

French General Senior Syllabus 2019 v1.3

Subject report 2020

February 2021

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Introduction

The first summative year for the new Queensland Certificate of Education (QCE) system was unexpectedly challenging. The demands of delivering new assessment requirements and processes were amplified by disruptions to senior schooling arising from the COVID-19 pandemic. This meant the new system was forced to adapt before it had been introduced — the number of summative internal assessments was reduced from three to two in all General subjects. Schools and the QCAA worked together to implement the new assessment processes and the 2020 Year 12 cohort received accurate and reliable subject results.

Queensland's innovative new senior assessment system combines the flexibility and authenticity of school-based assessment, developed and marked by classroom teachers, with the rigour and consistency of external assessment set and marked by QCAA-trained assessment writers and markers. The system does not privilege one form of assessment over another, and both teachers and QCAA assessors share the role of making high-stakes judgments about the achievement of students. Our commitment to rigorous external quality assurance guarantees the reliability of both internal and external assessment outcomes.

Using evidence of student learning to make judgments on student achievement is just one purpose of assessment. In a sophisticated assessment system, it is also used by teachers to inform pedagogy and by students to monitor and reflect on their progress.

This post-cycle report on the summative assessment program is not simply being produced as a matter of record. It is intended that it will play an active role in future assessment cycles by providing observations and findings in a way that is meaningful and helpful to support the teaching and learning process, provide future students with guidance to support their preparations for summative assessment, and promote transparency and accountability in the broader education community. Reflection and research are necessary for the new system to achieve stability and to continue to evolve. The annual subject report is a key medium for making it accessible to schools and others.

Background

Purpose

The annual subject report is an analysis of the previous year's full summative assessment cycle. This includes endorsement of summative internal assessment instruments, confirmation of internal assessment marks and external assessment.

The report provides an overview of the key outcomes of one full teaching, learning and assessment cycle for each subject, including:

- information about the application of the syllabus objectives through the design and marking of internal and external assessments
- information about the patterns of student achievement in each subject for the assessment cycle.

It also provides advice to schools to promote continuous improvement, including:

- identification of effective practices in the design and marking of valid, accessible and reliable assessments
- identification of areas for improvement and recommendations to enhance the design and marking of valid, accessible and reliable assessment instruments
- provision of tangible examples of best practice where relevant, possible and appropriate.

Audience and use

This report should be read by school leaders, subject leaders and teachers to inform teaching and learning and assessment preparation. The report is to be used by schools and teachers to assist in assessment design practice, in making assessment decisions and in preparing students for external assessment.

The report is publicly available to promote transparency and accountability. Students, parents, community members and other education stakeholders can learn about the assessment practices and outcomes for General subjects (including alternative sequences and Senior External Examination subjects, where relevant) and General (Extension) subjects.

Report preparation

The report includes analyses of data and other information from the processes of endorsement, confirmation and external assessment, and advice from the chief confirmer, chief endorser and chief marker, developed in consultation with and support from QCAA subject matter experts.

Subject data summary

Subject enrolments

- Number of schools offering the subject: 58.

Completion of units	Unit 1	Unit 2	Units 3 and 4*
Number of students completed	620	623	632

*Units 3 and 4 figure includes students who were not rated.

Units 1 and 2 results

Number of students	Satisfactory	Unsatisfactory	Not rated
Unit 1	620	1	1
Unit 2	623	7	0

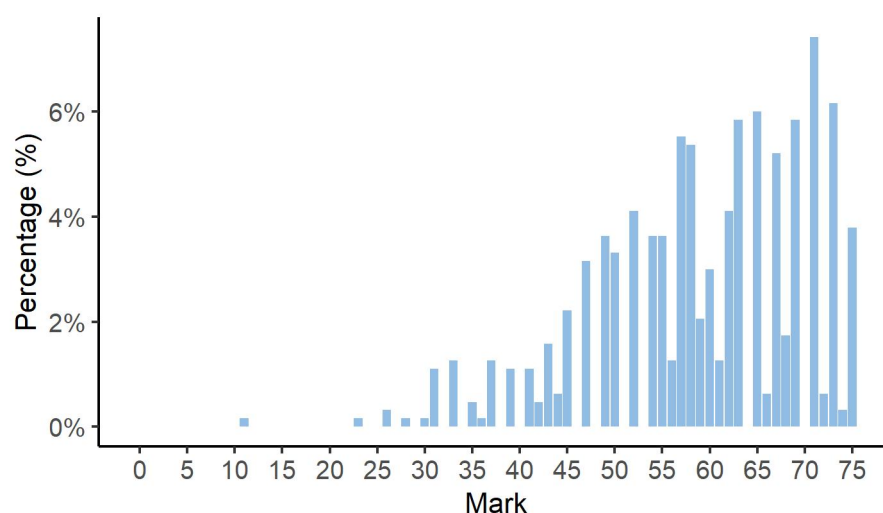
Units 3 and 4 internal assessment results

2020 COVID-19 adjustments

To support Queensland schools, teachers and students to manage learning and assessment during the evolving COVID-19 pandemic in 2020, the QCAA Board approved the removal of one internal assessment for students completing Units 3 and 4 in General and Applied subjects.

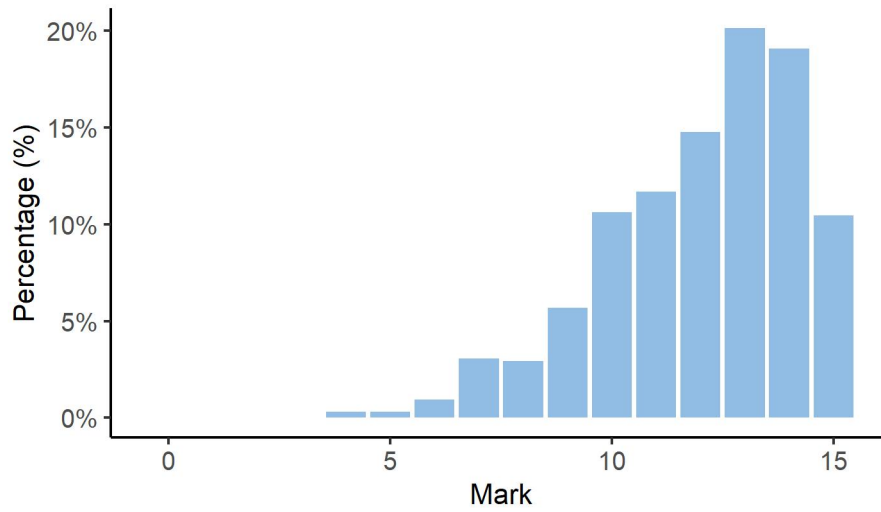
In General subjects, students completed two internal assessments and an external assessment. Schools made decisions based on QCAA advice and their school context. Therefore, across the state some instruments were completed by most schools, some completed by fewer schools and others completed by few or no schools. In the case of the latter, the data and information for these instruments has not been included.

