

French Extension marking guide and response

Sample external assessment 2020

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.

Introduction

The Queensland Curriculum and Assessment Authority (QCAA) has developed mock external assessments for each General senior syllabus subject to support the introduction of external assessment in Queensland.

An external assessment marking guide (EAMG) has been created specifically for each mock external assessment.

The mock external assessments and their marking guides were:

- developed in close consultation with subject matter experts drawn from schools, subject associations and universities
- aligned to the external assessment conditions and specifications in General senior syllabuses
- developed under secure conditions.

Purpose

This document consists of an EAMG and an annotated response.

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		Language elements		Meaning		Cohesion	
The response							
<ul style="list-style-type: none"> uses all of the following <ul style="list-style-type: none"> introduction at least 2 body paragraphs conclusion 	3	<ul style="list-style-type: none"> uses consistent register uses, with purpose, a wide range of <ul style="list-style-type: none"> vocabulary grammar tenses 	8	<ul style="list-style-type: none"> uses proficient and complex French to create fluent sentences 	4	<ul style="list-style-type: none"> uses a wide range of cohesive devices purposefully 	3
<ul style="list-style-type: none"> uses 2 of the following <ul style="list-style-type: none"> introduction at least 2 body paragraphs conclusion 	2	<ul style="list-style-type: none"> uses consistent register uses a range of vocabulary, grammar and tenses 	7	<ul style="list-style-type: none"> uses proficient French to create generally fluent sentences 	3	<ul style="list-style-type: none"> uses a range of cohesive devices 	2
<ul style="list-style-type: none"> uses <ul style="list-style-type: none"> an introduction 1 other paragraph 	1	<ul style="list-style-type: none"> uses consistent register uses a range of vocabulary, grammar and tenses, allowing for infrequent errors 	6	<ul style="list-style-type: none"> uses mostly proficient French to convey meaning 	2	<ul style="list-style-type: none"> uses repetitive cohesive devices 	1
<ul style="list-style-type: none"> does not satisfy any of the descriptors OR is in English. 	0	<ul style="list-style-type: none"> mostly uses consistent register uses a range of vocabulary, grammar, and tenses, allowing for some errors 	5	<ul style="list-style-type: none"> uses French to convey fragmented meaning 	1	<ul style="list-style-type: none"> does not satisfy any of the descriptors OR is in English. 	0

Structure	Language elements	Meaning	Cohesion	
The response				
	<ul style="list-style-type: none"> uses repetitive vocabulary and grammar 	3	<ul style="list-style-type: none"> does not satisfy any of the descriptors. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> is in English. 	0
	<ul style="list-style-type: none"> uses repetitive vocabulary and grammar, allowing for frequent errors 	2		
	<ul style="list-style-type: none"> uses isolated words and phrases 	1		
	<ul style="list-style-type: none"> does not satisfy any of the descriptors <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> is in English. 	0		

Criterion: Analysing French texts (17 marks)

Understanding		Analysis		Evaluation		Argument	
The response							
<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> identifies attitudes and values in the chosen stimulus thoroughly explains how these are used to influence audiences 	4	<ul style="list-style-type: none"> clearly states how effectively attitudes and values in the chosen stimulus are used to influence audiences draws well-substantiated conclusions about this evaluation using both the chosen stimulus and own ideas 	5	<ul style="list-style-type: none"> clearly states the thesis to be argued develops a personal, critical or creative argument, which is sustained throughout 	4
<ul style="list-style-type: none"> demonstrates understanding of an attitude and a value in the chosen stimulus selects references from the stimulus that are mostly relevant to these attitude and value 	3	<ul style="list-style-type: none"> identifies an attitude and a value in the chosen stimulus explains how these are used to influence audiences 	3	<ul style="list-style-type: none"> states how effectively an attitude and a value in the chosen stimulus are used to influence audiences draws relevant conclusions about this evaluation using both the chosen stimulus and own ideas 	4	<ul style="list-style-type: none"> states a thesis to be argued develops a personal, critical or creative argument 	3
<ul style="list-style-type: none"> demonstrates understanding of an attitude or a value in the chosen stimulus selects references from the stimulus 	2	<ul style="list-style-type: none"> states how an attitude and a value are evident in the chosen stimulus 	2	<ul style="list-style-type: none"> makes a statement about an attitude and a value in the chosen stimulus links this statement to both the chosen stimulus and own ideas 	3	<ul style="list-style-type: none"> states a thesis OR develops a personal, critical or creative argument 	2

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