French subject report

2021 cohort

February 2022

Contents

Introduction

Despite the challenges brought about by the COVID-19 pandemic, Queensland's education community can look back on 2021 with satisfaction at having implemented the first full assessment cycle in the new Queensland Certificate of Education (QCE) system. That meant delivering three internal assessments and one external assessment in each General subject.

This report analyses that cycle — from endorsing summative internal assessment instruments to confirming internal assessment marks, and designing and marking external assessment. It also gives readers information about:

- applying syllabus objectives in the design and marking of internal and external assessments
- patterns of student achievement.

The report promotes continuous improvement by:

- identifying effective practices in the design and marking of valid, accessible and reliable assessments
- recommending where and how to enhance the design and marking of valid, accessible and reliable assessment instruments
- providing 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
- assist in assessment design practice
- assist in making assessment decisions
- help prepare 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 (AS) and Senior External Examination (SEE) subjects, where relevant) and General (Extension) subjects.

Report preparation

The report includes analyses of data and other information from endorsement, confirmation and external assessment processes. It also includes 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 completion

The following data includes students who completed the General subject or AS.

For the purposes of this report, while the 2021 summative units for the AS are AS units 1 and 2, this information will be included with the General summative Units 3 and 4.

Note: All data is correct as at 17 December 2021. Where percentages are provided, these are rounded to two decimal places and, therefore, may not add up to 100%.

Number of schools that offered the subject: 59.

Completion of units	Unit 1	Unit 2	Units 3 and 4
Number of students completed	646	607	577

Units 1 and 2 results

Number of students	Satisfactory	Unsatisfactory
Unit 1	633	13
Unit 2	602	5

Units 3 and 4 internal assessment (IA) results

Total marks for IA
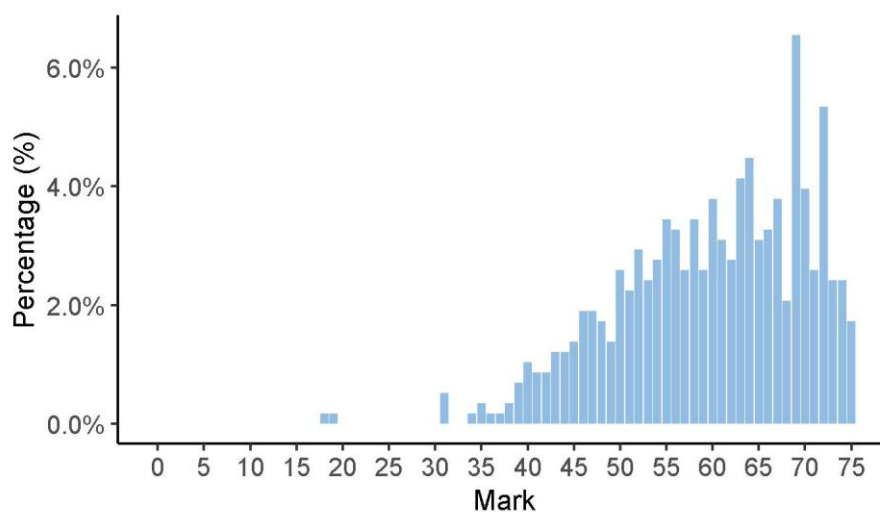
IA1 marks

IA1 total
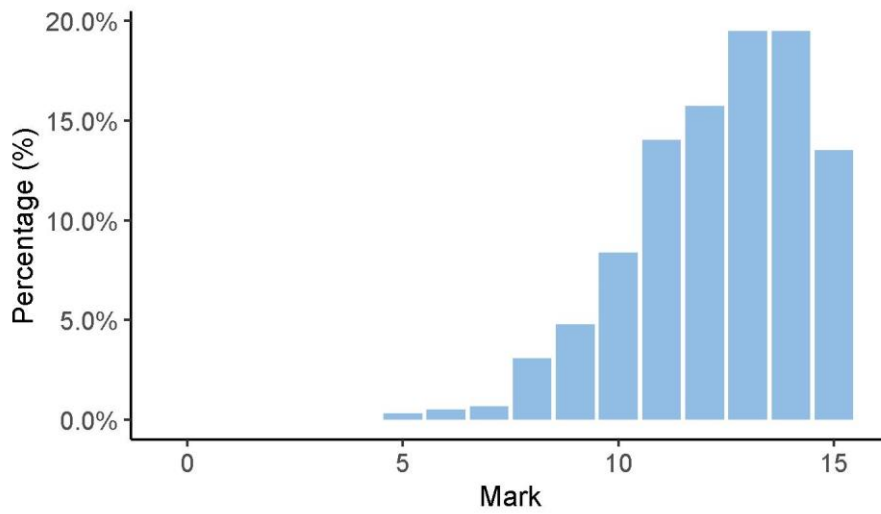
IA1 Criterion: Analysing French texts in English
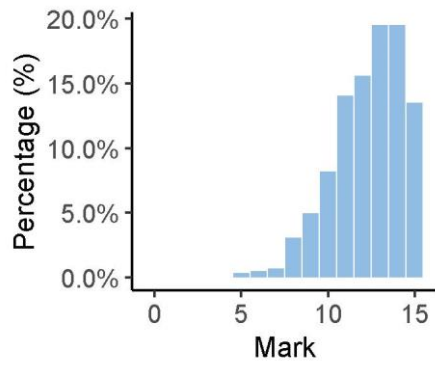
IA2 marks