Total results for internal assessment

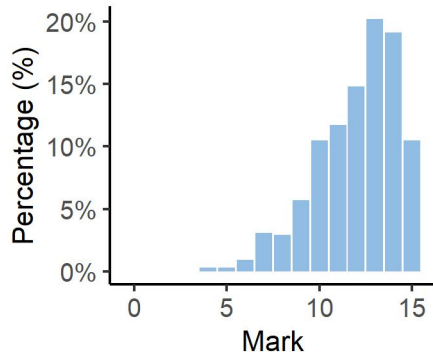


IA1 results

IA1 total

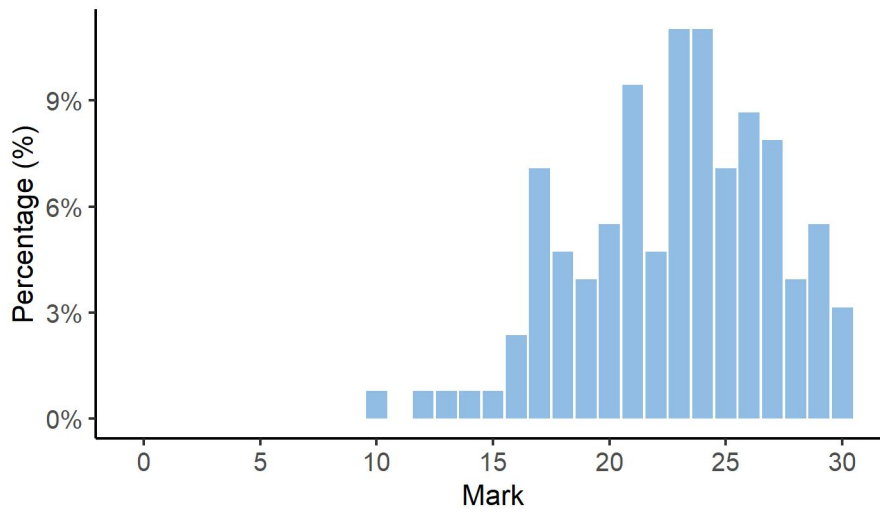


IA1 Criterion 1

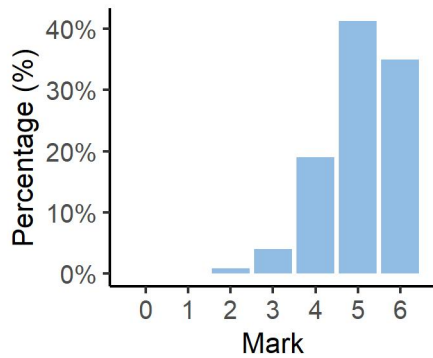


IA2 results

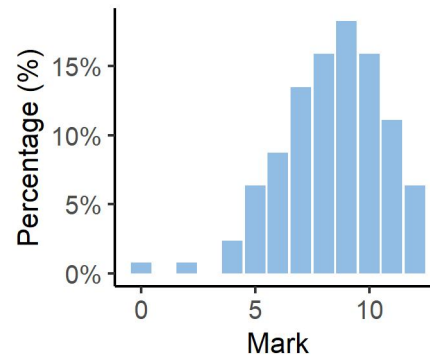
IA2 total



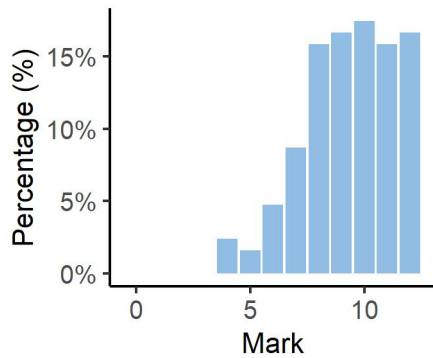
IA2 Criterion 1



IA2 Criterion 2

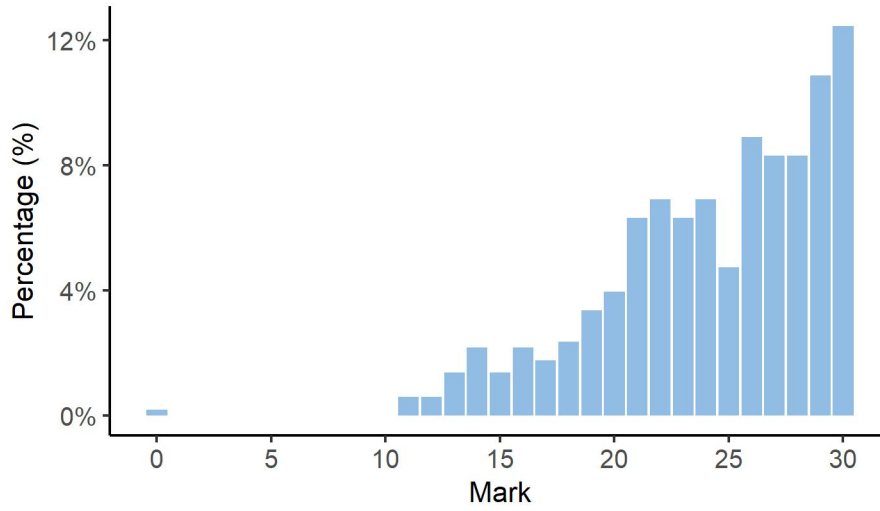


IA2 Criterion 3

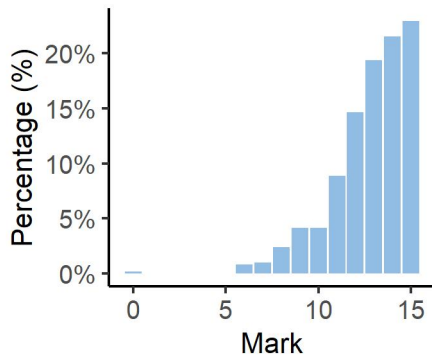


IA3 results

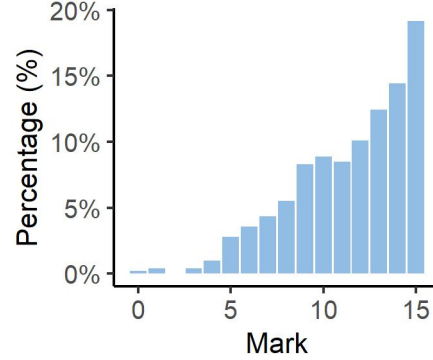
IA3 total



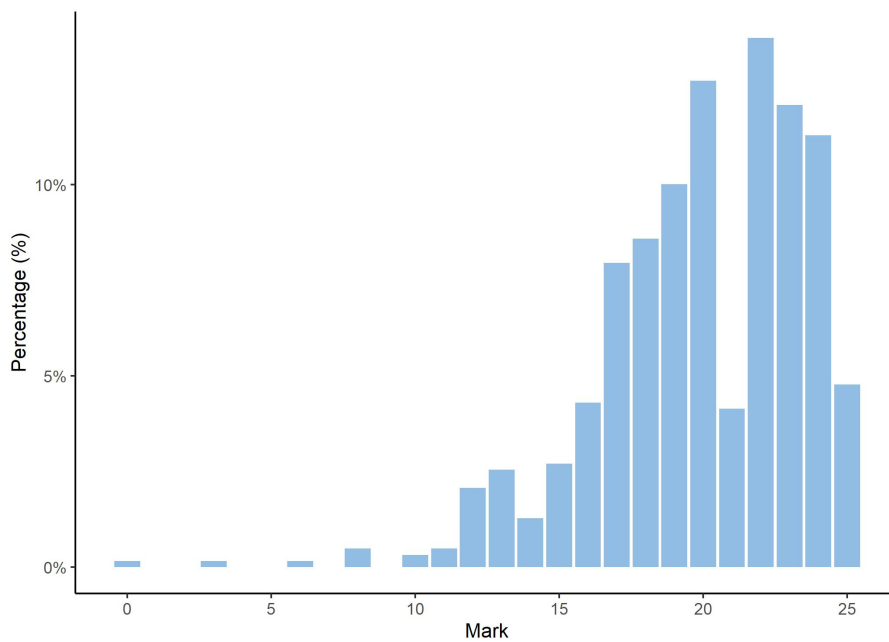
IA3 Criterion 1



IA3 Criterion 2



External assessment results



Final standards allocation

The number of students awarded each standard across the state are as follows.

Standard	A	B	C	D	E
Number of students	315	233	71	10	0

Grade boundaries

The grade boundaries are determined using a process to compare results on a numeric scale to the reporting standards.

Standard	A	B	C	D	E
Marks achieved	100–81	80–63	62–44	43–14	13–0

Internal assessment

The following information and advice pertain to the assessment design and assessment decisions for each IA in Units 3 and 4. These instruments have undergone quality assurance processes informed by the attributes of quality assessment (validity, accessibility and reliability).

Endorsement

Endorsement is the quality assurance process based on the attributes of validity and accessibility. These attributes are categorised further as priorities for assessment and each priority can be further broken down into assessment practices. Data presented in the assessment design sections identifies the reasons why IA instruments were not endorsed at Application 1, by the priority for assessments. An IA may have been identified more than once for a priority for assessment, e.g. it may have demonstrated a misalignment to both subject matter and to the assessment objective. Refer to the quality assurance tools for detailed information about the assessment practices for each assessment instrument.

Total number of items endorsed in Application 1

Number of items submitted each event	IA1	IA2	IA3
Total number of instruments	60	60	60
Percentage endorsed in Application 1	58	35	57

Confirmation

