

External assessment trial — French

Examiner's report

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Introduction

In Semester 1, 2017 the Queensland Curriculum and Assessment Authority (QCAA) trialled external assessment in Year 11 French.

The *External assessment trial — Semester 1, 2017* familiarised schools and students with subject-based external assessments and tested processes for their delivery. The trialled assessment was aligned to the *French Senior Syllabus 2008* and developed in consultation with subject experts from schools and universities. It was administered under secure conditions and marked externally.

A total of 105 students from 10 schools were involved in the French external assessment trial, and five teachers participated in the online marking operation.

This report provides information on the French external assessment trial specifications, students' performance characteristics and aggregated results from all participating schools. The assessment was formative and provided an alternative to a task already being undertaken at participating schools.

The QCAA appreciates schools' participation in the external assessment trial. The teachers and students who participated in the trial have made a valuable and significant contribution to Queensland's new system of senior assessment.

To provide feedback on the trial or further advice, please contact Assessment Operations on telephone 1300 381 575 or by email at seaops@qcaa.qld.edu.au.

Claude Jones

Director, Assessment and Reporting Division
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Overall commentary

The French external assessment trial was a QCAA-developed examination conducted under supervised conditions on 31 May 2017.

The online assessment was devised from the *French Senior Syllabus 2008*. It required students to demonstrate their understanding of all objectives in the *Comprehension: Listening and Reading* criteria and the *Conveying meaning: Writing* criterion.

Schools were provided with professional development, face-to-face or via a webinar, and received Supplementary materials to support the development of teaching and learning experiences. Two practice assessments were provided to prepare students for the online assessment, both in terms of the examination format and to familiarise them with the online assessment platform.

The assessment required students to respond in English to three texts in French — two spoken texts and one written. Students then had to write approximately 300 words in French in response to a stimulus. The stimulus provided students with information about a context, purpose and audience, as well as three questions in French.

The assessment was organised into three sections, which respectively addressed each macroskill. Sections 1 and 2 required students to demonstrate knowledge and understanding of French texts by reasoning and responding in English. Students entered their responses online. Hard copies of the texts for *Reading* were provided for students to annotate. Hard copies were not collected for marking. Section 3 required students to respond in French using onscreen functionality to enter accents.

In Sections 1 and 2, students were required to demonstrate *Knowing and understanding* and *Reasoning and responding*. For *Listening*, 91% of students achieved a passing grade — 50% at A standard, 35% at B standard, and 6% at C standard. In *Reading*, 85% of students achieved a passing grade — 43% at A standard, 27% at B standard, and 15% at C standard.

In Section 3, students were required to demonstrate *Knowing and using language features* and *Creating and responding*. For *Writing*, 85% of students achieved a passing grade — 15% at A standard, 31% at B standard, and 39% at C standard.

Statistics in this report may have been rounded, resulting in totals not equal to 100%.