IA2 total
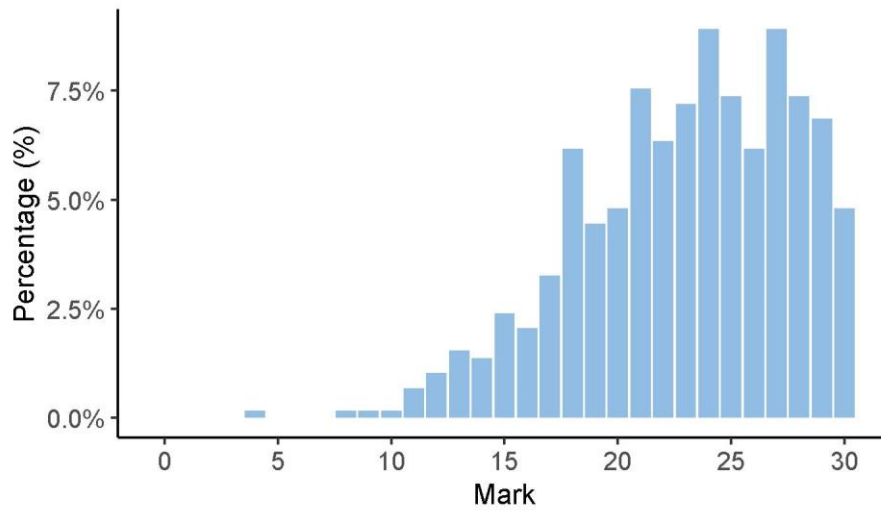
IA2 Criterion: Analysing French texts in English
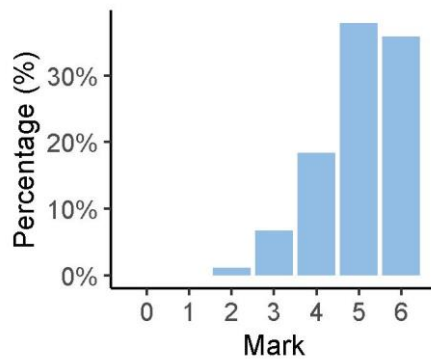
IA2 Criterion: Creating French texts with French stimulus
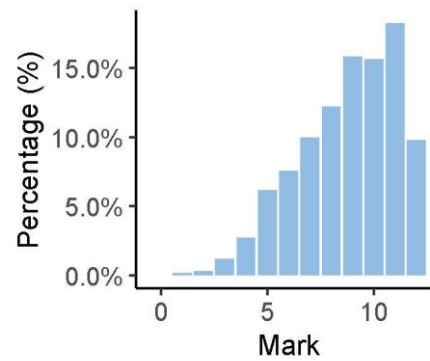
IA2 Criterion: Exchanging information and ideas in French
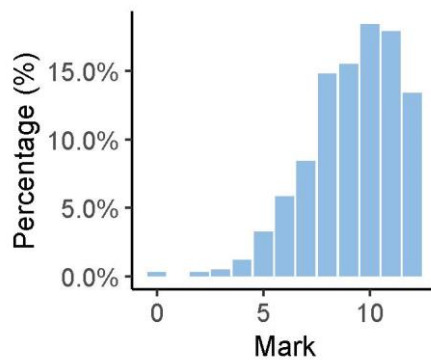
IA3 marks

IA3 total
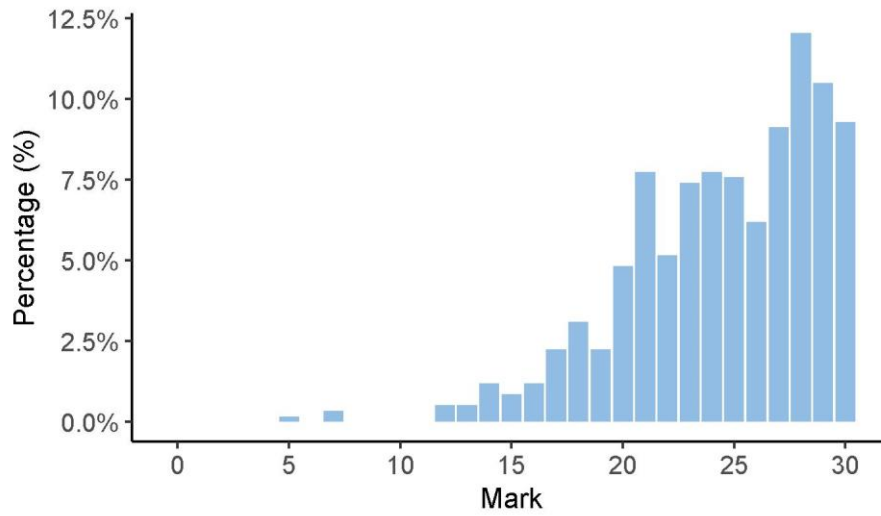
IA3 Criterion: Analysing French texts in French
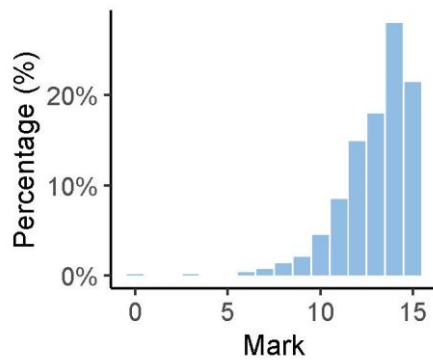
IA3 Criterion: Exchanging information and ideas in French
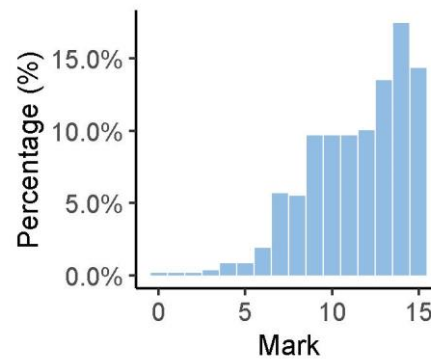
External assessment (EA) marks
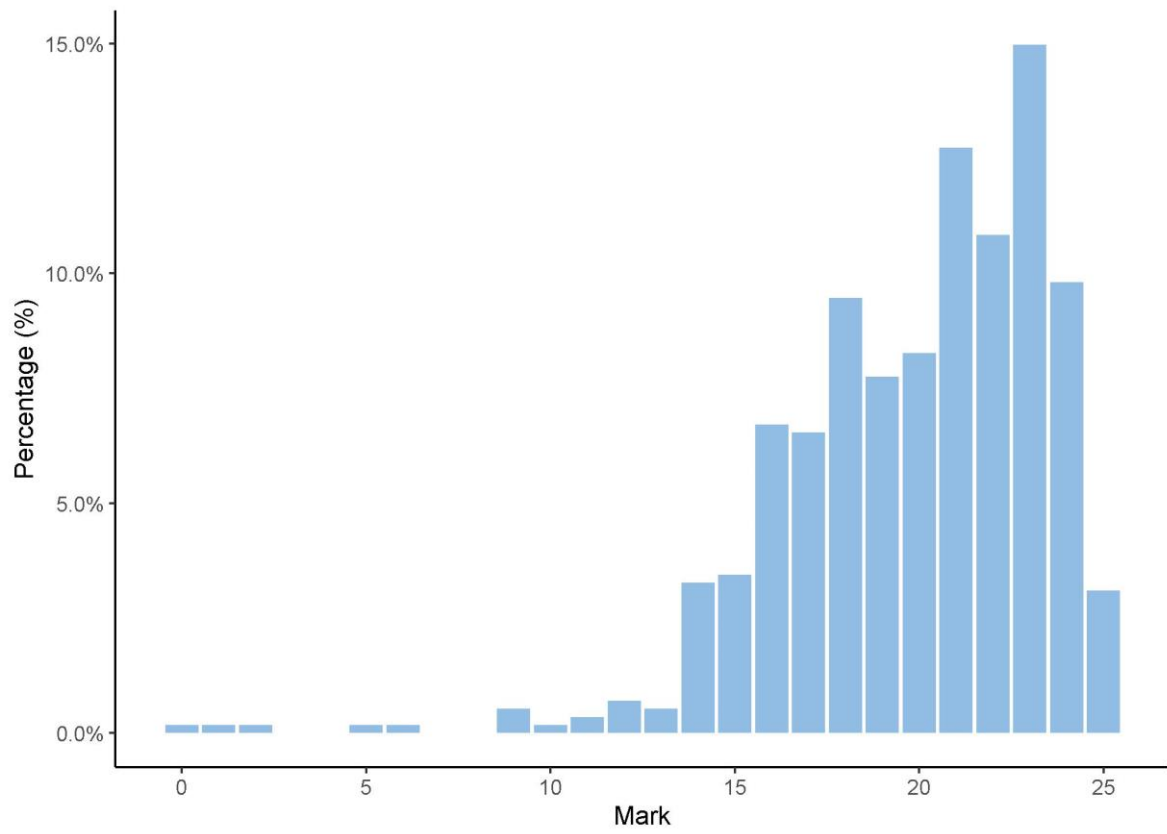
Final subject results