Confirmation is the quality assurance process based on the attribute of reliability. Teachers make judgments about the evidence in students' responses using the instrument-specific marking guide (ISMG) to indicate the alignment of students' work with performance-level descriptors and determine a mark for each criterion. These are provisional criterion marks. The QCAA makes the final decision about student results through the confirmation processes. Data presented in the assessment decisions section identifies the level of agreement between provisional and final results.

Number of samples reviewed at initial, supplementary and extraordinary review

IA	Number of schools	Number of samples requested	Supplementary samples requested	Extraordinary review	School review	Percentage agreement with provisional
1	58	271	22	6	0	93.83
2	11	54	10	0	1	93.65
3	46	228	68	0	16	89.88

Internal assessment 1 (IA1)

Examination — short response (15%)

Internal assessment 1 (IA1) is a short response examination where students analyse French texts in English. Stimulus is varied: visual, written and audio or audiovisual.

Assessment design

Validity

Validity in assessment design considers the extent to which an assessment item accurately measures what it is intended to measure and that the evidence of student learning collected from an assessment can be legitimately used for the purpose specified in the syllabus.

Reasons for non-endorsement by priority of assessment — validity practices

Validity priority	Number of times priority was identified in decisions*
Alignment	20
Authentication	0
Authenticity	0
Item construction	1
Scope and scale	4

*Total number of submissions: 60. Each priority might contain up to four assessment practices.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that featured:

- tasks which followed the conventions for item construction, i.e. using questions that require students to analyse and evaluate relevant information to draw well-constructed and valid conclusions with well-substantiated justifications of opinions, ideas and perspectives according to the topic
- opportunities for students to demonstrate an understanding of the topic from the subject matter and included authentic sources with realistic contexts both accessible to, and interesting for, students
- clear instructions that met syllabus requirements
- questions that allowed students to demonstrate the range of performance levels in responses of up to 100 words for each question.