Figure 1: Statewide student results — *Listening*

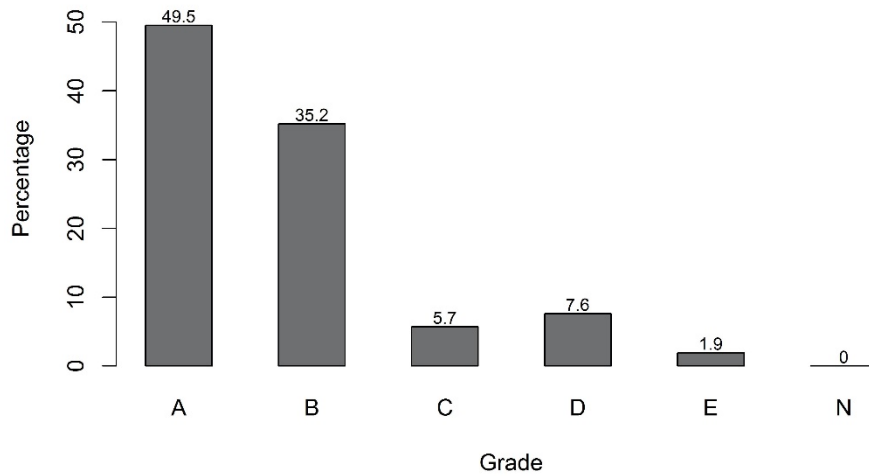


Figure 2: Statewide student results by gender — *Listening*

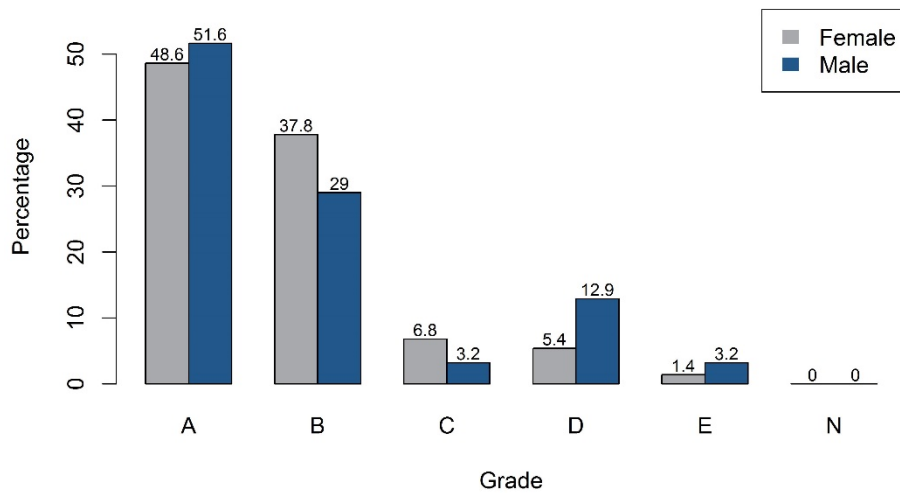


Figure 3: Statewide student results — *Reading*

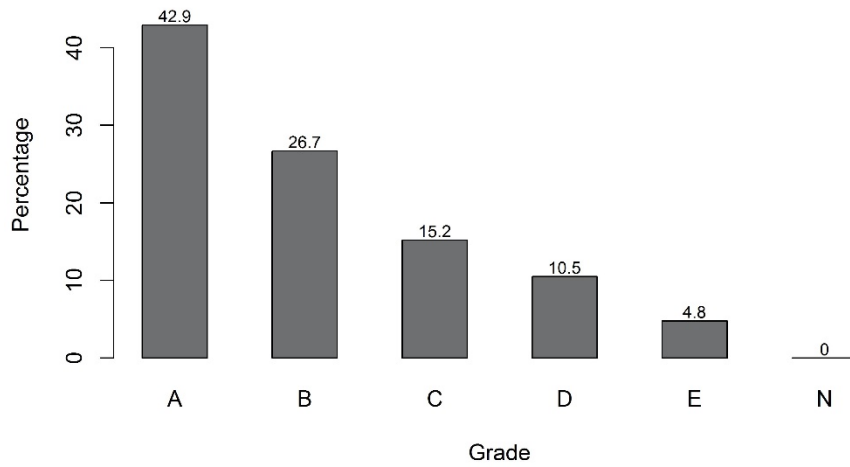


Figure 4: Statewide student results by gender — *Reading*

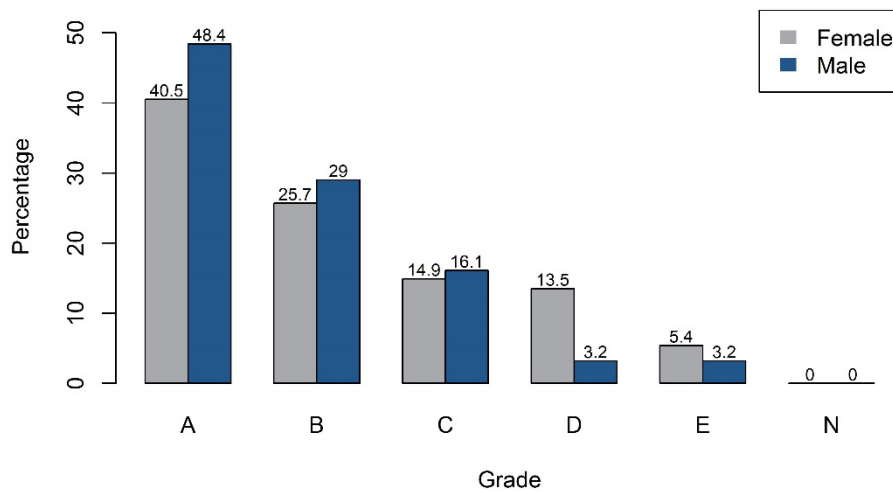


Figure 5: Statewide student results — *Writing*

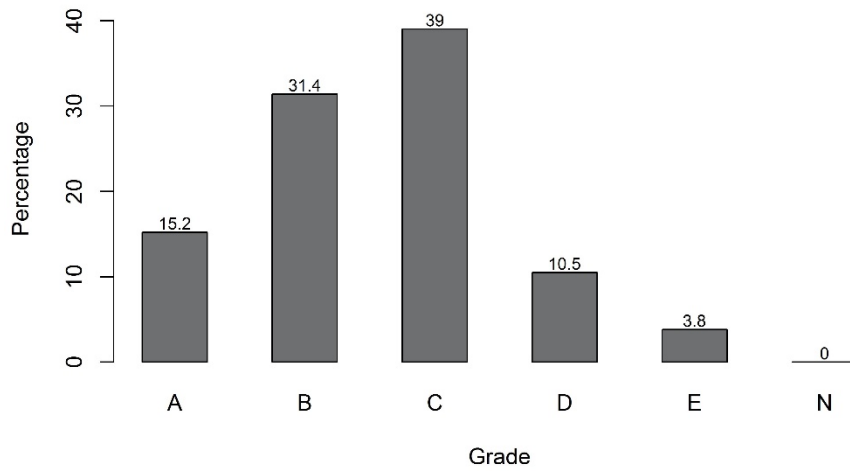
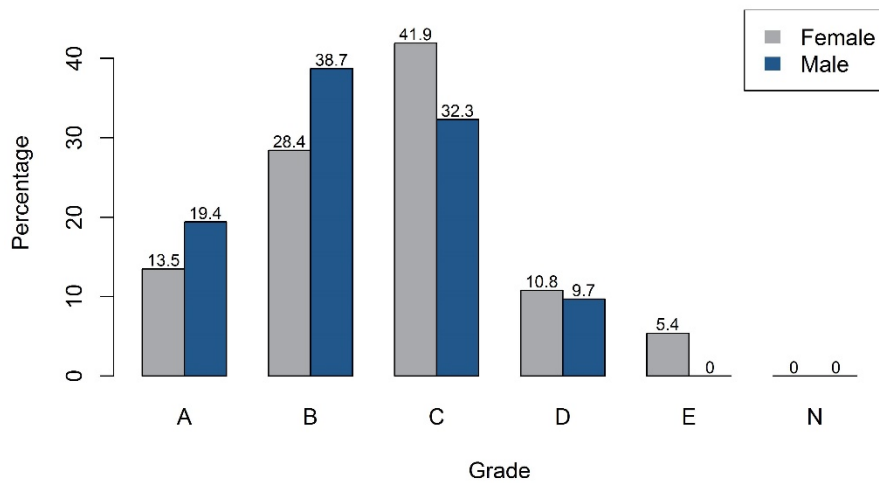


Figure 6: Statewide student results by gender — *Writing*



Sample responses and commentaries

The following section provides commentary on sample responses across the three sections in the external assessment trial. The samples provide indicative student responses to the questions in each section. These responses have not been corrected for accuracy and are not necessarily exemplary.

