

# French Extension marking guide and response

External assessment 2025

## Extended response (35 marks)

### Assessment objectives

This assessment instrument is used to determine student achievement in the following objectives:

1. apply knowledge of language elements, structures and textual conventions to understand how meaning is conveyed in the provided stimulus materials
2. apply knowledge of language elements, structures and textual conventions to create meaning in texts, in relation to the provided stimulus materials
3. identify how meaning, attitudes, perspectives and values underpin the provided stimulus materials, and how they influence audiences
4. analyse and evaluate information and ideas to draw conclusions and justify points of view and arguments, in relation to the provided stimulus materials
5. create texts that convey information and ideas in French for context, purpose and audience and cultural conventions, in relation to the provided stimulus materials
6. structure, sequence and synthesise information to respond personally, critically and/or creatively to the provided stimulus materials.

# 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

## Criterion: Creating French texts

| Cohesion   |   | Meaning   |   | Language elements  |   | Textual conventions   |   |
|--|---|---|---|--|---|---|---|
| The response:  | M | The response:   | M | The response:  | M | The response:   | M |
| <ul style="list-style-type: none"> <li>uses a wide range of cohesive devices purposefully</li> </ul> | 3 | <ul style="list-style-type: none"> <li>uses proficient and complex French to create fluent sentences</li> </ul> | 4 | <ul style="list-style-type: none"> <li>uses a wide range of vocabulary purposefully</li> <li>uses a wide range of grammar purposefully</li> <li>uses a wide range of tenses purposefully</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 introduction</li> <li>at least two body paragraphs</li> <li>a conclusion</li> </ul> </li> </ul>                    | 3 |
| <ul style="list-style-type: none"> <li>uses a range of cohesive devices</li> </ul>                   | 2 | <ul style="list-style-type: none"> <li>uses proficient French to create generally fluent sentences</li> </ul>   | 3 | <ul style="list-style-type: none"> <li>uses a wide range of vocabulary accurately</li> <li>uses a wide range of grammar accurately</li> <li>uses a wide range of tenses accurately</li> <li>uses consistent register for context</li> </ul>                | 7 | <ul style="list-style-type: none"> <li>uses two of the following                             <ul style="list-style-type: none"> <li>an introduction</li> <li>at least two body paragraphs</li> <li>a conclusion</li> </ul> </li> </ul>                    | 2 |
| <ul style="list-style-type: none"> <li>uses repetitive or few cohesive devices</li> </ul>            | 1 | <ul style="list-style-type: none"> <li>uses mostly proficient French to convey meaning</li> </ul>               | 2 | <ul style="list-style-type: none"> <li>uses a wide range of vocabulary with few errors</li> <li>uses a wide range of grammar with few errors</li> <li>uses a wide range of tenses with few errors</li> <li>uses consistent register for context</li> </ul> | 6 | <ul style="list-style-type: none"> <li>uses                             <ul style="list-style-type: none"> <li>an introduction</li> <li>at least one other paragraph</li> </ul> </li> <li><b>OR</b></li> <li>uses at least two body paragraphs</li> </ul> | 1 |

| Cohesion  |   | Meaning   |   | Language elements   |   | Textual conventions   |   |
|---|---|---|---|---|---|---|---|
| The response:   | M | The response:   | M | The response:   | M | The response:   | M |
| <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 French to convey fragmented meaning</li> </ul>  | 1 | <ul style="list-style-type: none"> <li>• uses a range of vocabulary with few errors</li> <li>• uses a range of grammar with few 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>• 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>• 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 a range of vocabulary with errors</li> <li>• uses a range of grammar with errors</li> <li>• uses a range of tenses with errors</li> <li>• mostly uses consistent register for context</li> </ul>        | 4 |   |   |
|   |   |   |   | <ul style="list-style-type: none"> <li>• uses repetitive vocabulary and grammar with some errors</li> </ul>   | 3 |   |   |
|   |   |   |   | <ul style="list-style-type: none"> <li>• uses repetitive vocabulary and grammar with frequent errors</li> </ul>   | 2 |   |   |
|   |   |   |   | <ul style="list-style-type: none"> <li>• uses isolated words and phrases</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 |   |   |