Practices to strengthen

It is recommended that assessment instruments:

- assess all required assessment objectives, including all of Objective 2: context, tone, purpose and audience (Syllabus section 4.6.1) across a range of questions
- are appropriately scaffolded, that is, it is not necessary to include 'the inference of meaning, values and attitudes' in questions (e.g. 'Identify the context of Stimulus 1 to infer meaning, values and attitudes')

- manage the scope of questions by instructing students to analyse specific stimulus text/s for each question, and thereby, enable them to demonstrate the higher performance levels in the syllabus-required limit of 100 words
- test the questions to ensure they can be answered within the word limit.

Accessibility

Accessibility in assessment design ensures that no student or group of students is disadvantaged in their capacity to access an assessment.

Reasons for non-endorsement by priority of assessment — accessibility practices

Accessibility priority	Number of times priority was identified in decisions*
Transparency	2
Language	1
Layout	0
Bias avoidance	4

*Total number of submissions: 60. Each priority might contain up to four assessment practices.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that featured:

- written and visual stimulus with different perspectives on the topic covering a range of opinions and avoiding bias and inappropriate content
- grammatically accurate language in French
- stimulus texts that were legible and accessible to all students, without distractors
- assessment instruments that provided appropriately sized spaces for student responses
- clear and specific requirements for how the task was to be completed (mode, length, duration)
- legible and clear layout with appropriate grouping and organisation within the instrument.

Practices to strengthen

It is recommended that assessment instruments:

- have correct labelling of stimulus texts and uploaded attachments
- indicate the length of audio texts
- provide the MP3/MP4 of the French audio/audiovisual stimulus
- avoid providing the transcript of the French audio
- provide the word count of each written stimulus text.

Additional advice

Questions assessing students' ability to analyse and evaluate must explicitly instruct students to demonstrate both cognitive verbs (analysis and evaluation).

Phrase questions in a way that makes it clear to students that they must both analyse and then evaluate e.g. 'first analyse... and then evaluate'.

Assessment decisions

Reliability

Reliability is a judgment about the measurements of assessment. It refers to the extent to which the results of assessments are consistent, replicable and free from error.

Agreement trends between provisional and final results

Criterion number	Criterion name	Percentage agreement with provisional	Percentage less than provisional	Percentage greater than provisional
1	Analysing French texts in English	93.83	5.54	0.63

Effective practices

Accuracy and consistency of the application of the ISMG for this IA was most effective when:

- the examples from the relevant stimulus used in the responses clearly illustrated inferences that could be made about meaning, values and attitudes of the tone, purpose, context and/or audience of stimulus
- responses demonstrated comprehension of information, ideas and/or opinions in all stimulus texts and marks were awarded accordingly
- responses demonstrated analysis *and* evaluation of relevant information found in the stimulus rather than prior or general knowledge.

Samples of effective practices

The following is an excerpt from a response that illustrates the characteristics for the criterion at the performance level indicated. The sample may provide evidence of more than one criterion. The characteristics highlighted may not be the only time the characteristics have occurred throughout the response.

<p>Analysing French texts in English (15 marks) This response demonstrates Objective 2 elements: audience and purpose.</p> <p>The example used illustrates how meaning, values and attitudes are inferred from the stimulus texts.</p>	<p>THE PURPOSE IN STIMULUS 1 IS TO DEMONSTRATE HOW IT IS HARDER TO GET A JOB IF THE PERSON APPLYING DOESN'T HAVE A FRENCH SOUNDING NAME OR HAS PARKER SKIN. THE PURPOSE OF STIMULUS 1 IS</p> <p>STIMULUS 1 IS AIMED TOWARDS LARGE BUSINESSES TO MAKE CV'S AND RESUMES ANONYMOUS TO TRY AND GRAB WORK PLACE DISCRIMINATION.</p> <p>PART OF STIMULUS DEPICTS A ^{PAIR OF} YOUNG WOMEN THE YOUNG LADIES WITH ONE BEING TOLD THAT "SORRY, WE ARN'T LOOKING FOR ANY EMPLOYEES RIGHT NOW." THIS BEING COMPARED TO THE PALER LADY WHO HAS BEEN TOLD "SEE YOU TOMORROW" INDICATING THAT SHE GOT AN INTERVIEW.</p>
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Practices to strengthen

To further ensure accuracy and consistency of the application of the ISMG in this IA, it is recommended that:

- when awarding marks for the characteristic of *analysis and evaluation* at the 10–11 mark range, some justification should be evident in the student response to demonstrate comprehension and evaluation about why the decision was valid
- marks are awarded for the inclusion of only *relevant* information when students *evaluate information and ideas to draw conclusions and justify*.

Internal assessment 2 (IA2)

Examination — combination response (30%)

Internal assessment 2 (IA2) is a combination response examination held in two sessions. In Session 1, students analyse French stimulus in English in Part 1 and create French texts using French stimulus in Part 2. Session 2 comprises of a student-centred conversation (3–7 minutes) where students exchange information and ideas in French with reference to stimulus and unseen questions. The stimulus is varied: visual, written and audio or audiovisual. This examination assesses the application of a range of cognitions to multiple provided items — questions, scenarios and/or problems related to unseen French stimulus texts (written, audio, audiovisual or visual).

Assessment design

Validity

Validity in assessment design considers the extent to which an assessment item accurately measures what it is intended to measure and that the evidence of student learning collected from an assessment can be legitimately used for the purpose specified in the syllabus.

Reasons for non-endorsement by priority of assessment — validity practices

Validity priority	Number of times priority was identified in decisions*
Alignment	33
Authentication	0
Authenticity	0
Item construction	1
Scope and scale	2

*Total number of submissions: 60. Each priority might contain up to four assessment practices.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that featured:

- authentic social contexts for Session 1, Part 2
- unseen opening questions in Session 2 which provided opportunities for students to sustain communication
- appropriate scope and scale of questions which allow students to achieve at the highest performance levels
- opportunities for students to demonstrate the knowledge and skills required for Unit 3, Topics 2 and 3
- questions that provided opportunities for unique student responses, where students exchange ideas and information for the purposes of constructing their own opinions and drawing conclusions in an open-ended conversation in Session 2
- adequate space for student responses that reflected the required length of the response.