Listening

The assessment for *Listening* required students to respond to two texts. Each text had a number of questions, which provided opportunities for students to demonstrate *Knowing and understanding* and *Reasoning and responding*.

Text 1

Students listened to a radio advertisement for travel to New Caledonia. The text attempted to persuade people who were stressed and busy, or interested in culture and exotic destinations, to travel to the islands.

Questions provided opportunities to demonstrate analysis of information, textual conventions and language features. Understanding of sentences, vocabulary and grammatical patterns was demonstrated through the justification of conclusions drawn from the text.

Questions 1 and 2

1. Explain the purpose of the text and identify the text type.
2. a) Identify two different categories of people who would be interested in this text.
b) Justify your response using relevant information from the text.

Students who addressed the requirements of the assessment were able to identify the text type as an advertisement and the purpose, which was to persuade people to travel to New Caledonia. They were able to identify and justify who would be most interested in travelling using information from the text.

The following student response successfully demonstrates evidence of these qualities.

- Q1) The purpose of the text is to advertise New Caledonia as a place to go on holiday. The text type is an advertisement on part of a radio station called France Radio.
- Q2a) There are many people who would be interested in this text. One particular category of people that would be interested in this text are people who are stressed and overworked, that want to take a break, relax and recharge. Another category of people who would be interested in this text are people who like warm weather.
- Q2b) People who are tired and stressed would be interested in the text because the speaker asks the audience questions as to their stress levels and if they are looking for a place to go and relax. Another category of people that would be interested in this text are people wanting to go somewhere warm due to the fact that New Caledonia is advertised as being the ideal location for a summer holiday. The speaker describes the warm weather, saying that the temperature is often over 30 degrees and it is a tropical climate, therefore making it the ideal location for someone wanting to go on a holiday somewhere warmer.

Students who only partially analysed the text typically translated information to either identify the text type or the purpose, but not both.

Question 3

3. Using three phrases from the text, translated into English, explain how the speaker tries to persuade the audience.

The student identified and translated particular phrases to demonstrate the linguistic devices the speaker used to persuade the reader.

Q3) The speaker tries to persuade the audience to come to New Caledonia through use of imagination. He begins by asking a series of questions — Always pressured? Tired? Stressed? Need to recharge? He follows this by telling the audience to close their eyes and breathe deeply, telling them to imagine the warm sun on their faces, and a tropical environment over 30 degrees. He follows this up by telling them that what he is telling the audience is not a dream, if only they come to New Caledonia. He tells them about the tropical climate, and the culture present, adding information about the range of local dishes available to try, finishing at the end by saying that New Caledonia is waiting to welcome them, and tells the audience to book their flight today.

Text 2

In this text, Lauren, a young Australian, calls Béatrice, a French woman who works for the association 'French for Everyone', for advice about which French-speaking country she should visit to improve her French.

Students responded to questions that provided opportunities to demonstrate analysis of information. Their understanding of French sentences, vocabulary and grammatical patterns was demonstrated through the justification of evaluations and conclusions drawn from the text.

Questions 1 and 2

1. Why is Lauren calling Béatrice?
2. a) What are the two alternatives identified by Lauren?
b) Which is the most suitable alternative for Lauren? Support your answer with evidence from the text.

Students who addressed the requirements of the assessment were able to identify the purpose of Lauren's call to Béatrice and that Lauren was hesitating about where to go to improve her French (New Caledonia or France). They were able to conclude that New Caledonia was the best choice for Lauren as it addressed her requirements of being the cheapest option, having a range of sports available, and offering the best choice of accommodation and opportunities to improve her language skills.

The following student response successfully demonstrates evidence of these qualities.

Q1) Lauren is calling Beatrice, because her parents want her to go on a language holiday in a French-speaking country to improve her French. Beatrice works at the Association Français or French Association, so Lauren rings her for advice about which country to choose to go to.

The student identified the correct option based on the information available in the text, and provided that information to justify their conclusion.

Q2a) Lauren wants to go to either France or New Caledonia, and for lodgings, either with a homestay family or in a youth hostel.

Q2b) The most suitable alternative for Lauren would be staying with a homestay family in New Caledonia. She wants to go during the Christmas holidays and loves to play sport. Beatrice tells Lauren that if she wants to meet people her own age, France is the better place to go. She also tells her about the large presence of culture in France, saying it's everywhere. If she goes to France, it will snow, and she'll be able to go skiing in the Alps, however the cold weather will mean

that she has to buy a lot of warm clothes to wear if she goes. Additionally, Beatrice informs Lauren that life in France is more expensive than in New Caledonia. This may be difficult for Lauren as her budget is quite limited.

Students who only partially analysed the text typically drew the right conclusion, but failed to provide a complete and valid justification.

Reading

The assessment for *Reading* required students to read one text and respond to four questions, which provided opportunities for students to demonstrate *Knowing and understanding* and *Reasoning and responding*.

Text 3

In this text, Charlotte has emailed seeking advice regarding her future options. She is unsure about whether she should become an electrician or follow her mother's career path and become an IT worker. Charlotte's father is worried about Charlotte becoming an electrician. He believes that it is a tiring job, that she would work long hours and that she may have trouble finding a job in this field.

Questions provided opportunities for students to evaluate the information in the text. Understanding of French sentences, vocabulary and grammatical patterns was demonstrated through the use of relevant details, including subtleties from the text, to justify their evaluations.