## Criterion: Analysing French texts

| Understanding   |   | Analysis  |   | Evaluation  |   | Argument   |   |
|---|---|---|---|---|---|--|---|
| The response:   | M | The response:   | M | The response:   | M | The response:  | M |
| <ul style="list-style-type: none"> <li>demonstrates thorough understanding of one perspective in the chosen stimulus</li> <li>selects references from the stimulus that are relevant to this perspective</li> </ul> | 4 | <ul style="list-style-type: none"> <li>identifies a relevant perspective in the chosen stimulus</li> <li>provides an authoritative interpretation of how this perspective influences audiences</li> </ul>   | 4 | <ul style="list-style-type: none"> <li>clearly states a judgment about a perspective in the chosen stimulus</li> <li>draws well-substantiated conclusions about this judgment using both the chosen stimulus and their investigation</li> </ul> | 5 | <ul style="list-style-type: none"> <li>clearly states a thesis to be substantiated</li> <li>develops a discriminating personal, critical or creative argument to support the thesis across the response</li> </ul> | 4 |
| <ul style="list-style-type: none"> <li>demonstrates understanding of one perspective in the chosen stimulus</li> <li>selects references from the stimulus that are mostly relevant to this perspective</li> </ul>   | 3 | <ul style="list-style-type: none"> <li>identifies a relevant perspective in the chosen stimulus</li> <li>provides an interpretation of how this perspective influences audiences</li> </ul>   | 3 | <ul style="list-style-type: none"> <li>states a judgment about a perspective in the chosen stimulus</li> <li>draws relevant conclusions about this judgment using both the chosen stimulus and their investigation</li> </ul>                   | 4 | <ul style="list-style-type: none"> <li>states a thesis to be substantiated</li> <li>develops a personal, critical or creative argument to support the thesis across the response</li> </ul>                        | 3 |
| <ul style="list-style-type: none"> <li>demonstrates understanding of one perspective in the chosen stimulus</li> <li>selects some relevant evidence from the stimulus</li> </ul>                                    | 2 | <ul style="list-style-type: none"> <li>identifies a relevant perspective in the chosen stimulus</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>provides an interpretation of a relevant perspective in the chosen stimulus</li> </ul> | 2 | <ul style="list-style-type: none"> <li>states a judgment about a perspective in the chosen stimulus</li> <li>links this judgment to both the chosen stimulus and own investigation</li> </ul>   | 3 | <ul style="list-style-type: none"> <li>states a thesis to be substantiated</li> <li>includes statements to mostly support the thesis</li> </ul>  | 2 |

| Understanding   |   | Analysis   |   | Evaluation   |   | Argument   |   |
|---|---|--|---|--|---|--|---|
| The response:   | M | The response:  | M | The response:  | M | The response:  | M |
| <ul style="list-style-type: none"> <li>demonstrates comprehension of some words and phrases in the chosen stimulus</li> </ul> | 1 | <ul style="list-style-type: none"> <li>states their ideas about the chosen stimulus</li> </ul>   | 1 | <ul style="list-style-type: none"> <li>states a judgment about a perspective in the chosen stimulus</li> <li>links this judgment to either the chosen stimulus or their ideas</li> </ul> | 2 | <ul style="list-style-type: none"> <li>provides some statements that show an opinion</li> </ul>  | 1 |
| <ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above.</li> </ul>                              | 0 | <ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above.</li> </ul> | 0 | <ul style="list-style-type: none"> <li>states a judgment about the perspective in the chosen stimulus</li> </ul>   | 1 | <ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above.</li> </ul> | 0 |
|   |   |  |   | <ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above.</li> </ul>   | 0 |  |   |