Practices to strengthen

It is recommended that assessment instruments:

- specifically construct questions that instruct students to respond to a reasonable number of ideas and an appropriate number of cognitive verbs as well as stimulus to enable them to demonstrate the higher performance levels in up to 100 words, e.g. a single question that assesses the entirety of Objective 2 is not achievable in 100 words
- give students the opportunity to demonstrate all assessable objectives and performance-level descriptors of the ISMG (Syllabus section 4.6.1), in particular Objective 2
- include questions in the ‘sample questions to prompt conversation’ that reference the stimulus and allow students to achieve at high performance levels
- provide a question where the response relies on more than one stimulus
- provide sample questions for Session 2 which relate to the subject matter of the unit and are open-ended, to allow students to demonstrate their speaking abilities
- ensure the written or visual stimulus text for Session 2 contains no more than 60 words in French or English and provides a different perspective from those offered in Session 1.

Accessibility

Accessibility in assessment design ensures that no student or group of students is disadvantaged in their capacity to access an assessment.

Reasons for non-endorsement by priority of assessment — accessibility practices

Accessibility priority	Number of times priority was identified in decisions*
Transparency	3
Language	1
Layout	1
Bias avoidance	5

*Total number of submissions: 60. Each priority might contain up to four assessment practices.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that featured:

- French stimulus appropriately chosen and accessible to students of different genders, cultural backgrounds and levels of literacy and numeracy
- written or visual stimulus used in Session 2 that were clear and provided a different perspective from those offered in Session 1
- open-ended questions which allowed students to provide a personal response to the unseen stimulus text.

Practices to strengthen

It is recommended that assessment instruments:

- include correct labelling of stimulus and uploaded attachments
- include an indication of length of the audio texts
- provide the MP3/MP4 of the French audio delivered more slowly than background speaker pace, but not excessively slow

- audio that is appropriate and reflects the level required for Unit 3
- provide students with clear and specific instructions on how to best structure their extended response in Session 1, Part 2
- direct students to respond in English or French depending on the requirements of each part of the assessment
- provide audiovisual stimulus without subtitles or cues that will compromise students' ability to listen and view
- provide appropriate scaffolding — teachers should ensure that scaffolding does not impede the ability for students to sustain communication, exchange meaning and provide a spontaneous personal response to the stimulus in Session 2, e.g. ensure that teachers leave time for students to answer. Teachers should also prepare different lines of questioning for different students and to adapt to each individual student performance.

Assessment decisions

Reliability

Reliability is a judgment about the measurements of assessment. It refers to the extent to which the results of assessments are consistent, replicable and free from error.

Agreement trends between provisional and final results

Criterion number	Criterion name	Percentage agreement with provisional	Percentage less than provisional	Percentage greater than provisional
1	Analysing French texts in English	100	0	0
2	Creating French texts with French stimulus	90.18	8.93	0.89
3	Exchanging information and ideas in French	99.11	0.89	0

Effective practices

Accuracy and consistency of the application of the ISMG for this IA was most effective when:

- responses explicitly used and/or referred to the terminology of the syllabus, e.g. 'The purpose of the female character is to ...'
- responses matched top-level descriptor(s) and bottom-level descriptor(s)
- responses in Session 2 were student-centred, and contained minimal teacher intervention.

Samples of effective practices

The following is an excerpt from a response that illustrates the characteristics for the criterion at the performance level indicated. The sample may provide evidence of more than one criterion. The characteristics highlighted may not be the only time the characteristics have occurred throughout the response.

Creating French texts with French stimulus (12 marks)

This response demonstrates:

- application of conventions and language elements to write a response to stimulus texts and the task with sufficient proficiency to convey meaning related to socialising and societal issues and/or ideas
- provision of an effective personal response and/or opinion in relation to topics identified in stimulus texts and the task related to socialising and societal issues and/or ideas
- effective selection, sequencing and synthesis of details from French stimulus texts to support the personal response/justified opinions related to socialising and societal issues and/or ideas.

Je m'appelle Kayleigh et je viens dans l'Australie où j'apprends
college de Moreton Bay. J'écire à vous parce que je
l'ai trouvé ce que tu as dit très intéressant et je veux
donner vous ma réflexion les sources de société qui existent
dans l'Australie et à une école du filles.

Personnellement, j'ai eu une bonne expérience avec mes
amis et mes pairs, cependant je comprend ce n'est pas
comme ça pour tout le monde dans mes chaussures. On ne

Malheureusement, les sources du harcèlement impacte beaucoup
de filles que j'ai vu à l'école du même sexe. Je voudrais
voir amélioration parce que la santé mentale, comme
tu as dit. La amitié est très important et les programmes
qui aide dans l'éradication de harcèlement, besoin
connaissance.

En terminale, je ne suis pas certaine que ce que j'ai
écrit sera lu, mais je voulais vous en part. Je remercie
en avance pour le inspiration critiquer les sources qui
existent dans l'école du même sexe.

Practices to strengthen

To further ensure accuracy and consistency of the application of the ISMG in this IA, it is recommended that:

- for Creating French texts with French stimulus, marks should not be awarded in the higher performance level if students do not use language elements discerningly. It is expected that this will include grammatical and lexical features, which are reflective of the final year of senior French
- in Exchanging information and ideas in French, responses are a 'two-way' conversation. Responses need to include strategies to generate and maintain communication with spontaneity. However, students should not be 'rescued' or 'prompted' by the teacher
- in Session 2, the conversation should include limited scaffolding by the teacher to ensure the student response is able to be developed fully within the expected timeframe
- marks awarded at the highest performance level must have evidence 'of generating conversation' for Session 2
- in Session 2, student responses must include a response to stimulus used in Session 1
- rehearsed responses in Session 2 should not be rewarded at the higher performance levels — this is not a speech or prepared response; the emphasis is on spontaneous conversation
- schools implement their policies on word and time limits to ensure these reflect the specifications of the syllabus
- strategies for managing response length according to each school's assessment policy must be consistently applied.

Additional advice

The quality of the audio/videos should be checked for clarity prior to uploading for confirmation.

The uploaded audios should be checked to ensure that they are the correct files, and are complete with no missing evidence.

Internal assessment 3 (IA3)

Extended response (30%)

Internal assessment 3 (IA3) is an extended response with two parts. Part 1 requires students to analyse French stimulus in French over a period that includes class time and home time (2–3 weeks). Stimulus is varied: visual, written and audio or audiovisual. The student analysis is delivered as a multimodal presentation (4–8 minutes) in French. Part 2 is a student-centred conversation (5–7 minutes) in French using unseen questions.