Questions 1, 2, 3 and 4

1. *How are Julien, Marie and Thomas each connected to Charlotte?*
2. *Using information from the text, explain how Charlotte feels about school, based on her experiences.*
3. *What does Charlotte's email reveal about her parents? Justify using examples from the text.*
4. *To what extent is her father's advice useful to Charlotte in terms of making a decision? Justify your response using relevant information from the text.*

In order to demonstrate A-standard qualities for Question 1, students had to correctly identify all three relationships. While the first two connections are explicitly referenced in the text, the relationship between Charlotte and Thomas required an inference to be drawn. The student response below illustrates a complete answer.

Q1) Marie is Charlotte's friend, Julien is Marie's brother, and Thomas is Charlotte's brother.

In response to Question 2, the student draws a conclusion and uses Charlotte's experience to conclude that she is not interested at school or does not like it. The conclusion that follows is justified using relevant detail from the text.

Q2) Charlotte probably doesn't really like school because she says that learning to be an electrician is very interesting, a lot more interesting than the lessons at school. Also she doesn't get very good grades, as she says that "if I want to become an informaticienne, it will be necessary that I have better grades".

This response identified that Charlotte had mentioned that working as an electrician was more interesting than school and that her grades needed improving. This student response used both relevant pieces of information to justify their answer.

Students who only partially analysed the text typically drew the right conclusion but lacked justification.

In Question 3, students were required to evaluate Charlotte's relationship with both of her parents and justify their response using relevant details provided in the text.

Q3) Both her parents care for and also worry about Charlotte and her brother. At the start she says that her mother worries about her brother, Thomas, that he will have an accident while driving. At the end, her father worries about her working as an electrician. Her parents seem to want to look after her and help her. Her father says that it is difficult to find work, and that working as an electrician is physically tiring and that she will never be sure of her hours. And he thinks she would be better off following her mother in information as it pays better.

This response provided evaluation — both parents care and worry about their children — and a complete justification: it cited information about the brother, Charlotte working as an electrician and associated concerns, and the advantages of IT work.

For the final question in *Reading*, students were required to evaluate the quality of the father's advice and justify their evaluation. To provide a well-substantiated decision about the quality of this advice, two relevant pieces of information needed to be identified and translated from the text.

Q4) Her father's advice doesn't really help Charlotte make a decision. Charlotte already seems to like the idea of working as an electrician. She likes how she now can go out using her own money, without asking her parents for money. She also says that she likes her colleagues and the work is great and that she would really like to continue learning her trade. However when her father worries about her finding a job as an electrician, being tired and not being payed as well, that doesn't help her make a decision as she now is a bit doubtful of being an electrician but doesn't want to do something else. Also she knows that she will need better grades to do the same job as her mum.

Students who only partially analysed the text typically provided an evaluative statement using irrelevant or misinterpreted information from the text.

Writing

The assessment for *Writing* required students to respond in French to an email from a French friend, Jeanne, regarding her future choices. Jeanne was unsure whether she should go to university or have a gap year and come to Australia.

The task was written in English and provided a context, purpose, audience and text type. It also had three questions written in French. A word length of approximately 300 words was provided as guidance to the expected length of response.

- Respond to the task in approximately 300 words — this length is a guide only.
- Allow approximately 55 minutes to complete this section.
- Respond in **French**.

Context: Your French friend Jeanne has emailed you. She is trying to decide whether she should go to university or have a gap year and come to Australia, next year.

Task: Based on your point of view, advise Jeanne.

Purpose: To provide advice and respond to Jeanne's email by answering her questions below:

- Quoi de neuf chez toi ?
- Comment se passe le lycée ?
- Qu'est-ce que tu me conseilles de faire ?

Audience: Your friend Jeanne

Text type: Personal email

To respond effectively to the context and audience, students had to address Jeanne as a friend and use a register appropriate to the situation. To consistently adhere to the conventions of the text type, suitable greetings and a signature were required, as illustrated in the extract from the student response below.

Chère Jeanne,
...
Bisous,

Riley

In order to respond effectively to the purpose, students had to provide Jeanne with personal advice regarding both her choices.

In the following response, the student acknowledged the issue raised in Jeanne's email and provided a personal opinion regarding both choices. The student mentions that university is very important to them but there are other reasons for wanting to travel to Australia.

Personnellement, je serais très contente si tu viens ici en Australie pendant une année!! C'est l'opportunité pour améliorer ton anglais et passer du temps avec moi bien sûr! Tu peux vivre la vie australienne, et découvrir quelques choses culturelles que l'Australie offre pour les touristes comme toi.

Then they describe all the activities they could do with Jeanne. Throughout the response, they punctuated their text as if talking to a friend, using appropriate register such as 'as you know' when explaining that they live in Queensland.

Aussi, puisque tu serais en Australie, tu devrais visiter les attractions australiennes! Il y a beaucoup d'attractions à Sydney qui sont dignes d'être vues, comme l'Opera House et le Sydney Harbour Bridge, mais il y a aussi quelques choses d'autres à Queensland où j'habite, comme tu sais. Le Great Barrier Reef est super pour faire du tuba et Lone Pine est parfait pour rencontrer les animaux australiens, comme les koalas et les kangarous. Donc, oui, c'est ton choix, mais je pense que l'année en Australie c'est mieux que d'aller à l'université l'année prochaine.

The three questions written in French provided opportunities for students to convey their ideas with flexibility and originality. As in the examples above, responses to these three questions used a range of cohesive devices to link aspects of the texts, as well as a wide range of vocabulary and grammar effectively. A-standard responses used complex language and displayed a high level of coherence. Errors did not detract from overall meaning.

The first question was: 'What has been happening?' In the following response, the student chose to write that it had been some time since they had heard from Jeanne and that their family had just bought a dog and named him 'Angus'.