Final marks for IA and EA
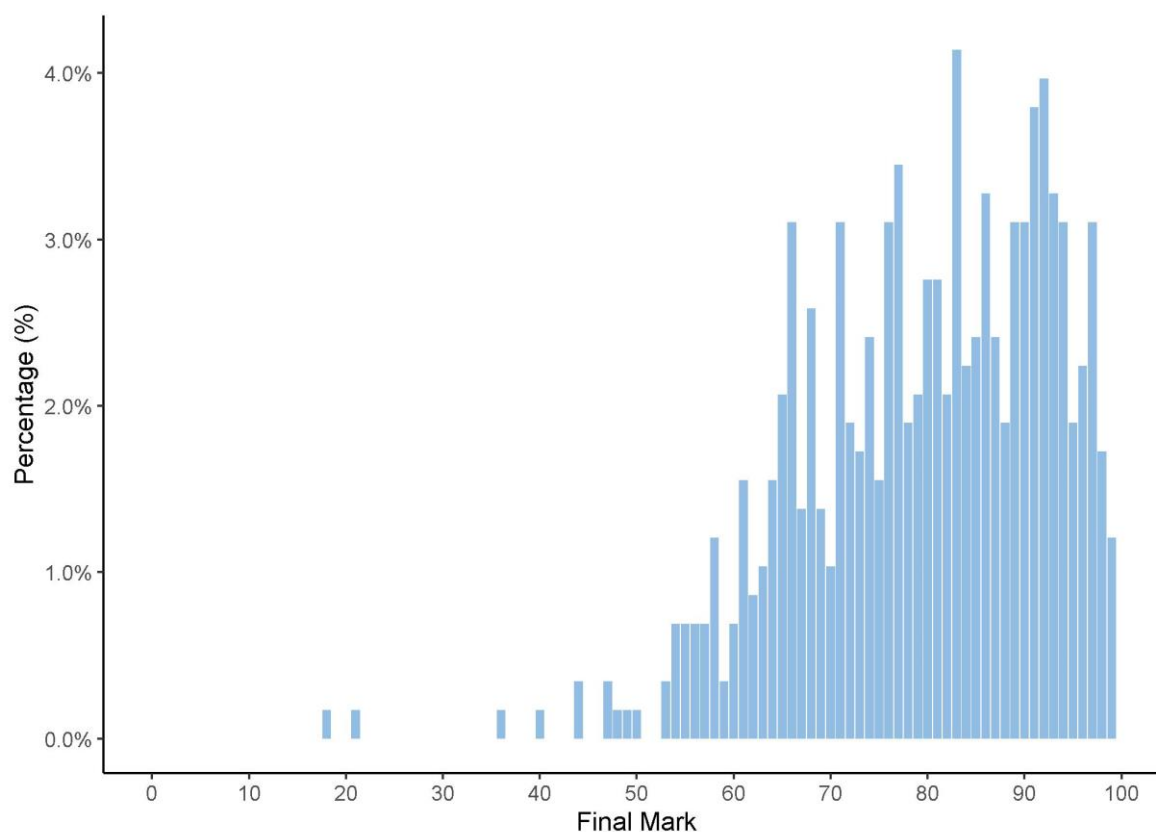
Grade boundaries

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	100–82	81–64	63–45	44–16	15–0

Distribution of standards

The number of students who achieved each standard across the state is as follows.

Standard	A	B	C	D	E
Number of students	287	229	55	6	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 section 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 the subject matter and the assessment objective/s.

Refer to the quality assurance tools for detailed information about the assessment practices for each assessment instrument.

Percentage of instruments endorsed in Application 1

Number of instruments submitted	IA1	IA2	IA3
Total number of instruments	58	58	58
Percentage endorsed in Application 1	43%	41%	29%

Confirmation

Confirmation is the quality assurance process based on the attribute of reliability. The QCAA uses provisional criterion marks determined by teachers to identify the samples of student responses that schools are required to submit for confirmation.

Confirmation samples are representative of the school's decisions about the quality of student work in relation to the ISMG and are used to make decisions about the cohort's results. If further information is required about the school's application of the ISMG to finalise a confirmation decision, the QCAA requests additional samples.

Schools may request a review where an individual student's confirmed result is different from the school's provisional mark in one or more criteria and the school considers this result to be an anomaly or exception.