Assessment design

Validity

Validity in assessment design considers the extent to which an assessment item accurately measures what it is intended to measure and that the evidence of student learning collected from an assessment can be legitimately used for the purpose specified in the syllabus.

Reasons for non-endorsement by priority of assessment — validity practices

Validity priority	Number of times priority was identified in decisions*
Alignment	14
Authentication	2
Authenticity	0
Item construction	2
Scope and scale	0

*Total number of submissions: 60. Each priority might contain up to four assessment practices.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that featured:

- original stimulus texts which covered a range of text types, were current and of interest to students
- opportunity for students to provide unique responses
- relevant stimulus containing content that did not lead to a predetermined student response.

Practices to strengthen

It is recommended that assessment instruments:

- provide, in the extended response, an appropriate context
- include stimulus that are complex enough to allow students to demonstrate the full range of performance standards as described by the ISMG
- include stimulus that contain enough language or content for students to sufficiently demonstrate all the assessment objectives
- record the audio stimulus text at a speech rate appropriate for the level required in Year 12.

Accessibility

Accessibility in assessment design ensures that no student or group of students is disadvantaged in their capacity to access an assessment.

Reasons for non-endorsement by priority of assessment — accessibility practices

Accessibility priority	Number of times priority was identified in decisions*
Transparency	2
Language	1
Layout	0
Bias avoidance	5

*Total number of submissions: 60. Each priority might contain up to four assessment practices.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that featured:

- clear language, using cues that instructed students explicitly about what they needed to do
- accurate spelling, grammar, punctuation and other textual features in French
- stimulus that were engaging, relevant and accessible to all students, without inappropriate content.

Practices to strengthen

It is recommended that assessment instruments:

- clearly label the stimulus to be studied in class
- model accurate spelling in French stimulus
- model accurate spelling in the provided open-ended questions
- include audio stimulus where the pace and clarity are clear for listening purposes but also of an appropriate level for Unit 4
- ensure that all stimulus and questions are accessible to all students
- include audio that clearly differentiates between speakers
- use authentic audio texts that are clearly articulated and audible.

Additional advice

The teacher-provided stimulus must elicit a range of answers, rather than just one type of response.

Ensure stimulus lend themselves to personal interpretations by students, which enables a personal response rather than a predictable response from all students.

Questions need to be specific enough for students to know what to do, but also broad enough to elicit a variety of student responses.

Frame questions to be open-ended enough for all students to be able to engage meaningfully with them.

Assessment decisions

Reliability

Reliability is a judgment about the measurements of assessment. It refers to the extent to which the results of assessments are consistent, replicable and free from error.

Agreement trends between provisional and final results

Criterion number	Criterion name	Percentage agreement with provisional	Percentage less than provisional	Percentage greater than provisional
1	Analysing French texts in French	92.71	6.88	0.42
2	Exchanging information and ideas in French	91.04	6.46	2.5


Effective practices

Accuracy and consistency of the application of the ISMG for this IA was most effective when:

- for Part 1, responses had a strong, logical structure and demonstrated the assessment objectives in a systematic and logical order
- the response included a formal and personal conclusion
- for Part 2, the response was student-centred within minimal teacher intervention.

Samples of effective practices

The following is an excerpt from a response that illustrates the characteristics for the criteria at the performance level indicated. The sample may provide evidence of more than one criterion. The characteristics highlighted may not be the only time the characteristics have occurred throughout the response.

<p>Analysing French texts in French (15 marks)</p> <p>Excerpt 1 demonstrates discerning analysis and evaluation of relevant information for the stimulus and draws a well-constructed and valid conclusion with well-substantiated justification</p> <p>Excerpt 2 demonstrates perceptive identification of tone, purpose, context and audience to draw valid and justifiable interpretation of inferences about meaning, values and attitudes in proficient and complex French</p> <p>Excerpt 3 demonstrates comprehensive understanding of information, ideas and/or opinions in all the</p>	 <p>Excerpt 1</p> <p>IA3 Part 1 multimedia sample (MP4; 35 secs)</p> <p>Transcript</p>
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<p>stimulus texts (14–15 marks).</p>	<p>L'Université. D'abord, le premier stimulus est une actif nommé: "Partir avec Erasmus'. Le Magazine Forceau est un magazine qui [inaudible] les ados 14 à 18 ans, comme moi. A l'existe un beaucoup de bons conseils quant les opportunités après le lycée, ce qui était entièrement [inaudible]. Malheureusement elle n'arrive pas à s'adapter au système français. Elle critique le système parce que les élèves sont très peu encouragés. Ils sont jugés et on fantalise</p> <p>Excerpt 2</p> <p>IA3 Part 1 multimedia sample (MP4; 19 secs)</p> <p>Transcript</p> <p>Alice a voyagé pour découvrir le système éducatif qui lui correspond et quitte le système français. Contrairement, j'ai voyagé parce que mon école m'a encouragé à voyager en Suisse. Quand c'est l'esprit critique que mon expérience du lycée m'a donné, j'avais plus de motivation.</p> <p>Excerpt 3</p> <p>IA3 Part 1 multimedia sample (MP4; 43 secs)</p> <p>Transcript</p> <p>Etrangère. Ensuite on a les troisièmes stimulus – Les [unclear]+- Les Cancres. Il y a au même temps espérant et il montre que la créativité et le bonheur sont puissants. Dans le poème l'atmosphère du corrigeant a été créé par les huées des enfants prodiges et leur maître menaçant. Là on peut voir des éléments semblables au lycée d'Annelise. Malgré ces faits, les garçons restent positifs et montrent de l'intelligence artistique et de la créativité en désignant le visage de bonheur. Le [inaudible] on critique le système éducatif qui désire le prix [précaire] déchirer le mot, [inaudible] les noms pour les élèves.</p>
<p>Exchanging information and ideas in French (14–15 marks)</p> <p>Excerpt 4 demonstrates discerning application of conventions and use of language features in a spoken conversation in French to exchange information and ideas about their presentation.</p> <p>Excerpt 5 demonstrates structured, sequenced and synthesised use of strategies to generate and maintain the conversation in a discerning manner.</p> <p>Excerpt 6 demonstrates provision of a perceptive and justified personal response using relevant information related to finishing secondary school, future plans and responsibilities.</p>	<p>Excerpt 4</p> <p>IA3 Part 2 audio sample (MP3; 59 secs)</p> <p>Transcript</p> <p>Um, J'ai trouvé le deuxième texte [inaudible] Marianna est plus infrequent que moi ... um ... le premier stimulus c'était bien mais Annelise n'est pas comme moi nécessairement ... um ... elle est très sûre d'elle ... être [unclear] une autre stage de la vie. Elle ... mais nous sommes similaires avec une envie de découvrir ... de découvrir. Um ... Mais le troisième stimulus ... um ..., j'aime bien aussi ... er ... er ... est un critique à le système éducatif en France, je suis d'accord mais avec le deuxième stimulus ... um ... Marianna ... um ... on est une position commune um ... er ... um ... elle était de candidature université ... de grand examen um ... er ... elle est pas sûre d'elle ... um ... mais um ... er ... elle se sent um ... [entre] confiance avec le passant um ... elle est aujourd'hui. Donc j'aime ça.</p> <p>Excerpt 5</p> <p>IA3 Part 2 audio sample (MP3; 50 secs)</p> <p>Transcript</p> <p>Oui ... bien sûr, um ... j'ai trouvé que l'expérience dans ces poème est dehors mon expérience au lycée ... er ... même que je suis d'accord que um ... er ... le système éducatif prend beaucoup um ... appris par cœur et pas les autres [unclear] comme l'intelligence artistique et j'ai trouvé [unclear] les détails ... um ... j'ai appris beaucoup à français en manière critique ... um ... er ... je pense que ... um ... penser um ... aux autres um ... auteurs du monde ... um ... oui ... j'ai des faits que l'atmosphère, l'ambiance à mon école est [unclear] positive, et moi comme [unclear] Je me sens que les autres um ... er ... [unclear] en générale.</p> <p>Excerpt 6</p> <p>IA3 Part 2 audio sample (MP3; 44 secs)</p> <p>Transcript</p>

