

French marking guide and response

External assessment 2021

Combination response (55 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 consists of a marking guide and a sample response.

The marking guide:

- 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.

The sample response:

- demonstrates the qualities of a high-level response
- has been annotated using the marking guide.

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.

Marking guide

Short response in English

Q	Sample response	The response:
1	Stimulus 1 is an advertisement. We know this because it states 'this is why we offer lessons for all ages' and 'to find out more, call us on 1300 809 451.'	<ul style="list-style-type: none">• states that the stimulus is an advertisement [1 mark]• provides one example to support this statement [1 mark]• provides a second example to support this statement [1 mark]
2	The intended audience is parents because the speaker tells us 'if your daughter or your son is scared of water' and 'our teachers ... will help your child feel comfortable in the water'.	<ul style="list-style-type: none">• states that the intended audience is parents [1 mark]• provides one example to support this statement [1 mark]• provides a second example to support this statement [1 mark]
3a)	Children who do not know how to swim may not be looking forward to summer.	<ul style="list-style-type: none">• identifies who may not be looking forward to summer [1 mark]
3b)	Children who can't swim may not be looking forward to summer because it means spending time at the beach or the pool. As mentioned in the stimulus, 'all this may be frightening' because 'when you don't know how to swim, spending the day at the beach is a nightmare', especially if they are 'scared of water'.	<ul style="list-style-type: none">• states why the person/s identified in Question 3a) may not be looking forward to summer [1 mark]• provides one example to support this statement [1 mark]• provides a second example to support this statement [1 mark]• provides a third example to support this statement [1 mark]

Short response in French

Q	Sample response	The response, for receptive mode:	The response, for productive mode:	M
4	<p>Ryan veut encourager les élèves de la classe de français de 2021 à partir en échange, comme il l'a fait l'année passée. Il écrit : « L'année dernière, j'ai eu la chance de passer un semestre entier à étudier en France et je peux vous dire que cette expérience a été l'une des plus positives de ma vie »</p> <p>Il ajoute : « Donc, si vous avez l'occasion vous aussi de faire un échange, allez-y ! »</p>	<ul style="list-style-type: none"> · states Ryan's purpose [1 mark] · provides one example to support this statement [1 mark] · provides a second example to support this statement [1 mark] 	· conveys meaning relevant to the question with few errors	4
			· conveys meaning relevant to the question with some errors	3
			· conveys meaning relevant to the question using some words and isolated phrases	2
			· conveys fragmented meaning	1
			· does not satisfy any of the descriptors above.	0

Q	Sample response	The response, for receptive mode:	The response, for productive mode:	M
5	<p>Au début de son échange, Ryan trouvait le silence en classe difficile à supporter : « Ce silence me rendait tellement nerveux » et « les premiers jours, j'ai eu du mal à m'habituer à cette atmosphère en classe. »</p> <p>Et puis, au fur et à mesure, il a « découvert qu'il y avait aussi des avantages à ce calme. » Il a appris à apprécier le silence en classe.</p>	<ul style="list-style-type: none"> identifies Ryan's change of perspective [1 mark] provides one example to support this identification [1 mark] provides a second example to support this identification [1 mark] provides a third example to support this identification [1 mark] 	<ul style="list-style-type: none"> conveys meaning relevant to the question with few errors 	4
			<ul style="list-style-type: none"> conveys meaning relevant to the question with some errors 	3
			<ul style="list-style-type: none"> conveys meaning relevant to the question using some words and isolated phrases 	2
			<ul style="list-style-type: none"> conveys fragmented meaning 	1
			<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0

Q	Sample response	The response, for receptive mode:	The response, for productive mode:	M
6	Lydie utilise un vocabulaire très positif, lorsqu'elle dit qu'elle est fière d'être une ancienne élève et ravie d'avoir été contactée par son ancienne école. Lydie a réussi parce qu'elle a travaillé dur et qu'elle est passionnée par son métier. Elle dit qu'elle a eu « la chance d'écrire plusieurs romans à succès. » De plus, elle ajoute qu'elle a aussi eu « la chance d'avoir un professeur d'anglais extraordinaire » qui l'a encouragée et aidée. Enfin, elle remercie « tous ceux qui m'ont apporté leur soutien à Sainte Florence » et sa mère qui lui a montré l'exemple de tout ce travail nécessaire à sa réussite.	<ul style="list-style-type: none"> states why Lydie has been successful [1 mark] provides one example to support this statement that refers to tone [1 mark] provides a second example to support this statement [1 mark] provides a third example to support this statement [1 mark] 	conveys meaning relevant to the question with few errors	4
			conveys meaning relevant to the question with some errors	3
			conveys meaning relevant to the question using some words and isolated phrases	2
			conveys fragmented meaning	1
			does not satisfy any of the descriptors above.	0