Je suis très contente de recevoir ton email. Ça fait longtemps que je n'ai eu de tes nouvelles. Ici, tout va bien. Nous avons acheté un chien la semaine prochaine, qui s'appelle Angus. Il est très mignon et très grand — il fait vingt kilos et il a seulement quatre mois! Mais j'adore tous les animaux, comme tu sais et je l'aime beaucoup. Je t'envoie des photos tout de suite.

Note that the student demonstrated an understanding of the question and the context by adding that, as Jeanne knew, they loved all animals.

The second question asked: 'How is high school going?' In response to this question, the student provided original information about their daily life in high school, and explained that they were taking a number of examinations and that this was a stressful and busy period for them. They also added that French was their favourite subject and that it made them feel calm.

Le lycée est très occupé pour moi en ce moment et pour deux ou trois semaines prochaines. J'ai beaucoup d'examens en ce moment, et c'est un peu stressant pour moi. Il semble que je n'ai pas le temps pour finir tous mes devoirs et mes dissertations. Cependant, les vacances approchent et je ne peux pas attendre de me détendre pendant deux semaines. Aussi, je suis contente que j'aie le français — c'est mon cours préférée, et il me sent calme.

The last question was: 'What do you advise me to do?'

J'ai entendu ton problème et je suis d'accord — c'est difficile de choisir entre les deux. Pour moi, quand je finis l'école, je veux aller à l'université tout de suite, parce que l'université est très importante pour moi. Mais c'est différent pour chaque personne, ça dépend de ce que tu veux faire. Bien que je croie que l'université est importante, il y a beaucoup de vraies raisons pour aller en Australie aussi.

The response above considers the choices that Jeanne faces. The student provides a personal perspective, 'pour moi', clearly addressing context and purpose.

Students who did not demonstrate qualities of A or B standards typically did not address all three questions.

Recommendations and guidelines

- *A greater emphasis on, and development of, ‘justification’ would support students’ ability to fully answer questions.*

In order to do this, students are encouraged to practise skills to enhance their capacity to respond appropriately to questions that require justification. In particular, they could be provided with opportunities to learn how to identify what a question is asking, and then how to listen to and/or read a text to identify its meaning as a whole, including how parts of the text relate to its overall meaning. Once they understand what the question requires and identify the purpose and gist of the text, students are able to see the relationship between what is being asked and how the information in the text relates to the detail required in their response.

In this way, students learn how to use information and ideas to respond as required, as well as to understand texts.

- *Emphasis on analysing information and ideas rather than translating texts would allow students to demonstrate their understanding of French.*

Students could be provided with opportunities to learn how to make well-substantiated decisions rather than simply translate. Some students attempted to translate as much information from the text as possible to show their understanding; however, the standards required the demonstration of relevant detail and the gist of a text, as well as analysis.

Questions are designed to elicit evidence of each student’s capacity to analyse texts, by requiring them to break down information and ideas into smaller or constituent parts. For example, in *Reading* students had to identify that Charlotte’s father was worried about Charlotte becoming an electrician because he believed that it is a tiring occupation that requires long hours, and that offers Charlotte no certainty of finding a job. Students needed to use and provide this information to draw a conclusion and justify a response that explained the quality of the relationship between Charlotte and her father. In using this information to make and substantiate their conclusion, students demonstrated their capacity to establish the relationship between relevant information in the text and an idea not explicitly stated in the text — the relationship between concepts and information expressed through words and texts.

Opportunities for students to develop this skill are an explicit and unique aspect of language learning.

- *Opportunities to develop flexibility and originality would allow students to demonstrate using French to meet communicative needs.*

To address *Creating and responding* and *Knowing and using language features* effectively, students must be able to respond to all components of an assessment task. They should be offered opportunities to develop flexible use of language features to create meaning.

In the external assessment task, students were required to clearly and accurately convey meaning using a range of vocabulary and grammar. They also had to demonstrate flexibility and originality by responding to the three questions written in French, addressing the issue raised in Jeanne’s email and providing a personal opinion about her choices.

Using written and spoken language in unrehearsed communicative situations allows opportunities for students to meet personal communicative needs in French.

Appendix 1: Instrument-specific standards matrix

These instrument-specific standards identify the objectives assessed in the French external assessment trial.

		A	B	C	D	E
The student work has the following characteristics:						
Comprehension — listening	Knowing and understanding	<ul style="list-style-type: none"> a comprehensive range of information is presented, including gist, main points and relevant details the meaning of familiar and complex language is accurately and clearly demonstrated the speaker's attitude, purpose and intentions are clearly evident subtleties are recognised 	<ul style="list-style-type: none"> a range of information is presented, including gist, main points and obvious details the meaning of familiar language is accurately demonstrated but complex language may be misinterpreted the speaker's attitude, purpose and intentions are recognised subtleties may be overlooked 	<ul style="list-style-type: none"> essential information is presented, including some main points and details which may not always be relevant the meaning of familiar language is demonstrated accurately the speaker's general intention is recognised when obvious within a familiar context 	<ul style="list-style-type: none"> information is presented, including the meaning of some familiar language a very broad outline or some specific details of the speaker's general intention is demonstrated 	<ul style="list-style-type: none"> fragmented information is presented an isolated understanding of words and phrases is demonstrated
	Reasoning and responding	<ul style="list-style-type: none"> detailed analysis and thorough evaluation are evident plausible interpretations of unfamiliar language are drawn from context well-constructed conclusions and well-substantiated decisions are made cultural meanings are integrated into responses where appropriate. 	<ul style="list-style-type: none"> detailed analysis and evaluation are evident interpretations of unfamiliar language are made from context conclusions and decisions are made, although at times justification may be incomplete cultural meanings are evident in responses but may not be fully developed. 	<ul style="list-style-type: none"> basic analysis and evaluation are evident conclusions and decisions are made but often lack justification obvious cultural meanings are identified. 	<ul style="list-style-type: none"> little evidence of basic analysis or evaluation is present conclusions and decisions may be made but lack justification obvious cultural meanings may be identified. 	<ul style="list-style-type: none"> no evidence of analysis or evaluation is presented responses are minimal.

