



French 2025 v1.2

IA2: Sample assessment instrument

This sample has been compiled by the QCAA to assist and support teachers in planning and developing assessment instruments for individual school settings.

Student name	sample only
Student number	sample only
Teacher	sample only
Exam date	sample only

Marking summary

Criterion	Marks allocated	Provisional marks
Creating an extended response in French — Responding and creating	3	
Creating an extended response in French — Responding (language elements) in French	6	
Creating an extended response in French — Responding (communication)	6	
Exchanging information and ideas in French — Language elements	5	
Exchanging information and ideas in French — Communication	5	
Overall	25	

Conditions

Technique	Examination — extended response
Unit	Unit 3: Notre société; culture et identité — Our society; culture and Identity
Topic/s	Topic 2: The arts, entertainment and sports and/or Topic 3: Groups in society
Time	Written extended response: 80 minutes + 10 minutes planning time Spoken extended response: 7 minutes + 10 minutes planning time
Seen / Unseen	Written extended response: 1 unseen question/task with three different focuses Spoken extended response: Unseen visual or a short written stimulus text and unseen open-ended questions
Other	Dictionaries are not to be used in this examination. Written extended response must be handwritten. Use the unseen stimulus text and planning time notes for the spoken extended response.

Instructions

Written extended response

- Respond to 1 question/task in **French**.
- Draw on personal perspectives and write your answer using black or blue pen.
- Respond in full sentences to a question/task and text type.
- Answer the question/task on the lined pages provided.

Spoken extended response

- Respond to the unseen stimulus text in **French**.
- Respond to unseen, open-ended questions posed during the conversation.
- Participate in a one-to-one, student-centred conversation about the stimulus text and Unit 3 Topic 2 and/or Topic 3 subject matter.

Task

Written extended response

Write a personal blog post. Describe a real or well-known French celebrity (e.g. actor, sportsperson, musician, writer, or painter) who has made a strong impression on you. In your response, you must address the following:

- Présenter cette personne et expliquer pourquoi vous l'admirez
- Décrire comment cette personne représente un aspect important de la culture française
- Comparer cette personne avec une célébrité ou un(e) artiste australien(ne)

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[illegible]

[illegible]

Spoken extended response: Sample teacher questions

Question 1

Quels sont les avantages et les défis de faire partie d'un groupe en tant que jeune ?

Question 2

Pourquoi est-il important pour les adolescents de se sentir utiles ou d'exprimer leurs opinions ?

Question 3

Est-ce que les loisirs peuvent aider les jeunes à trouver leur place dans la société ? Comment ?

Question 4

Selon toi, est-ce que les groupes en ligne peuvent avoir autant de valeur que les groupes en présentiel ?

Question 5

Si tu pouvais créer ton propre groupe ou association, quel serait ton objectif ?

Instrument-specific marking guide (IA2): Examination — extended response (25%)

Creating an extended response in French — Responding and creating	Marks
The student response has the following characteristics:	
• addresses the three different focuses related to the subject matter in French	3
• addresses two of the different focuses related to the subject matter in French	2
• addresses one of the different focuses related to the subject matter in French.	1
The student response does not match any of the descriptors above.	0

Creating an extended response in French — Responding (language elements) in French	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> • constructs meaning by applying comprehensive and complex knowledge of language elements with minor errors in the use of <ul style="list-style-type: none"> – wide range of vocabulary – wide range of grammar – punctuation – consistent register – spelling 	6
<ul style="list-style-type: none"> • constructs meaning by applying comprehensive knowledge of language elements with minor errors in the use of <ul style="list-style-type: none"> – wide range of vocabulary – wide range of grammar – punctuation – register – spelling 	5
<ul style="list-style-type: none"> • constructs meaning by applying knowledge of language elements with minor errors in the use of <ul style="list-style-type: none"> – range of vocabulary – range of grammar – punctuation – register – spelling 	4
<ul style="list-style-type: none"> • constructs meaning by applying some knowledge of language elements with some errors in use of <ul style="list-style-type: none"> – vocabulary – grammar – punctuation – register – spelling 	3

Creating an extended response in French — Responding (language elements) in French	Marks
• repetitive use of French language elements and vocabulary	2
• fragmented use of French.	1
The student response does not match any of the descriptors above.	0

Creating an extended response in French — Responding (communication)	Marks
The student response has the following characteristics:	
• communicates with discerning selection, sequencing and synthesis of information to justify conclusions, ideas and perspectives appropriate to the task and text type	6
• communicates with effective selection, sequencing and synthesis of information to justify conclusions, ideas and perspectives appropriate to the task and text type	5
• communicates with selection, sequencing and synthesis of information to justify conclusions, ideas and perspectives appropriate to the task and text type	4
• communicates with some selection and sequencing of information with some justification of conclusions/ideas/perspectives appropriate to the task	3
• a written response with some selection and sequencing of information/ideas	2
• disjointed use of French.	1
The student response does not match any of the descriptors above.	0

Exchanging information and ideas in French — Language elements	Marks
The student response has the following characteristics:	
• constructs meaning in response to stimulus by applying comprehensive knowledge of language elements in a conversation with minor errors in the use of <ul style="list-style-type: none"> – wide range of vocabulary – wide range of grammar – pronunciation – consistent register – intonation 	5
• constructs meaning in response to stimulus by applying knowledge of language elements in a conversation with minor errors in the use of <ul style="list-style-type: none"> – range of vocabulary – range of grammar – pronunciation – register – intonation 	4
• constructs meaning in response to stimulus by applying some knowledge of language elements with some errors in a conversation in the use of <ul style="list-style-type: none"> – vocabulary 	3

Exchanging information and ideas in French — Language elements	Marks
<ul style="list-style-type: none"> – grammar – pronunciation – register – intonation 	
<ul style="list-style-type: none"> • uses some French language in a conversation, including repetitive use of <ul style="list-style-type: none"> – vocabulary – grammar 	2
<ul style="list-style-type: none"> • fragmented use of French in a conversation 	1
The student response does not match any of the descriptors above.	0

Exchanging information and ideas in French — Communication	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> • demonstrates discerning selection and sequencing of ideas in an unprepared conversation with proficiency and spontaneity 	5
<ul style="list-style-type: none"> • demonstrates effective selection and sequencing of ideas in an unprepared conversation with proficiency and spontaneity 	4
<ul style="list-style-type: none"> • demonstrates selection and sequencing of ideas in an unprepared conversation with some proficiency 	3
<ul style="list-style-type: none"> • demonstrates fragmented selection and sequencing of ideas, or delivers a rehearsed set of responses 	2
<ul style="list-style-type: none"> • disjointed use of French 	1
The student response does not match any of the descriptors above.	0

Stimulus

Spoken extended response

En France, de plus en plus de jeunes s'engagent dans des associations ou des groupes solidaires. Ces groupes permettent aux adolescents de se sentir utiles, de créer des liens et d'exprimer leurs opinions sur des sujets importants comme l'environnement, la justice sociale ou les loisirs. Beaucoup de jeunes disent que cela les aide à trouver leur place dans la société.

(76 words)



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