French Extension marking guide

External assessment

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 is an External assessment marking guide (EAMG).

The EAMG:

- 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.

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.

Criterion: Creating French texts (18 marks)

Structure	M	Language elements	M	Meaning	M	Cohesion	M
The response:							

• uses all of the following
  – an introduction
  – at least 2 body paragraphs
  – a conclusion
	3	• uses consistent register
		• uses, with purpose, a wide range of vocabulary, grammar and tenses
			8	• uses proficient and complex French to create fluent sentences	4	• uses a wide range of cohesive devices purposefully	3

• uses 2 of the following
  – an introduction
  – at least 2 body paragraphs
  – a conclusion
	2	• uses consistent register
		• uses a range of vocabulary, grammar and tenses
			7	• uses proficient French to create generally fluent sentences	3	• uses a range of cohesive devices	2

• uses
  – an introduction
  – at least 1 other paragraph
    OR
• uses at least 2 body paragraphs
	1	• uses consistent register
		• uses a range of vocabulary, grammar and tenses, allowing for infrequent errors
			6	• uses mostly proficient French to convey meaning	2	• uses repetitive cohesive devices	1

• does not satisfy any of the descriptors above
    OR
• is in English.
	0	• uses mostly consistent register
		• uses a range of vocabulary, grammar and tenses, allowing for infrequent errors
			5	• uses French to convey fragmented meaning	1	• does not satisfy any of the descriptors above
						    OR
						• is in English.
							0

		• uses mostly consistent register • uses a range of vocabulary, grammar and tenses, allowing for frequent errors	4	• does not satisfy any of the descriptors above **OR** • is in English.	0		

Structure	M	Language elements	M	Meaning	M	Cohesion	M
		• uses repetitive vocabulary and grammar	3				
		• uses repetitive vocabulary and grammar, allowing for frequent errors	2				
		• uses isolated words and phrases	1				
		• does not satisfy any of the descriptors above **OR** • is in English.	0				

Criterion: Analysing French texts (17 marks)

Understanding	M	Analysis	M	Evaluation	M	Argument	M
The response:							
• demonstrates thorough understanding of attitudes and values in the chosen stimulus • selects references from the stimulus that are relevant to these attitudes and values	4	• identifies relevant attitudes and values in the chosen stimulus • provides an authoritative interpretation of how these attitudes and values are used to influence audiences	4	• clearly states how effectively attitudes and values in the chosen stimulus are used to influence audiences • draws well-substantiated conclusions about this evaluation, using the chosen stimulus and their own ideas	5	• clearly states a thesis that is to be substantiated • develops a discriminating personal, critical or creative argument to support the thesis across the response	4
• demonstrates understanding of an attitude and a value in the chosen stimulus • selects references from the stimulus that are mostly relevant to the selected attitude and value	3	• identifies a relevant attitude and a relevant value in the chosen stimulus • provides an interpretation of how this attitude and value are used to influence audiences	3	• states how effectively an attitude and a value in the chosen stimulus are used to influence audiences • draws relevant conclusions about this evaluation using the chosen stimulus and their own ideas	4	• states a thesis that is to be substantiated • develops a personal, critical or creative argument to support the thesis across the response	3
• demonstrates understanding of an attitude or a value in the chosen stimulus • selects references from the stimulus that are mostly relevant to the selected attitude or value	2	• identifies a relevant attitude and a relevant value in the chosen stimulus **OR** • provides an interpretation of a relevant attitude and a relevant value	2	• makes a statement about an attitude and a value in the chosen stimulus • links this statement to the chosen stimulus and their own ideas	3	• states a thesis that is to be substantiated • includes statements to mostly support the thesis	2

Understanding	M	Analysis	M	Evaluation	M	Argument	M
The response:							
• demonstrates comprehension of some words and phrases in the chosen stimulus	1	• states own ideas about the chosen stimulus	1	• makes a statement about an attitude or a value in the chosen stimulus • links this statement to the chosen stimulus or their own ideas	2	• provides some statements that show an opinion	1
• does not satisfy any of the descriptors above.	0	• does not satisfy any of the descriptors above.	0	• makes a statement about an attitude or a value in the chosen stimulus	1	• does not satisfy any of the descriptors above.	0
				• does not satisfy any of the descriptors above.	0		