		A	B	C	D	E
The student work has the following characteristics:						
Comprehension — reading	Knowing and understanding	<ul style="list-style-type: none"> • a comprehensive range of information is presented, including gist, main points and relevant details • the meaning of familiar and complex language is accurately and clearly demonstrated • the purpose of the text and the writer's perspective and intention are clearly evident • subtleties are recognised 	<ul style="list-style-type: none"> • a range of information is presented, including gist, main points and obvious details • the meaning of familiar language is accurately demonstrated but complex language may be misinterpreted • the purpose of the text and the writer's perspective and intention are recognised • subtleties may be overlooked 	<ul style="list-style-type: none"> • essential information is presented, including some main points and details which may not always be relevant • the meaning of familiar language is demonstrated accurately • the writer's general intention is recognised when obvious within a familiar context 	<ul style="list-style-type: none"> • information is presented, including the meaning of some familiar language • a very broad outline or some specific details of the writer's general intention is demonstrated 	<ul style="list-style-type: none"> • fragmented information is presented • an isolated understanding of words and phrases is demonstrated
	Reasoning and responding	<ul style="list-style-type: none"> • detailed analysis and thorough evaluation are evident • plausible interpretations of unfamiliar language are drawn from context • well-constructed conclusions and well-substantiated decisions are made • cultural meanings are integrated into responses where appropriate. 	<ul style="list-style-type: none"> • detailed analysis and evaluation are evident • interpretations of unfamiliar language are made from context • conclusions and decisions are made, although at times justification may be incomplete • cultural meanings are evident in responses but may not be fully developed. 	<ul style="list-style-type: none"> • basic analysis and evaluation are evident • conclusions and decisions are made but often lack justification • obvious cultural meanings are identified. 	<ul style="list-style-type: none"> • little evidence of basic analysis or evaluation is present • conclusions and decisions may be made but lack justification • obvious cultural meanings may be identified. 	<ul style="list-style-type: none"> • no evidence of analysis or evaluation is presented • responses are minimal.

		A	B	C	D	E
The student work has the following characteristics:						
Conveying meaning — writing	Knowing and using language features	<ul style="list-style-type: none"> • a wide range of vocabulary and grammar is used effectively; where complex language is used, errors do not detract from the overall meaning • a range of cohesive devices is used to link aspects of the text • register is appropriate to the situation • spelling, punctuation and word order display a high degree of accuracy 	<ul style="list-style-type: none"> • a range of vocabulary and grammar is used effectively, although with some errors • selected cohesive devices are used to link aspects of the text • register is usually appropriate to the situation 	<ul style="list-style-type: none"> • a range of familiar vocabulary and grammar is used, although errors are evident • basic cohesive devices are used to connect simple ideas • the register used is generally consistent 	<ul style="list-style-type: none"> • some familiar vocabulary and grammar is used, although frequent errors are made • some simple linking words are used, but the meaning as a whole is fragmented 	<ul style="list-style-type: none"> • responses may be basic sentences using well-rehearsed words and phrases
	Creating and responding	<ul style="list-style-type: none"> • written communication adheres consistently to the conventions of the text type • the writer's ideas and purposes are conveyed effectively with flexibility and originality • written text is well organised and displays a high level of coherence • an understanding and response to cultural contexts is clearly evident in the writing. 	<ul style="list-style-type: none"> • spelling, punctuation and word order display a reasonable degree of accuracy • the writer's ideas, information and meaning are usually communicated clearly, although errors may occur in complex language • written text is organised and is generally coherent • an understanding and response to cultural contexts may be evident in the writing. 	<ul style="list-style-type: none"> • spelling, punctuation and word order contain inaccuracies • written communication may feature some aspects of the text type • simple ideas are conveyed effectively • organisation of the written text is basic and displays some coherence • the writing shows some recognition of cultural contexts. 	<ul style="list-style-type: none"> • errors in spelling, punctuation and word order hinder meaning • written communication may not always be appropriate to the text type • some simple ideas are conveyed • written text lacks coherence • the writing shows little recognition of cultural contexts. 	<ul style="list-style-type: none"> • frequent errors are evident • some simple ideas are conveyed.

Appendix 2: Marking guide

Listening			
Text 1 — The student response in English:			Sample student response
Q1	3	Identifies valid purpose and valid text type	<i>To convince people to go to New Caledonia. It is a radio advertisement.</i>
	2	Identifies valid purpose OR valid text type	<i>It's an advertisement; OR to encourage people to buy tickets to New Caledonia.</i>
	1	Explains the gist but not the purpose	<i>Example: This text describes New Caledonia.</i>
	0	Does not satisfy any of the above descriptors	
Q2a	2	Identifies 2 or more groups of people interested (stated in the text)	Groups that can be identified: <ul style="list-style-type: none"> • <i>people who are stressed/tired/who need to relax</i> • <i>people who are interested in culture (e.g. art, food, local culture)</i> • <i>commuters</i> • <i>people who like travelling/the sun/the sea/the warm weather.</i>
	1	Identifies 1 group (stated in text)	
	0	Identifies 1 or more groups not stated in the text or does not satisfy any of the above descriptors	
Q2b	3	Justifies each group with at least 2 pieces of relevant information, translated from the text	Group 1: People who are stressed/commuters would be interested in this text because they need to relax. <ul style="list-style-type: none"> • Relevant justification: <ul style="list-style-type: none"> – <i>the text is asking people if they</i> <ul style="list-style-type: none"> ▪ <i>are always in a rush, tired, stressed out</i> ▪ <i>have had enough of the 'commute/work/sleep' routine</i> ▪ <i>need to 'recharge' themselves</i> ▪ <i>need to escape everyday stress</i> – <i>the text describes how relaxing/warm New Caledonia is.</i> Group 2: It would also appeal to people who are interested in culture/travelling. <ul style="list-style-type: none"> • Relevant justification: <ul style="list-style-type: none"> – <i>the text says that they can discover</i> <ul style="list-style-type: none"> ▪ <i>the art of the Kanak people</i> ▪ <i>the local culture</i> ▪ <i>the local cuisine ('exotic dishes')</i> – <i>the text describes how relaxing/inviting New Caledonia is.</i>
	2	Justifies each group with at least 1 piece of relevant information, translated from the text OR justifies one group with 2 pieces of relevant information	
	1	Justifies one group with at least 1 piece of information, translated from the text	
	0	Does not satisfy any of the above descriptors	

