

# French marking guide and response

External assessment 2024

## Combination response (53 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 French

Q	Sample response	The response, for receptive mode:	The response, for productive mode:	M
1	C'est une offre d'emploi en tant qu'assistant de langue anglaise dans un pays francophone. Un exemple est le titre du texte « Offre aux jeunes australiens » et un autre exemple est « Il existe des opportunités de contrats de 6, 9 et 12 mois ».	<ul style="list-style-type: none"> <li>identifies a valid purpose <b>[1 mark]</b></li> <li>provides a relevant example to justify the response <b>[1 mark]</b></li> <li>provides a second relevant example to justify the response <b>[1 mark]</b></li> </ul>	<ul style="list-style-type: none"> <li>conveys meaning relevant to the question with few errors</li> </ul>	4
			<ul style="list-style-type: none"> <li>conveys meaning relevant to the question with some errors</li> </ul>	3
			<ul style="list-style-type: none"> <li>conveys meaning relevant to the question using some words and isolated phrases</li> </ul>	2
			<ul style="list-style-type: none"> <li>conveys fragmented meaning</li> </ul>	1
			<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above.</li> </ul>	0
2	Le public cible est celui des jeunes australiens qui sont en dernière année de lycée qui aimeraient prendre une année sabbatique et voyager dans des pays francophones. Un exemple est « vous êtes en dernière année de lycée ? » et « vous vous intéressez aux voyages ? ».	<ul style="list-style-type: none"> <li>identifies the intended audience <b>[1 mark]</b></li> <li>provides a relevant example to justify the response <b>[1 mark]</b></li> <li>provides a second relevant example to justify the response <b>[1 mark]</b></li> </ul>	<ul style="list-style-type: none"> <li>conveys meaning relevant to the question with few errors</li> </ul>	4
			<ul style="list-style-type: none"> <li>conveys meaning relevant to the question with some errors</li> </ul>	3
			<ul style="list-style-type: none"> <li>conveys meaning relevant to the question using some words and isolated phrases</li> </ul>	2
			<ul style="list-style-type: none"> <li>conveys fragmented meaning</li> </ul>	1
			<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above.</li> </ul>	0

## Section 2: Short response in English

Q	Sample response	The response:
3	<p>According to the author of the article, the living arrangements of young French people have changed across generations, with young people staying in the family home. Young people have no choice but to live with their parents as many find it difficult to gain stable employment, which leads to financial pressures. This is due to many factors, the most important being the increase in rent in big cities, compounded by decreasing salaries. Another important factor that has defined these new living arrangements is the difficulty that young people have in obtaining a permanent position.</p>	<ul style="list-style-type: none"> <li>• draws a valid conclusion about why living arrangements have changed for young people <b>[1 mark]</b></li> <li>• provides a relevant example to justify the conclusion <b>[1 mark]</b></li> <li>• provides a second relevant example to justify the conclusion <b>[1 mark]</b></li> <li>• provides a third relevant example to justify the conclusion <b>[1 mark]</b></li> </ul>
4	<p>Julie lives with her parents and benefits greatly from this decision. She feels her living arrangements have had a very positive impact on her life. She can spend more time with her family, and not only do her parents live less than 30 minutes away from her job, but she also does not have to spend 750 euros a month on rent. She believes she is living the good life, and until she can save enough money to buy her own home, she is happy to continue with this arrangement.</p>	<ul style="list-style-type: none"> <li>• draws a valid conclusion about the extent to which Julie benefits from her decision <b>[1 mark]</b></li> <li>• provides a relevant example to justify the conclusion <b>[1 mark]</b></li> <li>• provides a second relevant example to justify the conclusion <b>[1 mark]</b></li> <li>• provides a third relevant example to justify the conclusion <b>[1 mark]</b></li> <li>• provides a fourth relevant example to justify the conclusion <b>[1 mark]</b></li> </ul>
5	<p>The author's tone changes from excitement to uncertainty. This change of tone reflects how he now feels about his dream career. At first, he was happy about landing a job as a sous-chef pâtissier at an internationally renowned patisserie because he loves making sweets. However, by the end of his diary entry, Jean-Luc is uncertain about his job. He acknowledges that he does not get to see his friends anymore and longs for adventure and change.</p>	<ul style="list-style-type: none"> <li>• draws a valid conclusion about the initial tone <b>[1 mark]</b></li> <li>• provides a relevant example to justify how the tone reflects the author's feelings <b>[1 mark]</b></li> <li>• draws a valid conclusion about a change in tone <b>[1 mark]</b></li> <li>• provides a relevant example to justify how the change in tone reflects the author's feelings <b>[1 mark]</b></li> </ul>
6	<p>Jean-Luc is not likely to carry on working at his current job. He has hit a snag and is unsure if he wants to stay. Although Jean-Luc understands that the job is an incredible opportunity for his career, the hours are long and he never sees his friends. Therefore, he has already started applying for jobs elsewhere and has secured a job interview for next week.</p>	<ul style="list-style-type: none"> <li>• draws a valid conclusion about how likely the author is to remain in his current job <b>[1 mark]</b></li> <li>• provides a relevant example to justify the conclusion <b>[1 mark]</b></li> <li>• provides a second relevant example to justify the conclusion <b>[1 mark]</b></li> <li>• provides a third relevant example to justify the conclusion <b>[1 mark]</b></li> <li>• provides a fourth relevant example to justify the conclusion <b>[1 mark]</b></li> </ul>