Extended response in French — Question 7

Information	M	Meaning	M	Language elements	M	Textual conventions	M
The response:							
<ul style="list-style-type: none"> addresses and elaborates on all of the following <ul style="list-style-type: none"> what their life is like outside of school why they would make the ideal candidate how French will help them in the future 	6	<ul style="list-style-type: none"> conveys meaning relevant to the task proficiently communicates through <ul style="list-style-type: none"> selection of ideas logical sequencing of ideas synthesis of ideas 	5	<ul style="list-style-type: none"> uses a wide range of vocabulary purposefully uses a wide range of grammar purposefully uses a wide range of tenses purposefully uses consistent register for context 	8	<ul style="list-style-type: none"> uses all of the following <ul style="list-style-type: none"> a formal opening a formal conclusion 	2
<ul style="list-style-type: none"> addresses all of the following <ul style="list-style-type: none"> what their life is like outside of school why they would make the ideal candidate how French will help them in the future elaborates on 2 of these 	5	<ul style="list-style-type: none"> conveys meaning relevant to the task communicates through <ul style="list-style-type: none"> selection of ideas sequencing of ideas synthesis of ideas 	4	<ul style="list-style-type: none"> uses a wide range of vocabulary accurately uses a wide range of grammar accurately uses a wide range of tenses accurately uses consistent register for context 	7	<ul style="list-style-type: none"> uses 1 of the following <ul style="list-style-type: none"> a formal opening a formal conclusion 	1
<ul style="list-style-type: none"> addresses and elaborates on 2 of the following <ul style="list-style-type: none"> what their life is like outside of school why they would make the ideal candidate how French will help them in the future 	4	<ul style="list-style-type: none"> conveys meaning relevant to the task communicates through <ul style="list-style-type: none"> selection of ideas sequencing of ideas 	3	<ul style="list-style-type: none"> uses a wide range of vocabulary with few errors uses a wide range of grammar with few errors uses a wide range of tenses with few errors uses consistent register for context 	6	<ul style="list-style-type: none"> does not satisfy any of the descriptors above <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> is in English. 	0
<ul style="list-style-type: none"> addresses 2 of the following <ul style="list-style-type: none"> what their life is like outside of school why they would make the ideal candidate 	3	<ul style="list-style-type: none"> conveys some meaning relevant to the task through <ul style="list-style-type: none"> selection of ideas sequencing of ideas 	2	<ul style="list-style-type: none"> uses a range of vocabulary with few errors uses a range of grammar with few errors attempts to use a range of tenses 	5		

Information	M	Meaning	M	Language elements	M	Textual conventions	M
The response:							
<ul style="list-style-type: none"> – how French will help them in the future • elaborates on 1 of these 				<ul style="list-style-type: none"> • mostly uses consistent register for context 			
<ul style="list-style-type: none"> • addresses and elaborates on 1 of the following <ul style="list-style-type: none"> – what their life is like outside of school – why they would make the ideal candidate – how French will help them in the future 	2	<ul style="list-style-type: none"> • attempts to convey meaning 	1	<ul style="list-style-type: none"> • uses a range of vocabulary and grammar with some errors 	4		
<ul style="list-style-type: none"> • mentions words and/or phrases that could be used in a relevant response 	1	<ul style="list-style-type: none"> • does not satisfy any of the descriptors above 	0	<ul style="list-style-type: none"> • uses repetitive vocabulary and grammar with some errors 	3		
<ul style="list-style-type: none"> • does not satisfy any of the descriptors above <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • is in English. 	0	<ul style="list-style-type: none"> • is in English. 		<ul style="list-style-type: none"> • uses repetitive vocabulary and grammar with frequent errors 	2		
				<ul style="list-style-type: none"> • uses isolated words and phrases 	1		
				<ul style="list-style-type: none"> • does not satisfy any of the descriptors above <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • is in English. 	0		



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