The following table includes the percentage agreement between the provisional marks and confirmed marks by assessment instrument. The Assessment decisions section of this report for each assessment instrument identifies the agreement trends between provisional and confirmed marks by criterion.

Number of samples reviewed and percentage agreement

IA	Number of schools	Number of samples requested	Number of additional samples requested	Percentage agreement with provisional marks
1	57	282	66	66.67%
2	57	285	75	61.4%
3	57	277	66	73.68%

Internal assessment 1 (IA1)

French — short response (15%)

Internal assessment 1 (IA1) is a short response examination where students analyse French texts in English. Stimulus includes visual, written and audio/audiovisual stimulus (Syllabus section 4.6.1).

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 priority	Number of times priority was identified in decisions*
Alignment	24
Authentication	0
Authenticity	1
Item construction	0
Scope and scale	3

*Each priority might contain up to four assessment practices.

Total number of submissions: 58.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that featured:

- item constructions that allowed students to construct an independent response that demonstrated complex thought processes

- opportunities for students to demonstrate an understanding of the topic from the subject matter and included authentic sources with realistic contexts that were both accessible to and interesting for students

- clear, direct language accessible to students and meeting the 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:

- give students the opportunity to cover the required assessable objectives and performance-level descriptors of the ISMG. Characteristic 2 of the ISMG requires purpose, audience, context and tone to be covered

- ensure the scale of information, knowledge and skills students are expected to demonstrate is achievable with 100-word responses, e.g. asking a question that requires students to identify purpose, audience, context and tone as well as provide justification is not achievable in a 100-word response

- ensure stimulus items conform to the syllabus specifications and do not compromise the text type

- include at least one audio or audiovisual stimulus. Subtitles or speech bubbles are not acceptable in an audiovisual stimulus for this assessment

- ensure the written stimulus does not contain visuals to avoid compromising the text type and cues about the written stimulus

- ensure the visual stimulus predominantly contains images or graphics, supported by a small amount of written text that does not contain more than 60 words in total.

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 priority	Number of times priority was identified in decisions*
Bias avoidance	6
Language	2
Layout	5
Transparency	12

*Each priority might contain up to four assessment practices.

Total number of submissions: 58.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that featured:

- stimulus that were legible and accessible to all students of different genders, cultural backgrounds and levels of literacy and numeracy, without distractors or grammatical language errors in French

- legible and clear layout with appropriate grouping and organisation within the instrument

- clear and specific requirements for how the task was to be completed (mode, length, duration)

- written and visual stimulus texts with different perspectives on Unit 3 Topic 1 covering a range of opinions, and avoiding bias and inappropriate content.

Practices to strengthen

There were no significant issues identified for improvement.

It is recommended that assessment instruments:

- display clear instructions in the examination instructions and/or the question, to ensure students are directed to refer to more than one stimulus text as they analyse and evaluate

- have the correct labelling of stimulus texts and uploaded attachments

- indicate the length of audio stimulus and avoid providing the transcript of the French audio

- provide MP3/MP4 of the French audio/audiovisual stimulus delivered more slowly than background speaker pace, but not excessively slow.

Additional advice

- The visual stimulus must not contain more than 60 words in French.

- The audiovisual stimulus must not contain any subtitles, words and/or other cues that would lead students to the expected response.

- Schools must apply a word limit policy for responses that exceed 100 words.

- The stimulus must be aligned with the subject matter of Unit 3.

- The assessment instrument and stimulus distributed to students must be downloaded from the QCAA Endorsement application to ensure the correct versions of the endorsed instrument and stimulus are administered.

- Indicative responses are highly recommended. These should be written in full sentences and model expected responses at the highest performance levels. By preparing indicative responses at the time of assessment design, teachers can ensure questions are clear and provide sufficient opportunity for students to achieve at the highest standards within the assessment conditions and specifications.

- Indicative responses will also assist endorsers to confirm that the responses are achievable.

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 confirmed marks

Criterion number	Criterion name	Percentage agreement with provisional	Percentage less than provisional	Percentage greater than provisional	Percentage both less and greater than provisional
1	Analysing French texts in English	66.67%	22.81%	1.75%	8.77%

Effective practices

Accuracy and consistency of the application of the ISMG for this IA was most effective when:
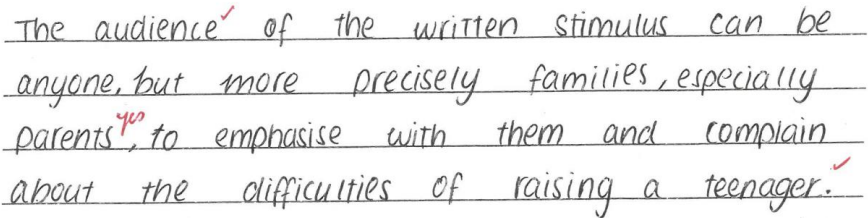
- student responses were marked according to the requirements of the question

- student responses requiring evaluation and analysis were clearly stated and justified using evidence found in the stimulus.

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 excerpt may provide evidence of more than one criterion. The characteristics identified may not be the only time the characteristics have occurred throughout a response.

This student response excerpt has been included:

- because it demonstrates discerning analysis and evaluation

- to show the effective identification of audience to infer meaning and attitudes.

Analysing French texts in English (12–13 marks) - effective identification of tone, purpose, context and audience to draw a valid interpretation of inferences about meaning, values and attitudes related to relationships and roles in society	The audience of the written stimulus can be anyone, but more precisely families, especially parents, to emphasise with them and complain about the difficulties of raising a teenager.

Practices to strengthen

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

- only the language evidence from the stimulus is used to support answers to questions

- student responses cannot be considered beyond 100 words

- when marks are awarded for identification of purpose, audience, context and tone, responses must be checked carefully to ensure the evidence is from the stimulus and not from general knowledge

- marks are not awarded when a student provides a response to a different question or refers to an incorrect stimulus, e.g. the identification of tone when the question requires the identification of audience

- if student responses include incorrect information from the stimulus, then comprehension cannot be considered as thorough

- when identifying audience, a specific group must be identified relevant to stimulus. It is not acceptable to make generalisations, e.g. 'the French' is not acceptable as an audience

- context must be descriptive enough and identified clearly, including justification, such as description of an environment in which an event occurs/context of the situation and its specific features

- adjectives to describe tone need to be more descriptive and replaced by more specific words. 'Informative' or 'formal/informal' are not acceptable as tones. The language should indicate or convey emotion, feeling or attitude to subject matter and/or audience

- when awarding marks for comprehension, the responses must include a wide range of information from the stimulus

- when awarding marks for the justification of opinions, ideas and perspectives, student responses need to include explanations for how the evidence provided supports the answer given

- quoting whole sentences from the text/s should be avoided as it does not indicate comprehension of the information and/or ideas. Students should paraphrase and be encouraged to formulate their own unique answers.