# Sample response

|   |  |   |
|---|--|---|
| <p><b>Throughout</b></p> <p><b>Textual conventions</b><br/>uses all of the following</p> <ul style="list-style-type: none"> <li>• an introduction</li> <li>• at least two body paragraphs</li> <li>• a conclusion</li> </ul> <p><b>Cohesion</b><br/>uses a wide range of cohesive devices purposefully</p> <p><b>Meaning</b><br/>uses proficient and complex French to create fluent sentences</p> <p><b>Language elements</b><br/>uses a wide range of vocabulary purposefully<br/>uses a wide range of grammar purposefully<br/>uses a wide range of tenses purposefully<br/>uses consistent register for context</p> | <p><b>Question 1</b></p> <p>Dans le module 4 j'ai mené une étude sur des nouvelles approches d'études de médias émergeant dans les pays de langue cible. j'ai donc trouvé l'article « Notre histoire » très intéressant. En ce qui concerne les valeurs mises en évidence dans l'article, j'ai notamment trouvé que des commentaires forts ont été formulés sur la façon dont les êtres humains apprécient l'humour dans les médias et s'en servent comme outil pour naviguer le monde. L'auteur de l'article détermine qu'en observant des caricatures et les histoires qu'elles racontent sur la culture, les êtres humains développent un sens de la résilience et de la compréhension commune. Au vu du changement perpétuel des médias dans le monde moderne, cette découverte prouve aux producteurs de médias qu'ils devraient intégrer le facteur « communauté » dans leur programmation.</p> <p>Le premier point abordé dans cet article est le fait que le recueil de caricatures, ainsi que l'analyse qui l'accompagne, était très populaire auprès des lecteurs. Cela va dans le sens de mon étude, qui a démontré que les individus sont attirés par les nouvelles plateformes médias et les publications, en particulier lorsque celles-ci publient des récits sur l'humain. En tant qu'êtres humains, nous trouvons que les histoires que nos sociétés ont racontées sur elles-mêmes sont des récits convaincants — et les caricatures constituent un excellent moyen d'y parvenir.</p> <p>J'ai ciblé mon étude sur les plateformes médias de jeux en ligne. Bien que les jeux en ligne aient leurs propres structures narratives, il est intéressant de constater qu'elles ont des similitudes avec celles des caricatures. Les participants peuvent s'échapper de leur propre existence à travers le jeu et découvrir d'autres mondes — parfois grâce à l'humour et parfois grâce à l'imagination. Selon moi, l'idée la plus intéressante dans le Stimulus 2 est une réflexion que je n'avais pas eue auparavant : ceux qui s'intéressent aux caricatures en tant que commentaire historique le font pour ressentir du plaisir, rire et réfléchir aux défis sociaux.</p> <p>Le recueil « redacted [the comic book] » a une structure chronologique, et il est intéressant de voir sur quoi est mis l'accent en fonction des périodes. J'ai appris que les premières caricatures étaient principalement politiques, puis qu'elles ont porté sur des thèmes liés à la santé et à la famille. Au cours du 20e siècle, les caricatures ont évolué pour couvrir tout un éventail de thèmes sociaux. Le monde du jeu en ligne est similaire, dans le sens où les jeux sont de plus en plus complexes et sont souvent basés sur des scénarios inspirés par des questions sociales. Comme les caricatures, les jeux invitent les participants à réfléchir différemment sur notre monde actuel, et bien que les jeux</p> | <p><b>Evaluation</b><br/>clearly states a judgment about a perspective in the chosen stimulus<br/>draws well-substantiated conclusions about this judgment using both the chosen stimulus and their investigation</p> <p><b>Understanding</b><br/>demonstrates thorough understanding of one perspective in the chosen stimulus<br/>selects references from the stimulus that are relevant to this perspective</p> <p><b>Argument</b><br/>clearly states a thesis to be substantiated<br/>develops a discriminating personal, critical or creative argument to support the thesis across the response</p> <p><b>Analysis</b><br/>identifies a relevant perspective in the chosen stimulus<br/>provides an authoritative interpretation of how this perspective influences audiences</p> |
|---|--|---|

utilisent plus souvent la tension que l'humour, ce sont des outils de réflexion.

Comme l'indique l'article, il est important pour tous que nous puissions rire devant l'adversité. Ma recherche indépendante a démontré que le jeu en ligne n'est pas une activité négative. Au contraire, les joueurs ont affirmé ressentir plus d'optimisme et d'énergie après une session de jeu. De plus, les fortes ventes de « [redacted [the comic book] », et les nombreuses demandes reçues pour ce livre dans les bibliothèques prouvent que les membres de notre communauté veulent s'échapper de leur quotidien de temps en temps pour se sentir mieux. C'est quelque chose de très positif, pour nous tous.



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