### 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"> <li>addresses and elaborates on all of the following:               <ul style="list-style-type: none"> <li>the advantages of making an exchange</li> <li>advice on how to organise the visit</li> <li>how the experience will enrich their future</li> </ul> </li> </ul>	6	<ul style="list-style-type: none"> <li>develops an astute response relevant to the task</li> <li>proficiently communicates through:               <ul style="list-style-type: none"> <li>selection of ideas</li> <li>logical sequencing of ideas</li> <li>synthesis of ideas</li> </ul> </li> </ul>	5	<ul style="list-style-type: none"> <li>uses a wide range of vocabulary purposefully and with a high level of accuracy</li> <li>uses a wide range of grammar purposefully and with a high level of accuracy</li> <li>uses a wide range of tenses purposefully and with a high level of accuracy</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>subject line in email</li> <li>informal greeting</li> <li>informal register</li> </ul> </li> </ul>	2
<ul style="list-style-type: none"> <li>addresses all of the following               <ul style="list-style-type: none"> <li>the advantages of making an exchange</li> <li>advice on how to organise the visit</li> <li>how the experience will enrich their future</li> </ul> </li> <li>elaborates on two of these</li> </ul>	5	<ul style="list-style-type: none"> <li>develops an effective response relevant to the task</li> <li>communicates through               <ul style="list-style-type: none"> <li>selection of ideas</li> <li>sequencing of ideas</li> <li>synthesis of ideas</li> </ul> </li> </ul>	4	<ul style="list-style-type: none"> <li>uses a wide range of vocabulary purposefully with few errors</li> <li>uses a wide range of grammar purposefully with few errors</li> <li>uses a wide range of tenses purposefully with few errors</li> <li>uses consistent register for context</li> </ul>	7	<ul style="list-style-type: none"> <li>uses at least one of the following               <ul style="list-style-type: none"> <li>subject line in email</li> <li>informal greeting</li> <li>informal register</li> </ul> </li> </ul>	1
<ul style="list-style-type: none"> <li>addresses and elaborates on two of the following               <ul style="list-style-type: none"> <li>the advantages of making an exchange</li> <li>advice on how to organise the visit</li> <li>how the experience will enrich their future</li> </ul> </li> </ul>	4	<ul style="list-style-type: none"> <li>develops some parts of the response relevant to the task</li> <li>communicates through               <ul style="list-style-type: none"> <li>selection of ideas</li> <li>sequencing of ideas</li> </ul> </li> </ul>	3	<ul style="list-style-type: none"> <li>uses a wide range of vocabulary with some errors</li> <li>uses a wide range of grammar with some errors</li> <li>uses a wide range of tenses with some errors</li> <li>uses consistent register for context</li> </ul>	6	<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

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"> <li>addresses two of the following               <ul style="list-style-type: none"> <li>the advantages of making an exchange</li> <li>advice on how to organise the visit</li> <li>how the experience will enrich their future</li> </ul> </li> <li>elaborates on one of these</li> </ul>	3	<ul style="list-style-type: none"> <li>demonstrates some relevance to the task through:               <ul style="list-style-type: none"> <li>selection of ideas</li> <li>sequencing of ideas</li> </ul> </li> </ul>	2	<ul style="list-style-type: none"> <li>uses a range of vocabulary with some errors</li> <li>uses a range of grammar with some errors</li> <li>attempts to use a range of tenses</li> <li>mostly uses a consistent register for the context</li> </ul>	5		
<ul style="list-style-type: none"> <li>addresses and elaborates on one of the following               <ul style="list-style-type: none"> <li>the advantages of making an exchange</li> <li>advice on how to organise the visit</li> <li>how the experience will enrich their future</li> </ul> </li> </ul>	2	<ul style="list-style-type: none"> <li>attempts to convey relevance to the task</li> </ul>	1	<ul style="list-style-type: none"> <li>uses a range of vocabulary and grammar with errors</li> </ul>	4		
				<ul style="list-style-type: none"> <li>uses simple sentences with frequent errors</li> </ul>	3		
<ul style="list-style-type: none"> <li>uses words and/or phrases relevant to the task</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	<ul style="list-style-type: none"> <li>uses fragmented sentences with frequent errors</li> </ul>	2		
<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 isolated words and phrases with accuracy</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		



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