	<p>Er ... er ... euh ... um ... (laughter) ... Pardon! Um ... comme moi, j'ai au Brisbane State High School ... Brisbane State High, euh ... j'ai des expériences similaires</p> <p>Moi, j'ai trouvé que [unclear] j'étais élève il y a assez longtemps</p> <p>Oui</p> <p>Mais ... um ... ici à State High..er ... le State High ... autrefois, pour moi était vraiment différent. [unclear] je trouve ... Et ça c'est quelque chose d'expérience ... les années, ou les dernières années. Est-ce qu'il y a des aspects ... des aspects qui va ou qui vont te manquer ?</p>
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Practices to strengthen

To further ensure accuracy and consistency of the application of the ISMG in this IA, it is recommended that:

- in Part 1, the response, in terms of language range, accuracy and pronunciation, is considered in the second characteristic of the Analysing French texts in French criterion and marks awarded accordingly
- responses refer explicitly to each of the IA3 stimulus in the extended response
- when awarding the higher performance levels, that the response analyses and evaluates the chosen stimulus of the assessment purposefully and explicitly in Part 1 and this is then applied to personal experiences
- when awarding marks for each characteristic, the student work must demonstrate the whole of the characteristic. If the work does not, then the mark awarded must reflect this by awarding a lower mark
- marks are not awarded in the higher performance level if students do not use language elements discerningly. It is expected that this will include grammatical and lexical features which are reflective of the final year of senior French
- schools implement their policies on word and time limits to ensure these reflect the specifications of the syllabus
- in Part 1, responses which exceed the word/time limit are marked accordingly in terms of perceptive and discerning responses
- in Part 2, responses are student-centred. Teachers should limit the amount they speak during the 3–7 minute conversation
- students be purposefully guided through the student-centred conversation to ensure that they do not speak for longer than the prescribed time limit. Conversations which exceed the time limit are marked accordingly in terms of discerning and synthesis as in the higher performance-level descriptors
- in Part 2, responses include strategies to generate and maintain communication, e.g. responses need to seek clarification about questions or unfamiliar words or ideas, or request repetition, slower speed or ask a question of the teacher.

Additional advice

Student responses to Part 1 need to be recorded as an MP4 by the student.

The Part 2 conversation should focus on the student's presentation in Part 1 and marks awarded appropriately.

External assessment

Examination — combination response (25% Marks)

Assessment design

Assessment specifications and conditions

The summative external assessment covers the subject matter from Unit 4. The examination assesses the application of a range of cognitions to multiple provided items — questions related to unseen French stimulus texts, questions, scenarios and/or problems.

This examination was a combination of extended and short responses in English and French related to three to six unseen French stimulus texts. French stimulus written text/s and transcripts of 500–800 words in length, when combined.

Conditions

- Time: 120 minutes plus 5 minutes perusal.
- Length:
 - responses in English
 - written short answer responses, up to 100 words per item
 - total response of 300–400 words
 - responses in French
 - written short answer responses up to 100 words per item
 - written extended answer responses of 200–300 words
 - total response of 400–600 words
- Resources: notes and reference materials are not permitted.

The assessment instrument consisted of 1 paper. Questions were derived from the topics and subject matter of Unit 4. This assessment was used to determine student achievement in the following assessment 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 secondary school, future plans and responsibilities

Note: Objective 6 is not assessed in this instrument.

The stimulus was one audio and two written texts, which were designed to elicit perspective on the topic of reflecting on finishing school.

Paper 1 was divided into three sections:

- Section 1 (15 marks) — 4 short-response questions; respond in French
- Section 2 (14 marks) — 2 short-response questions; respond in English
- Section 3 (21 marks) — 1 extended-response question; respond in French.

Assessment decisions

Overall, students responded well to the following assessment aspects:

- in the short response section of the paper, students generally demonstrated comprehension of French presented in spoken and written modes
 - in Section 1 (short response in French), this could be seen when students provided examples as justification of their responses to an item and/or when required to list information
 - in Section 2 (short response in English), this could be seen when students referred to written stimulus texts to provide a response to a task presented in English
- in the extended response section of the paper (Section 3)
 - students generally provided responses to the task that were developed in French as required for the item — reliance on English words or phrases to express meaning was identified in few responses
 - marks for ‘meaning’ were awarded when responses were crafted into well sequenced and synthesised texts.