Additional advice

- Schools should continue to instruct students to provide justification from the text in English rather than French.

- Schools should apply their school assessment policy to responses that exceed the 100-word limit, and provide clear annotations on the student response and ISMG to describe how the policy has been applied.

- Strategies for managing response length according to each school's assessment policy must be consistently applied to all responses across the entire cohort, e.g. apply the school assessment policy to only mark the first 100 words of the answer. It cannot be adjusted for an individual student response.

- Teachers should be familiar with the ISMGs to understand the performance-level descriptors and how marks are awarded at each level.

- When student work is matched to all three descriptors in the same performance-level descriptor, the higher mark of the performance-level descriptor must be awarded.

- When marks are awarded for identification of purpose, audience, context and tone, responses must be checked carefully to ensure the evidence is from the stimulus and not from general knowledge.

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 and create French texts using French stimulus. Session 2 incorporates a student-centred conversation (3–7 minutes) where students exchange information and ideas in French with reference to stimulus and unseen questions. Stimulus includes visual, written and audio/audiovisual stimulus (Syllabus section 4.6.2).

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 priority	Number of times priority was identified in decisions*
Alignment	19
Authentication	0
Authenticity	4
Item construction	0
Scope and scale	4

*Each priority might contain up to four assessment practices.

Total number of submissions: 58.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- aligned to the subject matter for Unit 3 Topic 2: Socialising and connecting with my peers and Unit 3 Topic 3: Groups in society

- had real-world contexts giving students the opportunity to demonstrate the knowledge and skills required

- contained appropriate scope and scale of questions, which allowed students to achieve at the highest performance levels

- displayed questions that provided opportunities for unique student responses, where students were able to exchange ideas and information for the purposes of constructing their own opinions and drawing conclusions in the open-ended conversation in Session 2.

Practices to strengthen

It is recommended that assessment instruments:

- ensure that Session 1 Part 2 refers to more than one stimulus used in Part 1. Student work will not match the higher performance-level descriptors if the Part 2 extended response question does not include reference to more than one stimulus

- allow for open-ended questions in Session 2. Questions that begin with how, why and what in French will give students opportunities to achieve at the higher performance levels

- Stimulus in Session 1 must be referenced in Session 2, either specifically or by referring to concepts or ideas it featured

- use only cognitions from the ISMG, e.g. 'analyse and evaluate', but not 'comment'

- give students the opportunity to demonstrate all assessable objectives and performance-level descriptors of the ISMG (Syllabus section 4.6.1), specifically objective 2

- ensure the written or visual 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. Note that a different perspective does not mean necessarily mean new subject matter.

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 priority	Number of times priority was identified in decisions*
Bias avoidance	5
Language	5
Layout	4
Transparency	15

*Each priority might contain up to four assessment practices.

Total number of submissions: 58.

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

- unseen 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 allowing students to provide responses to the unseen stimulus.

Practices to strengthen

There were no significant issues identified for improvement.

It is recommended that assessment instruments:

- include correct labelling of stimulus and uploaded attachments

- include an indication of the length of the audio stimulus

- provide the MP3/MP4 of the French audio that is delivered more slowly than background speaker pace, but not at an excessively slow pace

- provide students with clear and specific instructions for structuring their extended response in Session 1 Part 2.

Additional advice

- The visual stimulus should contain no more than 60 words in French for Session 1 and no more than 60 words in either English or French for Session 2.

- The audiovisual stimulus must not contain any subtitles, words and/or other cues that would lead students to the expected response.

- Schools need to apply a word/time limit policy for responses that exceed 100 words in Session 1 Part 1, 300 words in Session 1 Part 2, or 7 minutes in Session 2.

- The stimulus must be aligned with the subject matter.

- Carefully consider the syllabus glossary definitions of *audience*, *context* and *tone* to ensure questions enable students to achieve objective 2 as intended by the syllabus.

- Questions must ask students to provide information/analysis/evaluation that can be drawn from stimulus. A response that is not drawn from the stimulus text does not show comprehension.

- The evaluation of stimulus must be justified with language evidence.

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 confirmed marks

Criterion number	Criterion name	Percentage agreement with provisional	Percentage less than provisional	Percentage greater than provisional	Percentage both less and greater than provisional
1	Analysing French texts in English	87.72%	10.53%	1.75%	0%
2	Creating French texts with French stimulus	71.93%	15.79%	1.75%	10.53%
3	Exchanging information and ideas in French	68.42%	14.04%	3.51%	14.04%

Effective practices

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

- questions requiring students to identify purpose, audience, context and tone also required the inference of meaning values and attitudes and relied on rich stimulus texts with regards to tone and context

- students clearly analysed and evaluated as a result of questions explicitly relying on syllabus terminology

- students used a variety of language elements and structures in their extended response

- students implemented strategies to generate and maintain communication in Session 2.

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 excerpt may provide evidence of more than one criterion. The characteristics identified may not be the only time the characteristics have occurred throughout a response.

This student response excerpt has been included:

- to demonstrate discerning application of conventions and use of language elements to write a comprehensive response to stimulus

- to showcase the use of proficient and complex French.