Listening

Text 1 — The student response in English:			Sample student response
Q3	4	Identifies 3 appropriate phrases and justifies each of their choices	<p>Uses all three (4 marks) or chooses only two (3 marks):</p> <ul style="list-style-type: none"> • Questions: 'Need to recharge yourself?' is a question asked to grab the listeners' attention and to persuade them to travel. Most listeners would answer yes to these questions and therefore would want to go to New Caledonia. • Imagery: 'Crystal clear water' is another phrase that could be enticing for the audience. Here the speaker is using imagery to attract the listeners. • Imperative mood: 'Book your flight today' is a phrase that uses the imperative mood to persuade the listeners to book their flight today. 'Close your eyes', 'imagine'...
	3	Identifies 2 appropriate phrases and justifies these choices	
	2	Identifies 1 or 2 appropriate phrases and translates part of the text OR identifies appropriate phrases without justification	
	1	Translates part of the text	
	0	Does not satisfy any of the above descriptors	
Text 2 — The student response in English:			Sample standard response
Q1	3	Identifies the correct purpose	<i>Lauren is calling Béatrice because she wants some advice regarding where she should go to improve her French.</i>
	2	Partly identifies the correct purpose	<i>Example: To ask questions about visiting a French-speaking country/France.</i>
	1	Translates part of the text	<i>Example: To ask questions about leisure, e.g. questions about concerts</i>
	0	Does not satisfy any of the above descriptors	
Q2a	3	Identifies the 2 alternatives	<p>(Complete an 'in-country immersion language stay' in:)</p> <ul style="list-style-type: none"> • New Caledonia • France.
	2	Identifies 1 of the 2 alternatives OR provides information about possible choices	<i>Example: She could either stay with a host family or at a youth hostel. OR She could go to France and to a French-speaking country.</i>
	1	Translates part of the text	<i>Example: they are 2 different destinations.</i>
	0	Does not satisfy any of the above descriptors	

Listening

Text 2 — The student response in English:			Sample standard response
Q2b	5	Chooses the most appropriate alternative for Lauren and justifies their choice, using all 3 pieces of relevant information	<p>The most appropriate alternative for Lauren:</p> <ul style="list-style-type: none"> • <i>New Caledonia</i> <p>Relevant information:</p> <ul style="list-style-type: none"> • <i>Lauren could stay with a host family</i> <ul style="list-style-type: none"> – <i>because she needs to improve her French, therefore, staying with a host family will be better for her than staying in a youth hostel because she will have to speak French to the family.</i> – <i>Béatrice suggests that it might be difficult for Lauren to only speak French when spending time with young people who speak English, as she would if she stayed in a youth hostel in France</i> – <i>Lauren says that staying with a host family could be the best option.</i> • <i>New Caledonia is cheaper than France</i> <ul style="list-style-type: none"> – <i>Lauren has a limited budget</i> – <i>Béatrice says that if Lauren goes to France, she will have to buy warm clothes that she will never use again.</i> • <i>Lauren loves sport; in New Caledonia, she could go hiking and diving.</i>
	4	Chooses the most appropriate alternative for Lauren and justifies their choice, using 2 pieces of relevant information	
	3	Chooses the most appropriate alternative for Lauren and justifies their choice, using 1 piece of relevant information	
	2	Gives evaluative statement with partial justification	Example: <i>She should go to New Caledonia because it's closer to Australia.</i>
	1	Translates part of the text	Example: <i>She could go skiing.</i>
	0	Does not satisfy any of the above descriptors.	

Reading

Text 3 —The student response in English:			Sample student response
Q1	3	Identifies 3 out of 3 correct connections	<ul style="list-style-type: none"> • Julien is Marie's brother and/or Charlotte's boss • Marie is Charlotte's friend • Thomas is Charlotte's brother
	2	Identifies 2 out of the 3 correct connections	
	1	Identifies 1 out of the 3 correct connections	
	0	Does not satisfy any of the above descriptors.	
Q2	3	Draws the correct conclusion and justifies the response using 2 pieces of relevant information from the text	<p>Possible conclusions: <i>Charlotte:</i></p> <ul style="list-style-type: none"> • does not seem interested in school • does not like school. <p>Relevant information:</p> <ul style="list-style-type: none"> • she writes that working as an electrician is more interesting than school • she also mentions that her grades need improving.
	2	Draws the correct conclusion and justifies the response using 1 piece of relevant information from the text	
	1	Draws the correct conclusion or provides 1 piece of relevant information	
	0	Does not draw the correct conclusion and does not provide any relevant information	
Q3	5	Uses 2 or more pieces of relevant information to evaluate Charlotte's relationship with both her parents	<p>Evaluation/other possible response:</p> <ul style="list-style-type: none"> • Charlotte's mother and father seem very caring • they are a little controlling • her father is worried about her future, he wants her to find a good job and wants the best for his daughter • Charlotte cares about her father's opinion and advice • Charlotte's mother is an IT worker. <p>Relevant information:</p> <ul style="list-style-type: none"> • Charlotte's mother is worried about Thomas and is afraid that he will have an accident. • Charlotte is glad that she doesn't have to tell her parents where she is every five minutes. • Charlotte's father thinks that it will be hard to find a job as an electrician, he is worried that it would be tiring physically and that Charlotte would never be sure about her hours. • He wants her to become an IT worker because he thinks that it pays well and that it would allow her to travel.
	4	Uses 1 piece of relevant information to evaluate Charlotte's relationship with both her parents OR Uses 2 or more pieces of relevant information to evaluate Charlotte's relationship with 1 of her parents	
	3	Uses 1 piece of relevant information to evaluate Charlotte's relationship with 1 of her parents	
	2	Uses irrelevant information from the text to evaluate Charlotte's relationship with 1 or both her parents	
	1	States information from the text or draws an evaluation	
	0	Does not satisfy any of the above descriptors.	
			Example: <i>Charlotte doesn't get along well with her father because she wants to be an apprentice electrician.</i>
			Example: <i>Charlotte is a teenager.</i>

