

# French marking guide and response

External assessment 2022

## Combination response (54 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.

## 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 annotated 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.

## Short response in French

Q	Sample response	The response, for receptive mode:	The response, for productive mode:	M
1	Il y a trois prix à gagner sur Radio Nationale Trois. Le grand prix est un voyage aller-retour en Nouvelle-Calédonie. Pour le gagner, il faut appeler la radio et répondre correctement aux trois questions posées. Ensuite, le deuxième prix est un billet de concert en ligne de K-pop. On peut le gagner si on répond correctement à deux questions. Enfin, le prix pour avoir bien répondu à une des trois questions est un album d'un artiste en vogue choisi par l'auditeur.	<ul style="list-style-type: none"> <li>identifies the first prize <b>[1 mark]</b></li> <li>identifies the second prize <b>[1 mark]</b></li> <li>identifies the participation prize <b>[1 mark]</b></li> <li>describes how the first prize can be won <b>[1 mark]</b></li> <li>describes how the second prize can be won <b>[1 mark]</b></li> <li>describes how the participation prize can be won <b>[1 mark]</b></li> </ul>	<ul style="list-style-type: none"> <li>conveys meaning relevant to the question with few errors</li> </ul>	4
			<ul style="list-style-type: none"> <li>conveys meaning relevant to the question with some errors</li> </ul>	3
			<ul style="list-style-type: none"> <li>conveys meaning relevant to the question using some words and isolated phrases</li> </ul>	2
			<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

Q	Sample response	The response, for receptive mode:	The response, for productive mode:	M
2	<p>Le contexte est un jeu sur Radio Nationale Trois, une émission qui a lieu à quinze heures. Selina a appelé la radio pour participer au jeu. Pour gagner, il faut répondre correctement à des questions.</p> <ul style="list-style-type: none"> <li>• Appelez Radio Nationale Trois maintenant, si vous voulez avoir la chance de gagner un des trois prix.</li> <li>• Dis-moi Selina, aimerais-tu voyager ?</li> </ul>	<ul style="list-style-type: none"> <li>• states an appropriate context <b>[1 mark]</b></li> <li>• provides one example to justify the statement <b>[1 mark]</b></li> <li>• provides a second example to justify the statement <b>[1 mark]</b></li> </ul>	<ul style="list-style-type: none"> <li>• conveys meaning relevant to the question with few errors</li> </ul>	4
			<ul style="list-style-type: none"> <li>• conveys meaning relevant to the question with some errors</li> </ul>	3
			<ul style="list-style-type: none"> <li>• conveys meaning relevant to the question using some words and isolated phrases</li> </ul>	2
			<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

## Short response in English

Q	Sample response	The response:
3	<p>I think that parents who have a child sitting the Baccaalaureate would be interested in reading this blog. The title states, 'how can you support your teenager' and the writer includes how 'they could not find anything to support parents during their own child's exam period'.</p>	<ul style="list-style-type: none"> <li>• states a plausible audience <b>[1 mark]</b></li> <li>• provides an example to justify the statement <b>[1 mark]</b></li> <li>• provides a second example to justify the statement <b>[1 mark]</b></li> </ul>
4	<p>The first reason for writing this piece came from the author's own experiences with his child. At the time the author did not know how he could support his own child during the exam period. The author was unable to find any information during this time. The second reason for writing this piece is to help other caregivers. The author states, 'I want to offer advice on how you can help your child with the exam period' and then provides a set of practical strategies, including cooking meals and sharing conversation.</p>	<ul style="list-style-type: none"> <li>• identifies a reason for writing the stimulus <b>[1 mark]</b></li> <li>• justifies with one example <b>[1 mark]</b></li> <li>• identifies a second reason for writing the stimulus <b>[1 mark]</b></li> <li>• justifies with a second example <b>[1 mark]</b></li> </ul>