Creating French texts with French stimulus (12/12 marks)	
• discerning application of conventions and use of language elements to write a comprehensive response to stimulus texts and the task in proficient and complex French related to socialising and societal issues and/or ideas	

Practices to strengthen

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

- teachers do not award a mark out of 6 for each question (Session 1 Part 1)

- teachers do not find evidence of purpose, audience, context and tone in student responses where the question did not require these to be identified (Session 1 Part 1)

- context must be descriptive enough and identified clearly, including justification, such as a description of an environment in which an event occurs/context of the situation and its specific features (Session 1 Part 1)

- adjectives to describe tone need to be more descriptive and replaced by more specific words, e.g. 'informative' or 'formal/informal' is not acceptable as a tone. The language should indicate or convey emotion, feeling or attitude to subject matter and/or audience (Session 1 Part 1)

- teachers lead the conversation — if students digress out of topic, teachers should interrupt them and redirect them to the topic (Session 1 Part 2)

- teachers develop students' ability to manipulate the language spontaneously, rather than preparing rehearsed responses (Session 1 Part 2)

- adequate referencing to the stimulus texts is required to meet the assessment criteria (Session 1 Part 2)

- synthesis of ideas needs to demonstrate efficient justification of arguments, as it impacts the flow and the body of the text. The response needs to be cohesive, with a logical transition from one point to another, and be supported by personal opinion/s and/or perspective/s (Session 1 Part 2)

- for a response to be considered discerning, language elements should display complexity and a wide variety of grammatical and lexical features that reflect a student's final year of senior French (Session 1 Part 2)

- students should be taught to paraphrase, rather than give direct quotations, when creating responses in French for either written or spoken tasks. Long direct quotations show only an adequate selection of details from the texts (Session 1 Part 2)

- responses are a two-way conversation. If the teacher asks all the questions, the third characteristic cannot be marked in the highest band because the 'generating and maintaining conversation' requirement will not be met (Session 2)

- hesitant responses that require prompting and do not have enough reference to the stimulus text/s cannot be described as spontaneous (Session 2)

- students must be asked open-ended questions to give them sufficient opportunity to demonstrate their knowledge and understanding of the criterion or criteria and provide an authentic/sufficient response (Session 2)

- responses should be unrehearsed and not overlap with the written response from Session 1. Rehearsed or verbatim responses are not considered to be a conversation, and they should be assessed at a low level for 'provision of an adequate response' (Session 2).

Additional advice

- Teachers should select stimulus texts in which tone is strongly marked and can be identified.

- Conversations must be recorded as MP3 or MP4 only.

- Teachers need to understand how to apply the ISMG, e.g. three ticks for all characteristics in the band for the 9–10 mark range must be awarded a mark of 10.

- Teachers need to clearly indicate the characteristics on the ISMG they have awarded.

- When there are ticks across three different bands, the final mark awarded should be the lower mark in the middle band, e.g. where there is one tick in the band for the 11–12 mark range, a second tick in the band for the 9–10 mark range and a third tick in the band for the 7–8 mark range, the final mark awarded should be 9.

- When two characteristics are highlighted in one band and one characteristic is highlighted in the band below, the lower of the two marks in the higher band must be awarded.

- If a comparable assessment is used, schools must ensure all required documents are uploaded and clearly named. Indicative responses should be included for comparable assessment.

- Schools need to implement their policies on word and/or time limits to reflect the syllabus specifications.

- Strategies for managing response length according to each school's assessment policy must be consistently applied to all responses across the entire cohort, e.g. apply the school assessment policy to only mark the first 100 words of the answer. It cannot be adjusted for an individual student response.

- The quality of the audio recording must be checked for clarity before it is uploaded to the Confirmation application in the QCAA Portal.

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 including school holidays). Stimulus includes visual, written and audio/audiovisual stimulus. 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 priority	Number of times priority was identified in decisions*
Alignment	41
Authentication	1
Authenticity	0
Item construction	7
Scope and scale	0

*Each priority might contain up to four assessment practices.

Total number of submissions: 58.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that featured:

- alignment to the subject matter for Unit 4 Topic 1: Finishing secondary school, plans and reflections and for Topic 2: Responsibilities and moving on

- original stimulus texts that covered a range of text types that were current and interesting to students

- opportunities for students to provide unique responses

- relevant stimulus texts with content that did not lead to a predetermined student response.

Practices to strengthen

It is recommended that assessment instruments:

- direct students to cover all of objective 2 across the stimulus texts in their response. If the task does not direct students to do this, students will not be able to achieve at the higher performance levels

- use and clearly identify the stimulus that has been studied in class and is an appropriate stimulus selected from the list prescribed in the syllabus: French film, documentary, television series episode, extended interview, newspaper, magazine article, journal, short story, novella, website or printed materials. Stimulus chosen outside of this list is out of scope of the syllabus

- select two additional unseen stimulus items that meet the combined word limit (400–700 words) and syllabus type requirements of one written text, which is a different text type to that studied, to ensure range of text types, and one audio/audiovisual text or a series of visual texts with target language of up to 60 words per text

- ensure Session 2 questions relate to the student's own presentation; otherwise, students will not be able to achieve at the highest performance levels.

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 priority	Number of times priority was identified in decisions*
Bias avoidance	2
Language	6
Layout	0
Transparency	5

*Each priority might contain up to four assessment practices.

Total number of submissions: 58.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that featured:

- stimulus that were engaging, relevant and accessible to all students, without inappropriate content

- clear language, using cues that instructed students explicitly about what they needed to do

- accurate spelling, grammar, punctuation, and other textual features in French.

Practices to strengthen

It is recommended that assessment instruments:

- provide audiovisual stimulus without subtitles or cues that would compromise students' ability to listen and view

- include correct labelling of stimulus studied in class and uploaded attachments

French subject report   **Queensland Curriculum & Assessment Authority**
2021 cohort   February 2022
Page **22** of 33

- select only a segment of the class-studied film, if it is the seen stimulus, to allow students the scope to meet the assessable objectives

- model accurate spelling in French in the provided open-ended questions.

Additional advice

- The audio or audiovisual stimulus cannot include subtitles, words or cues that would compromise students' ability to listen to and engage with stimulus as per syllabus requirements.

- Teachers should provide clear scaffolding of the task, e.g. context statements and instructions need to ensure students understand what is expected from them in Part 1 and Part 2 to demonstrate the full range of performance-level descriptors on the ISMG.

- Provide open-ended questions for Session 2 that centre around information and ideas related to Unit 4 subject matter, which allow students to communicate their ideas and exchange information (including a personal opinion).

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 confirmed marks

Criterion number	Criterion name	Percentage agreement with provisional	Percentage less than provisional	Percentage greater than provisional	Percentage both less and greater than provisional
1	Analysing French texts in French	80.7%	14.04%	0%	5.26%
2	Exchanging information and ideas in French	80.7%	10.53%	1.75%	7.02%

Effective practices

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

- Part 1 responses showed clear and explicit analysis and evaluation of the stimulus, with the student's clear personal justification and conclusions

- the presentation included both a formal and personal conclusion

- in Part 2, students were given the opportunity to sustain unprepared/spontaneous communication and exchange meaning in French

- schools applied their school assessment policy to manage response length issues.

