

French marking guide and response

External assessment 2023

Combination response (49 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

Section 1: Short response in English

Q	Sample response	The response:
1	<p>Stimulus 1 is an article justifying the reintroduction of compulsory national service for young people in France.</p> <p>National service brings young people from a variety of social and ethnic backgrounds together and encourages inclusivity. The author also argues that youth from all walks of life wear the same uniform and come together in the same setting.</p>	<ul style="list-style-type: none">• identifies the context for the proposal [1 mark]• provides a relevant example to justify the response [1 mark]• provides a second relevant example to justify the response [1 mark]
2	<p>This program would interest young French people in the senior years of schooling because it would have a direct impact on their lives. The article explains how young people can develop useful competencies, such as getting a driver's licence and learning about trades, before starting their working life.</p>	<ul style="list-style-type: none">• provides a valid conclusion about to what extent the program would interest young French people [1 mark]• provides a relevant example to justify the conclusion [1 mark]• provides a second relevant example to justify the conclusion [1 mark]

Q	Sample response	The response:
3	<p>The purpose of the advertisement is to promote a student exchange program run by this organisation. The writer explains the advantages of participating with them. These include staying with several families during the exchange, which provides culturally varied experiences and helps you make more friends. Through their program, you will learn to become independent, including managing your own money. Finally, this company's hosts are very welcoming, so students will have a worry-free exchange with good experiences.</p>	<ul style="list-style-type: none"> • states an appropriate purpose [1 mark] • provides a relevant example to justify the response [1 mark] • states a second relevant example to justify the response [1 mark] • provides a third relevant example to justify the response [1 mark]
4	<p>The writer is most successful in encouraging the reader to follow in their footsteps. They do this by referring to their own experience with the company. The writer knew little French at the start but was still able to participate. They also stated that they sometimes missed their family and friends, but the company's host families were so welcoming, they forgot about their sadness.</p>	<ul style="list-style-type: none"> • states to what extent the writer successfully encourages the reader [1 mark] • provides a relevant example to justify the conclusion [1 mark] • provides a second relevant example to justify the conclusion [1 mark]

Section 2: Short response in French

Q	Sample response	The response, for receptive mode:	The response, for productive mode:	M
5	<p>Son ton est critique, méprisant et peu enthousiaste: Elle utilise du vocabulaire négatif, comme 'malheureusement' et des questions rhétoriques comme 'vous vous rendez compte des fonctions du travail ?' La recruteuse pense que le candidat n'est pas juste pour le boulot et l'entretien ne sera pas réussi.</p> <p>Lucas n'a pas assez d'expérience. Il adore le théâtre, mais ce n'est pas assez pour travailler dans la compagnie. La recruteuse dit qu'il lui faut plus que la passion. En plus, elle lui conseille de faire du bénévolat dans une compagnie pour améliorer son CV.</p>	<ul style="list-style-type: none"> states an appropriate tone [1 mark] provides one relevant example to justify the response [1 mark] provides a second relevant example to justify the response [1 mark] provides a third relevant example to justify the response [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	<p>Lucas veut travailler comme assistant-régisseur dans une compagnie théâtrale. On le sait parce qu'il lui demande pour un petit boulot d'été dans leur compagnie.</p> <p>Il dit qu'il vient de finir la première et que ses parents l'ont poussé à trouver un job pour l'été avant de commencer la terminale. Il semble beaucoup aimer le théâtre (c'est sa matière préférée à l'école) et ses loisirs sont aussi créatifs. Plus tard, il veut faire des études de théâtre et il aimerait travailler dans le théâtre, alors ce job serait de bonne expérience.</p>	<ul style="list-style-type: none"> • identifies the job Lucas is applying for [1 mark] • provides a relevant example to justify the response [1 mark] • provides a second relevant example to justify the response [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