Reading

Text 3 —The student response in English:		Sample student response
Q4	5	Uses 2 pieces of relevant information from the text to evaluate how useful the advice is
	4	Uses 1 piece of relevant information from the text to evaluate how useful the advice is
	3	Uses information, not stated in the text, to deduce how useful the advice is
	2	Provides an evaluative statement without evidence
	1	States information from the text
	0	Does not satisfy any of the above descriptors.
		<p>Sample student response</p> <p>Evaluation:</p> <ul style="list-style-type: none"> ▪ <i>The father's advice is useful because it will benefit Charlotte.</i> ▪ <i>The father's advice is not useful because...</i> <p>Relevant information:</p> <ul style="list-style-type: none"> ▪ <i>Charlotte's father lists the advantages of becoming an IT worker</i> <ul style="list-style-type: none"> – <i>he mentions that it is well-paid</i> – <i>that it would allow Charlotte to travel around Europe and the world</i> ▪ <i>Charlotte is taking her father's advice very seriously and considering another option</i> <ul style="list-style-type: none"> – <i>she is reconsidering her choice of becoming an electrician (although she wants to keep on learning/does not want to leave her colleagues)</i> – <i>she is now open to the idea of studying IT.</i> <p>Example: <i>Charlotte values her father's advice because she is discussing it in this email, it is useful because it makes her think about her future carefully.</i></p> <p>OR</p> <p><i>It is useless because she values her friend's opinion more. This email was written so that she could get her friend's advice.</i></p> <p>Example: <i>It is useless because her future is her choice, not his. Therefore, Charlotte will make her own decision eventually anyway.</i></p> <p>Example: <i>Her father wants her to be an IT worker.</i></p>

Writing							
Connectedness	Marks	Meaning	Marks	Language features	Marks	Textual conventions	Marks
<ul style="list-style-type: none"> Responds to the context Addresses all 3 questions Provides personal advice to Jeanne regarding both her choices 	6	Clearly conveys meaning on all requirements of the task	4	Range of vocabulary and grammar used accurately	3	Applies textual conventions (tu + greeting + signature/farewell greeting)	2
<ul style="list-style-type: none"> Responds to the context Addresses 2 out of 3 questions Provides personal advice to Jeanne regarding her choices 	5	Clearly conveys meaning overall	3	Range of vocabulary and grammar used but with errors	2	Applies some textual conventions	1
<ul style="list-style-type: none"> Responds to the context Addresses 1 out of 3 questions Comments on choices and offers advice 	4	Conveys meaning overall	2	Vocabulary and grammar used/may have frequent errors	1	Does not respond	0
<ul style="list-style-type: none"> Addresses 1 out of 3 questions Comments on choices without offering advice 	3	Some sentences make sense	1	Does not respond	0		
<ul style="list-style-type: none"> Addresses 1 out of 3 questions OR <ul style="list-style-type: none"> Comments on personal interest 	2	Does not respond	0				
<ul style="list-style-type: none"> Words and/or phrases from stimulus are used 	1						
<ul style="list-style-type: none"> Has no link to the task/Does not respond 	0						
Out of:	6		4		3		2
				15			

Appendix 3: Glossary of terms

Term	Explanation
analyse	to break up a whole into its parts; to examine in detail to determine the nature of; to look more deeply into and to detect the relationships between parts
conclude	reach a position based on information
decide	reach a resolution as a result of consideration; make a choice from a number of alternatives
describe	give an account (written or spoken) of a situation, event, pattern or process, or of the characteristics or features of something
evaluate	make an appraisal by weighing up or assessing strengths, implications and limitations; make judgments about ideas, works, solutions or methods in relation to selected criteria; examine and determine the merit, value or significance of something, based on criteria
explain	make an idea or situation plain or clear by describing it in more detail or revealing relevant facts; give an account; provide additional information
identify	distinguish; locate, recognise and name; establish or indicate who or what someone or something is; provide an answer from a number of possibilities; recognise and state a distinguishing factor or feature
justify	give reasons or evidence to support an answer, response or conclusion; show or prove how an argument, statement or conclusion is right or reasonable
prose	written or spoken language in the form of a sentence or paragraph
state	identify or list specific information
support	corroborate; give greater credibility by providing evidence
text	coherent piece of spoken/signed, written, nonverbal, visual or auditory language used to convey meaning
text type	classified by the different purposes they are designed to achieve; purposes influence the characteristic features the texts employ, such as language, structure, and medium of communication; classifications are sometimes ambiguous or overlapping; can include the following: analytical texts, descriptive texts, informational texts, narrative texts, persuasive texts, satirical and comedic texts, transactional texts, visual texts, written texts