Q	Sample response	The response:
5	<p>The author of the text uses a positive tone in all aspects, which sets up Africa as becoming the future 'powerhouse' of French. The reference in the title to Africa having a 'promising future' is a positive introduction to the article.</p> <p>Throughout the article terms such as 'the great news', 'crisp and delicious baguette' and the 'dramatic growth of French speakers in Africa' reinforces the excitement and positivity of the information imparted and makes the reader feel excited about the possibilities offered for the growth of French language and culture.</p>	<ul style="list-style-type: none"> <li>• states an appropriate tone <b>[1 mark]</b></li> <li>• provides an example to justify the statement <b>[1 mark]</b></li> <li>• provides a second example to justify the statement <b>[1 mark]</b></li> <li>• provides a third example to justify the statement <b>[1 mark]</b></li> </ul>
6	<p>The writer is very successful in allaying fears that the French language is dying. The article gives information on the French influence in former African colonies, for example: Senegalese buy baguettes from the bakery every morning, can go shopping at one of the French supermarkets and can get cash from a French bank.</p> <p>Africa is currently the continent with the most French speakers and according to demographical predictions, the continent's population is expected to triple by 2050. Consequently, French could become the world's second most spoken language by 2050.</p>	<ul style="list-style-type: none"> <li>• draws a valid conclusion about the extent to which the author achieves their purpose <b>[1 mark]</b></li> <li>• states an appropriate purpose <b>[1 mark]</b></li> <li>• provides an example to justify the conclusion <b>[1 mark]</b></li> <li>• provides a second example to justify the conclusion <b>[1 mark]</b></li> <li>• provides a third example to justify the conclusion <b>[1 mark]</b></li> </ul>

## Extended response in French — Question 7

The response, for information:	M	The response, for meaning:	M	The response, for language elements:	M	The response, for textual conventions:	M
<ul style="list-style-type: none"> <li>addresses and elaborates on all of the following               <ul style="list-style-type: none"> <li>how part-time work as a secondary student could help with a young person's future</li> <li>the advantages and/or disadvantages of part-time work while studying</li> <li>advice for the Tahitian friend about combining part-time work and study</li> </ul> </li> </ul>	6	<ul style="list-style-type: none"> <li>develops an astute response 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 and with a high level of accuracy</li> <li>uses a wide range of grammar purposefully and with a high level of accuracy</li> <li>uses a wide range of tenses purposefully and with a high level of accuracy</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>an informal greeting</li> <li>an informal farewell</li> </ul> </li> </ul>	2
<ul style="list-style-type: none"> <li>addresses all of the following               <ul style="list-style-type: none"> <li>how part-time work as a secondary student could help with a young person's future</li> <li>the advantages and/or disadvantages of part-time work while studying</li> <li>advice for the Tahitian friend about combining part-time work and study</li> </ul> </li> <li>elaborates on 2 of these</li> </ul>	5	<ul style="list-style-type: none"> <li>develops an effective response 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 with few errors</li> <li>uses a wide range of grammar purposefully with few errors</li> <li>uses a wide range of tenses purposefully with few 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>an informal greeting</li> <li>an informal farewell</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>how part-time work as a secondary student could help with a young person's future</li> <li>the advantages and/or disadvantages of part-time work while studying</li> <li>advice for the Tahitian friend about combining part-time work and study</li> </ul> </li> </ul>	4	<ul style="list-style-type: none"> <li>develops some parts of the response 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 with some errors</li> <li>uses a wide range of grammar with some errors</li> <li>uses a wide range of tenses with some errors</li> <li>uses consistent register for context</li> </ul>	6	<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

The response, for information:	M	The response, for meaning:	M	The response, for language elements:	M	The response, for textual conventions:	M
<ul style="list-style-type: none"> <li>addresses 2 of the following               <ul style="list-style-type: none"> <li>how part-time work as a secondary student could help with a young person's future</li> <li>the advantages and/or disadvantages of part-time work while studying</li> <li>advice for the Tahitian friend about combining part-time work and study</li> </ul> </li> <li>elaborates on 1 of these</li> </ul>	3	<ul style="list-style-type: none"> <li>demonstrates some relevance 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 with some errors</li> <li>uses a range of grammar with some errors</li> <li>attempts to use a range of tenses</li> <li>mostly uses consistent register for context</li> </ul>	5		
<ul style="list-style-type: none"> <li>addresses 1 of the following               <ul style="list-style-type: none"> <li>how part-time work as a secondary student could help with a young person's future</li> <li>the advantages and/or disadvantages of part-time work while studying</li> <li>advice for the Tahitian friend about combining part-time work and study</li> </ul> </li> </ul>	2	<ul style="list-style-type: none"> <li>attempts to convey relevance to the task</li> </ul>	1	<ul style="list-style-type: none"> <li>uses a range of vocabulary and grammar with errors</li> </ul>	4		
<ul style="list-style-type: none"> <li>uses words and/or phrases relevant to the task</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	<ul style="list-style-type: none"> <li>uses cohesive, simple sentences with frequent errors</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>uses fragmented sentences with frequent errors</li> </ul>	2		
				<ul style="list-style-type: none"> <li>uses isolated words and phrases with accuracy</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		



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