Section 3: 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"> addresses and elaborates on all of the following <ul style="list-style-type: none"> – how they spent their last year at school – why they are optimistic about their gap year – what the biggest challenges will be this year 	6	<ul style="list-style-type: none"> develops an astute response 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 and with a high level of accuracy uses a wide range of grammar purposefully and with a high level of accuracy uses a wide range of tenses purposefully and with a high level of accuracy uses consistent register for context 	8	<ul style="list-style-type: none"> uses all of the following <ul style="list-style-type: none"> – date/time/year – appropriate opening – inclusion of place 	2
<ul style="list-style-type: none"> addresses all of the following <ul style="list-style-type: none"> – how they spent their last year at school – why they are optimistic about their gap year – what the biggest challenges will be this year elaborates on two of these 	5	<ul style="list-style-type: none"> develops an effective response 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 purposefully with few errors uses a wide range of grammar purposefully with few errors uses a wide range of tenses purposefully with few errors uses consistent register for context 	7	<ul style="list-style-type: none"> uses at least one of the following <ul style="list-style-type: none"> – date/time/year – appropriate opening – inclusion of place 	1
<ul style="list-style-type: none"> addresses and elaborates on two of the following <ul style="list-style-type: none"> – how they spent their last year at school – why they are optimistic about their gap year – what the biggest challenges will be this year 	4	<ul style="list-style-type: none"> develops some parts of the response 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 some errors uses a wide range of grammar with some errors uses a wide range of tenses with some 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

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"> addresses two of the following <ul style="list-style-type: none"> how they spent their last year at school why they are optimistic about their gap year what the biggest challenges will be this year elaborates on one of these 	3	<ul style="list-style-type: none"> demonstrates some relevance 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 some errors uses a range of grammar with some errors attempts to use a range of tenses mostly uses consistent register for context 	5		
<ul style="list-style-type: none"> addresses and elaborates on one of the following <ul style="list-style-type: none"> how they spent their last year at school why they are optimistic about their gap year what the biggest challenges will be this year 	2	<ul style="list-style-type: none"> attempts to convey relevance to the task 	1	<ul style="list-style-type: none"> uses a range of vocabulary and grammar with errors 	4		
<ul style="list-style-type: none"> uses words and/or phrases relevant to the task 	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	<ul style="list-style-type: none"> uses simple sentences with frequent 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"> uses fragmented sentences with frequent errors 	2		
				<ul style="list-style-type: none"> uses isolated words and phrases with accuracy 	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		

Sample response

<p>Information addresses and elaborates on all of the following:</p> <ul style="list-style-type: none"> • how they spent their last year at school • what they are looking forward to about their gap year • what they expect about this year and what will be the biggest challenges <p>Language elements uses a wide range of vocabulary purposefully and with a high level of accuracy uses a wide range of grammar purposefully and with a high level of accuracy uses a wide range of tenses purposefully and with a high level of accuracy uses consistent register for context</p>	<p>Question 7</p> <p>Le lundi 12 février 2023</p> <p>Salut tout le monde ! Il est 21h. Je suis tellement contente d'être ici à Paris après une année très chargée en terminale. L'année dernière j'étais débordée de travail scolaire. Heureusement, j'ai bien profité de mes efforts, comme j'ai obtenu de très bons résultats et grâce à cela, j'ai été acceptée à l'université de mes rêves ! Aussi, j'ai partagé des moments inoubliables avec mes amis et je ne vais jamais oublier ces souvenirs précieux.</p> <p>A vrai dire, mes amis me manqueront cette année mais j'ai hâte de me lancer dans cette nouvelle aventure. A vrai dire, je suis optimiste pour cette année. J'ai besoin de prendre une pause, de m'accorder du temps à moi et de mûrir avant de me lancer dans des études supérieures.</p> <p>Je suis optimiste aussi que je vais vraiment améliorer le niveau de mon français ! J'ai déjà beaucoup appris ! J'espère que je peux le parler couramment après cette année.</p> <p>Demain je vais commencer à travailler comme assistante d'anglais au Lycée Charlemagne. J'ai un peu peur parce que je ne sais pas à quoi m'attendre. J'espère que les élèves seront sympas parce que ce sera une expérience tout à fait nouvelle. Je ne sais pas s'il y aura d'autres assistant mais je l'espère. Je veux absolument me faire de nouveaux amis.</p> <p>L'indépendance, c'est du nouveau pour moi. Il va falloir que j'apprenne à faire les courses, la cuisine, la lessive et le ménage moi-même. Je vais devoir gérer mon budget aussi !</p> <p>Merci à vous tous pour tout ce que vous avez fait pour moi. Grâce à vous, j'ai gagné beaucoup de confiance en moi. Je suis tellement contente d'être ici à Paris !</p> <p>Bon, il est tard. Je vous tiendrai au courant de mes aventures.</p> <p>Bisous à tous :)</p> <p>A</p>	<p>Textual conventions uses all of the following</p> <ul style="list-style-type: none"> • date/time/year • appropriate opening • inclusion of place <p>Meaning develops an astute response relevant to the task proficiently communicates through:</p> <ul style="list-style-type: none"> • selection of ideas • logical sequencing of ideas • synthesis of ideas
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