Samples of effective practices

The following are excerpts from responses that illustrate the characteristics for the criteria at the performance level indicated. The excerpts may provide evidence of more than one criterion. The

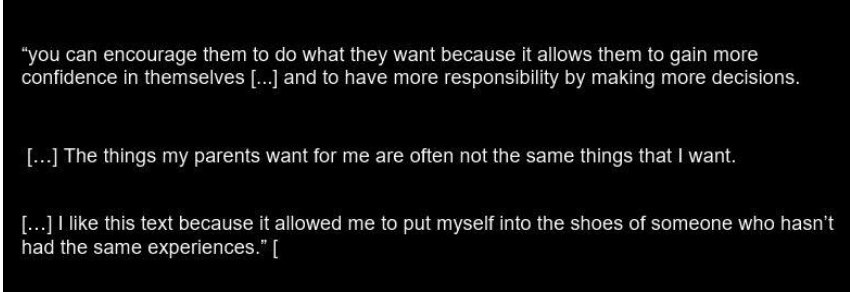characteristics identified may not be the only time the characteristics have occurred throughout a response.

This student response excerpt has been included:

- to illustrate fluency in French. The student's multimodal presentation is filmed facing the camera with clever editing of visual stimulus texts

- to demonstrate a fine-grained understanding of stimulus texts, and how a personal and interesting conclusion can be reached from the analysis

- to illustrate how a student can engage in a conversation with the teacher and provide a structured, personal and reasoned perspective on the question.

Analysing French texts in French (15/15 marks) • discerning analysis and evaluation of relevant information and ideas in the stimulus texts to draw well-constructed and valid conclusions with well-substantiated justification of opinions, ideas and perspectives related to finishing secondary school, future plans and responsibilities	**Excerpt 1** Excerpt 1 content (video, 51 sec) https://www.qcaa.qld.edu.au/curriculum-assessment/portal/media/snr_french_19_ia3_sr_snip1.mp4

This student response excerpt has been included:

- to demonstrate the use of complex language elements in a conversation.

Exchanging information and ideas in French (12/12 marks) • discerning application of conventions and use of language features in a spoken conversation in French to exchange information and ideas about their presentation related to finishing secondary school, future plans and responsibilities	**Excerpt 1** "you can encourage them to do what they want because it allows them to gain more confidence in themselves [...] and to have more responsibility by making more decisions. […] The things my parents want for me are often not the same things that I want. […] I like this text because it allowed me to put myself into the shoes of someone who hasn't had the same experiences." [Excerpt 1 content (audio, 1 min 12 sec) https://www.qcaa.qld.edu.au/curriculum-assessment/portal/media/snr_french_19_ia3_sr_snip2.mp3

Practices to strengthen

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

- student responses need to address purpose, audience, context and tone across all three stimulus and each at least once to satisfy Characteristic 2 of the Analysing French texts in French criterion (Part 1)

- pronunciation and proficiency of the multimodal presentation must be evaluated within Characteristic 2 of the Analysing French texts in French criterion (Part 1)

- responses refer explicitly to each of the IA3 stimulus texts in the extended response (Part 1)

- transcripts are not to be considered or relied on unless used to support the low file quality (Part 1)

- analysis and evaluation need to address opinions, ideas and perspectives in stimulus texts with the student's personal justifications and conclusions: Characteristic 3, Analysing French texts in French criterion (Part 1)

- marks are not to be awarded in the higher performance level if students do not use language elements discerningly, e.g. use of grammatical and lexical features that reflect the level of a student's final year of senior French study (Part 1)

- students must exchange and produce information and ideas to maintain and generate the conversation (Part 2)

- rehearsed or verbatim responses are not considered to be a conversation (Part 2)

- the student should not read the script word-for-word to answer the teacher's questions (Part 2)

- the teacher's questions should not allow the student to follow the information prepared in the student's script (Part 2).

Additional advice

- Files need to be checked before upload to avoid file error, e.g. file for IA2 submitted instead of file for IA3 Part 2, file does not open, file is inaudible, file is of very low quality.

- Teachers should ensure students understand that they need to identify purpose, audience, context and tone at least once across the three stimulus in their multimodal presentation

- Students should be encouraged to export their PowerPoint into a video — this allows the duration of the presentation to be checked without having to calculate time of each recording on each slide and it is easier to watch at confirmation, as well as for teachers marking. Also, students can easily see if their presentation is over the time limit and reduce the length if required.

- For the Analysing French texts in French criterion, Characteristic 2 should be marked when assessing pronunciation, while Characteristic 3 refers to grammar and grammatical complexity.

- When awarding marks for each characteristic, the student work must demonstrate the whole characteristic. Where the whole characteristic is not demonstrated, the lower mark in the range must be awarded.

- Schools must implement their policies on word and time limits to ensure these reflect the specifications of the syllabus. Without the implementation of a school assessment policy, responses that exceed the word/time length cannot be considered perceptive and discerning.

- PowerPoint files should not be used to submit multimodal presentations for IA3 Part 1. Any PowerPoint files should be converted to MP4 before they are uploaded.

- The text to be studied in class should be clearly labelled for submission for QCAA processes.

External assessment

External assessment (EA) is developed and marked by the QCAA. The external assessment for a subject is common to all schools and administered under the same conditions, at the same time, on the same day.

Examination (25%)

Assessment design

The assessment instrument was designed using the specifications, conditions and assessment objectives described in the summative external assessment section of the syllabus. The examination consisted of one paper:

- Paper 1, Section 1 consisted of short response questions (11 marks)
- Paper 1, Section 2 consisted of short response questions (23 marks)
- Paper 1, Section 3 consisted of an extended response question (21 marks).

The examination assessed subject matter from Unit 4. Questions were derived from the context of Topic 1: Finishing secondary school, plans and reflections and Topic 2: Responsibilities and moving on.

The assessment required students to analyse French stimulus texts in both English and French, and to create a written extended response in French.

The stimulus text for the Section 1 short response in English was an audio text in French with three associated questions, the third of which was divided into two parts. The stimulus texts for the Section 2 short response in French consisted of two written texts in French with three associated questions.

