant to the question and allowing for some errors	3
	• states that Lachlan is the most likely to get a positive reply • provides 1 example from Stimulus 2 or 3 that supports this conclusion	2	• conveys meaning relevant to the question through the use of some words and isolated phrases	2
	• states that Lachlan is the most likely to get a positive reply OR • in English, states that Lachlan is the most likely to get a positive reply and provides 3 examples from Stimulus 2 and 3 that support this conclusion	1	• conveys fragmented meaning	1
	• does not satisfy any of the descriptors.	0	• does not satisfy any of the descriptors OR • is in English.	0

Extended response in French — Question 7 (21 marks)

Information	Mark	Meaning	Mark	Language elements	Mark	Textual conventions	Mark
The response							
• addresses all of 　– when they started learning French 　– why learning a foreign language is important 　– advice on how to get good marks in French • elaborates on all 3	6	• addresses all requirements of the task • conveys meaning relevant to the task, allowing for few errors • proficiently communicates through 　– selection of ideas 　– logical sequencing of ideas 　– synthesis of ideas	5	• uses a wide range of vocabulary purposefully • uses a wide range of grammar • uses a range of tenses • uses consistent register for context	8	• applies all of: 　– opening address 　– statement of conclusion	2
• addresses all of 　– when they started learning French 　– why learning a foreign language is important 　– advice on how to get good marks in French • elaborates on 2	5	• conveys meaning relevant to the task, allowing for few errors • proficiently communicates through 　– selection of ideas 　– logical sequencing of ideas 　– synthesis of ideas	4	• uses a wide range of vocabulary accurately • uses a range of grammar • uses a range of tenses, allowing for infrequent errors • uses consistent register for context	7	• applies 1 of: 　– opening address 　– statement of conclusion	1
• addresses 2 of 　– when they started learning French 　– why learning a foreign language is important 　– advice on how to get good marks in French • elaborates on those 2	4	• conveys meaning relevant to the task, allowing for some errors • clearly communicates through 　– selection of ideas 　– sequencing of ideas 　– structuring	3	• uses a wide range of vocabulary, allowing for infrequent errors • uses a range of grammar, allowing for infrequent errors • uses a range of tenses allowing for infrequent errors • uses consistent register for context	6	• does not apply any of the textual conventions 　　　OR • is in English.	0

Information	Mark	Meaning	Mark	Language elements	Mark	Textual conventions	Mark
The response							

• addresses 2 of
  – when they started learning French
  – why learning a foreign language is important
  – advice on how to get good marks in French
• elaborates on 1
	3	• conveys some meaning relevant to the task through
		  – selection of ideas
		  – sequencing
		  – structuring
			2	• uses a range of vocabulary, allowing for some errors
				• uses a range of grammar, allowing for some errors
				• attempts to use a range of tenses
				• mostly uses consistent register
					5		

• addresses 1 of
  – when they started learning French
  – why learning a foreign language is important
  – advice on how to get good marks in French
• elaborates on 1
	2	• attempts to convey meaning although errors may impede	1	• uses a range of vocabulary and grammar, allowing for errors	4		

• mentions words and/or phrases that could be used in a relevant response	1	• is in English.	0	• uses repetitive vocabulary and grammar	3		
• is in English.	0			• uses repetitive vocabulary and grammar, allowing for errors	2		
				• uses isolated words and phrases	1		
				• is in English.	0		