Effective practices

The following samples were selected to illustrate highly effective student responses in some of the assessment objectives of the syllabus.

Short response

Item: Question 2

This question required students to evaluate how effectively the stimulus achieved its purpose.

Effective student responses included:

- examples which were well synthesised in the response demonstrating how paraphrasing can be used instead of using direct quotations
- language which conveyed meaning relevant to the question succinctly and with few errors.

Student samples of effective responses

This excerpt has been included because it:

- identifies the purpose
- states how effective it has been in achieving the purpose
- provides two examples from the text.

Analysing French texts in French

This response clearly identifies the purpose of the stimulus as well as giving two examples which are drawn from the stimulus.

Stimulus 2 is very effective in achieving its purpose of promoting the French language and encouraging people to go abroad to Francophone countries. This is evident as it gives readers many options, such as visiting Africa, French Polynesia or Canada, as well as giving a wide range of activities to do. For example, volunteering in Africa or working at a ski station in Canada. Furthermore, the stimulus is effective as it uses some statistics (55% francophones in Africa), which provides facts for readers.

This excerpt has been included because:

- it has been successful in answering the question posed.

Analysing French texts in French

This response identifies the most important invention and provides two examples from the stimulus.

QUESTION 2 (7 marks)

According to Mark, what is the most important invention? Justify your response by providing two examples from the stimulus.

Selon Mark, le meilleur invention est « la para-photo de téléphone portable ». Il dit que l'invention « c'était révolutionnaire ». Aussi, Mark dit que « c'est d'invention incroyable ». Evidemment, Mark pense que ce invention était le meilleur, ^{et} est important.

Extended response

Criterion: Creating French texts

Item: 7

This question required students to write an extended response to the topic of their future plans.

Effective student responses:

- addressed and elaborated on the three questions posed
- conveyed meaning relevant to the task
- proficiently communicated through
 - selection of ideas
 - logical sequencing of ideas
 - synthesis of ideas
- used a wide range of vocabulary, grammar and tenses purposefully
- used consistent register for context
- used an informal opening and an informal conclusion.

Student samples of effective responses

This excerpt has been included to demonstrate how the student:

- addressed and elaborated on each question posed
- included logical sequencing. Ideas were synthesised with the aid of sequencers and connectors and the question posed was used as a cue for each paragraph
- used a wide range of grammar and tenses purposefully as well as displaying consistent use of appropriate register
- used a wide range of vocabulary purposefully
- used an informal opening and an informal conclusion.

Creating French texts with French stimulus (21 marks)

This excerpt:

- addressed and elaborated on each question posed
- included logical sequencing. Ideas were synthesised with the aid of sequencers and connectors and the question posed was used as a cue for each paragraph.

Après le lycée, il y a plusieurs d'options. Par exemple, vous pouvez aller à l'université, ou faire une année ~~sabbat~~ sabbatique ou faire un échange d'étudiants. Par moi, je voudrais ~~devenir un médecin, parce que~~ aller à l'université, et en particulier, je voudrais devenir un médecin, ~~Parce que~~ car mon père est un docteur. De plus, ~~Depuis~~ ^{depuis} que je suis jeune, j'ai devenu un docteur.

Dans dix ans, j'aimerais être un docteur. Aussi, j'aimerais avoir voyager. En particulier, je veux voyager à un pays francophone. Peut-être la Suisse ou la France, parce que je peut utiliser français dans ma vie réel. Également, j'aimerais ^{avoir beaucoup de} je voudrais faire du bénévolat, car j'aime faire du

Selon moi, une année sabbatique n'est-elle pas essentielle par le développement personnel. ~~Parce~~ Il y a le autres d'activités que vous pouvez faire. Par exemple, un échange d'étudiants. Pendant un échange, vous allez à l'étranger et étudiez à l'université étrangère, et pendant une année sabbatique vous voyagez ou travaillez

Creating French texts with French Stimulus (21 marks)

This excerpt:

- used an informal opening and an informal conclusion.

À : Lilone @ gmail . com

De : nikita @ gmail . com

Bonjour Lilone ! Ça va ?

Il y a beaucoup d'options après avoir fini le lycée. Mais, premièrement, les élèves célèbrent le terminé de leurs études secondaires en participant dans un événement appelé « Schoolies ». C'est un très

~~c'était un expérience unique. Aussi, un emploi m'ont permettre d'obtenir un bonne éthique de travail. Donc, travailler est important.~~

J'espère que ma réponse était utile.

À bientôt,

Nikita.

Creating French texts with French stimulus (21 marks)

This excerpt:

- used a wide range of grammar and tenses purposefully as well as displaying consistent use of appropriate register
- used a wide range of vocabulary purposefully.

Il y a beaucoup d'options après avoir fini le lycée. Mais, premièrement, les élèves célèbrent le terminé

je voudrais ^{avoir beaucoup de} faire du bénévolat, car j'aime faire du bénévolat. Telles ~~sur~~ que, l'année dernière, je ~~suis~~ j'ai fait du bénévolat avec mon père dans un hôpital aux Fidji. C'était une expérience incroyable. ~~Donc, dans dix ans, je voudrais~~

voyager pour le développement personnel. En supposant que vous faites une échange, vous pouvez voyager. ~~Bonjour~~

Aussi, je pense que travailler est important pour le développement personnel. Par exemple, j'ai travaillé l'année dernière et c'était un expérience unique. Aussi, ~~un emploi m'ont permettre d'obtenir un bonne éthique de travail. Donc, travailler est important.~~

Practices to strengthen

It is recommended that when preparing students for external assessment, teachers consider:

- teaching students to understand and recognise *context*, *audience*, *purpose* and *tone* as per the syllabus glossary
- leading students to support each conclusion or decision made about a text's meaning with an example or evidence also found within the text
- developing student vocabulary so that they are able to paraphrase and rephrase references to the stimulus when responding in French — avoiding using direct quotations from the text in responses given in French that are not their own use of language
- strategising with students about how to structure, sequence and synthesise extended responses so that the prescribed word length (e.g. 200–300 words) is effectively observed.