

French marking guide and response

External assessment 2025

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 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.

Marking guide

Section 1: Short response in French

| Q | Sample response | The response, for receptive mode: | The response, for productive mode: | M |
|---|---|---|--|---|
| 1 | L'audience est des jeunes entre 15 et 25 ans qui parlent français et qui savent danser. Par exemple, la personne dit « Tu parles français ? » et « Tu sais danser ? » | <ul style="list-style-type: none"> identifies a valid intended audience [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 |

| Q | Sample response | The response, for receptive mode: | The response, for productive mode: | M |
|---|---|---|--|---|
| 2 | <p>On cherche des jeunes pour faire partie d'un clip de musique.</p> <p>On donne « rendez-vous samedi 21 novembre 2025 à 11 heures du matin dans une zone piétonne de ta ville » pour danser et filmer le clip.</p> | <ul style="list-style-type: none"> identifies a valid purpose [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 2: Short response in English

| Q | Sample response | The response: |
|---|--|---|
| 3 | <p>The context of Stimulus 2 is an International Student Forum post where a returned exchange student wants to highlight the differences in culture and schooling between France and Australia for potential exchange students. The differences include such things as: Australia has both public and private schools, and in Australia, uniform hats and bags with logos are required to be worn.</p> | <ul style="list-style-type: none"> • identifies a valid context [1 mark] • provides a relevant example to justify the conclusion [1 mark] • provides a second relevant example to justify the conclusion [1 mark] |
| 4 | <p>The writer became a more confident, independent person because of their stay in Australia. At first, they were nervous to stay with a family in Australia. But they made close friends easily during their year abroad and the host family was nice. They became more independent and self-confident as they were exposed to different subjects in Australia. This was something they may not have done in France. Finally, they mention how they have achieved their dream of becoming an international citizen. All this has changed the writer as they were exposed to new experiences in Australia.</p> | <ul style="list-style-type: none"> • draws a conclusion about how the writer has changed [1 mark] • provides a relevant example to justify the conclusion [1 mark] • provides a second relevant example to justify the conclusion [1 mark] • provides a third relevant example to justify the conclusion [1 mark] |

| Q | Sample response | The response: |
|---|--|---|
| 5 | <p>The two speakers have very different attitudes. On the one hand, Yvonne is disappointed. She has to resit her driver's licence practical exam. She mentions she only missed passing the practical exam by two points. On the contrary, Marie, who also needs to resit the practical exam is pragmatic about the situation and uses a variety of strategies to comfort her friend who is disappointed. She tells Yvonne she is sure she will get the driver's licence next time and not to worry about not getting it after the first attempt.</p> | <ul style="list-style-type: none"> • draws a valid conclusion about how Yvonne's attitude compares to Marie's [2 marks] • provides a relevant example to justify the conclusion about Yvonne's attitude [1 mark] • provides a relevant example to justify the conclusion about Marie's attitude [1 mark] |
| 6 | <p>After being unsuccessful at their driver's licence practical exam, the two girls will focus on getting ready to sit the exam again because they said they had made plans for a car trip.</p> <p>First, they will need to re-enrol as soon as possible as it generally takes about two months until they can sit it again. They could use this time to work with their driving instructor on the more specific manoeuvres that are required for the exam. Finally, they will need to do as much driving as possible before the exam.</p> | <ul style="list-style-type: none"> • draws a valid conclusion about what the friends will do [1 mark] • provides a relevant example to justify the conclusion [1 mark] • provides a second relevant example to justify the conclusion [1 mark] • provides a third relevant example to justify the conclusion [1 mark] |

Section 3: Extended response in French

| 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"> what they did during their studies to prepare for this audition why it is important for them to be part of the audition /show what they are going to do in the future to cultivate their talent | 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"> an opening a closing | 2 |
| <ul style="list-style-type: none"> addresses all of the following <ul style="list-style-type: none"> what they did during their studies to prepare for this audition why it is important for them to be part of the audition /show what they are going to do in the future to cultivate their talent 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"> an opening a closing | 1 |
| <ul style="list-style-type: none"> addresses and elaborates on two of the following <ul style="list-style-type: none"> what they did during their studies to prepare for this audition why it is important for them to be part of the audition /show what they are going to do in the future to cultivate their talent | 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"> what they did during their studies to prepare for this audition why it is important for them to be part of the audition /show what they are going to do in the future to cultivate their talent 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"> what they did during their studies to prepare for this audition why it is important for them to be part of the audition /show what they are going to do in the future to cultivate their talent | 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 simple sentences with frequent errors | 3 | | |
| <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 fragmented sentences with frequent errors | 2 | | |
| <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 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">• what they did during their studies to prepare for this audition• why it is important for them to be part of the audition/show• what they are going to do in the future to cultivate their talent <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>Cher journal, le 10 juin 2025</p> <p>Je t'écris aujourd'hui, après avoir passé le casting pour un télécrochet à Tahiti pour réfléchir à mon expérience. Je t'avais dit que ma meilleure copine Marie et moi avions pris la décision d'y participer puisque nous pensions que nous avions toutes les qualités nécessaires pour avoir du succès dans cette émission de télécrochet.</p> <p>Tout d'abord, j'adore faire du théâtre depuis que je suis toute petite. Même avant de commencer des cours de théâtre à l'école, je montais de petits spectacles avec mes copines qu'on jouait devant nos parents et nos voisins. Changer de personnage et incarner des personnalités différentes pour chaque spectacle m'a toujours fascinée. Plus tard, quand j'ai commencé à étudier le théâtre, j'ai appris beaucoup plus sur les techniques vocales et gestuelles. De plus, je peux mémoriser des textes longs et je suis créative, ce qui m'a aidée à remporter plusieurs prix avec la troupe de théâtre de l'école.</p> <p>Deuxièmement, j'ai voulu y participer car je sais qu'une fois admis, les candidats sélectionnés vont séjourner pendant plusieurs mois à Tahiti où ils recevront des cours afin de peaufiner leur style artistique. Quelle meilleure opportunité d'apprendre auprès des meilleurs, de se faire connaître et de commencer une carrière dans son domaine artistique ?</p> <p>Qu'importe le résultat, je vais continuer à faire du théâtre. Pourtant, ce que j'ai appris c'est qu'il faut travailler très dur pour réussir dans ce domaine. Par conséquent, j'ai l'intention d'étudier le théâtre à la fac et de faire tout mon possible pour transformer ma passion en une carrière réussie. Et qui sait ? Je vais peut-être auditionner plus tard quand j'aurai fini mes études et que j'aurai eu plus d'expérience.</p> <p>A demain !</p> <p>Alix</p> | <p>Textual conventions uses all of the following:</p> <ul style="list-style-type: none">• an opening• a closing <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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