Assessment decisions

Assessment decisions are made by markers by matching student responses to the external assessment marking guide (EAMG). The external assessment papers and the EAMG are published in the year after they are administered.

Question 1

This question required students to identify the text type of the audio stimulus text and to provide two examples to support the identification.

Effective student responses:

- identified the text type as an advertisement for a swim school
- provided two examples to support the response, such as the encouragement to contact the swim school and the provision of a phone number, and the positive description of the teachers as motivated and ready to help children learn to swim.

Question 2

This question required students to identify the intended audience and to provide two supporting examples.

Effective student responses:

- identified that the audience was parents with children unable to swim

- highlighted references to 'your child' in the context of the scenario of 'your child' being frightened of the water, and of having teachers ready to help teach 'your child' to learn to swim.

Questions 3a and 3b

These questions required students to identify who might not be looking forward to summer (3a) and conclude why they might not be looking forward to summer with three supporting examples (3b).

Effective practices

Overall, students responded well to:

- Question 1

- Question 2

- Question 4.

The following excerpts have been selected to illustrate effective student responses in one or more of the syllabus assessment objectives. The characteristics identified may not be the only time the characteristics have occurred throughout a response.

Samples of effective practices

Short response

Section 1: Short response in English

Effective student responses:

- addressed all aspects of the question

- itemised, or distinguished clearly, their supporting examples

- for Question 3a, identified that parents of children who are unable to swim, or children who are unable to swim, might not be looking forward to summer

- for Question 3b, provided three supporting examples, such as children having time in the hotter days of summer to spend with friends and family. That time is often spent at the beach or pool, and the prospect of water can be scary for children who are unable to swim. Compelling statistics were provided to indicate the proportion of children who are unable to swim.

These student response excerpts have:

- to demonstrate complete and thorough responses that address all aspects of the question clearly with the required examples.

Provision of a context and two examples (3/3 marks)	**Excerpt 1** **QUESTION 1 (3 marks)** What type of text is Stimulus 1? Justify your response with two examples from the stimulus. Stimulus 1 is an advertisement for a swim school. This is because they say that they "offer lessons" and that their "teachers are young and motivated to help your children learn." In addition, at the end they say "contact us" and provide a phone number for the listener to find out more.
Provision of an intended audience and two examples (3/3 marks)	**Excerpt 2** **QUESTION 2 (3 marks)** Who is the intended audience for Stimulus 1? Justify your response with two examples from the stimulus. The intended audience is parents who have children who have difficulty swimming, especially coming into the summer holidays. One example is when the text says 'if your son or daughter fears the water,' implying that the advertisement is intended for parents. A further example is when the speaker discusses that the teachers love helping 'your child/children,' further implying that the advertisement is targeted at parents.

Section 2: Short response in French

This section required students to respond in French to three questions referring to two written stimulus.

Question 5

This question required students to identify a change of perspective and to provide three supporting examples to justify this conclusion in French with few errors.

Effective student responses:

- named and described the shift in perspective towards French school classroom life from negative to positive

- provided three examples to illustrate the change in perspective, such as the initial recognition that the classroom experience was different from the experience in Australia. The experience of living through a different classroom experience had facilitated the change in perspective, and the calm of the French classroom had shown advantages for productivity.

Question 6

This question required students to identify why Lydie had been successful and to provide three supporting examples, including the identification of tone, and to justify this conclusion in French with few errors.

Effective student responses:

- defined the reasons for Lydie's success, e.g. her hard work and perseverance and the support from her mother and teacher

- provided three examples to support the response, including the identification of tone, e.g. grateful, appreciative, not arrogant as she acknowledged the contributions of others to her success. Her mother's verbal encouragement in helping her to see her goals as achievable played a crucial role, as did her teacher's support in developing her writing talent and, on a practical level, assisting in securing a study grant.

Effective student responses in the receptive mode:

- addressed all aspects of the question and provided clear supporting examples

Effective student responses in the productive mode:

- communicated in precise, clear and accurate French

- discerningly selected examples from the stimulus and paraphrased in their own words rather than quoting directly from the stimulus

- synthesised seamlessly with their own justification using their own choice of language.

Effective student responses:

- identified the purpose as persuading students to undertake an exchange if the opportunity presented itself

- provided two examples to support the response, such as the opinion of the exchange experience described as one of the most positive in their life, and the use of the imperative mood to encourage students to participate.

These student response excerpts have been included for short response in French:

- to illustrate thorough responses that address all aspects of the question proficiently and in accurate French.

Identification of the change of perspective and provision of three examples in proficient and accurate French **Receptive mode (4/4 marks)** **Productive mode (4/4 marks)**	**Excerpt 1** Ryan ~~initially used transfer~~ Les premiers jours, ayan 'en 'du mal' à s'habituer à la atmosphère calme dans les classes en France car il ~~commit~~ était complètement différent aux cours en Australie; en Australie, il y a beaucoup d'interactions entre les profs et les élèves, mais en France, il n'y a pas beaucoup de ~~le~~ bruit dans les salles de classe. Cependant, l'expérience ~~permet~~ a permis Ryan de découvrir qu'il y a des avantages à ce calme, comme travailler plus vite.
Identification of why Lydie has been successful and provision of three examples in proficient and accurate French **Receptive mode (4/4 marks)** **Productive mode (4/4 marks)**	**Excerpt 2** What are the reasons Lydie has been successful in Stimulus 3 in the stimulus book? Justify your response with three examples from the stimulus, one of which must refer to tone. Lydie est ~~devra~~ devenue journaliste et auteure à cause de quelques choses. Son ton est très appréciatif. ~~Ce~~ Ça, c'est clair quand elle dit qu'elle est tellement reconnaissante envers tous les personnes qui s'ont apporté leur soutien à Sainte Florence, son lycée, et à sa chère maman. Alors, un raison pour son triumph est sa mère, qui lui répétait ~~répète~~ sans cesse : « quand on veut, on peut ». Un autre raison est son professeur d'anglais extraordinaire, qui s'appelle Monsieur Robinson, et qui a encouragé son talent d'écrivain, ~~et~~ et s'a aidée à obtenir ~~une~~ une bourse d'études universitaires pour Lydie.

Section 3: Extended response in French

Question 7

This question required students to write a personal statement of 200–300 words in French for a programme matching schools with potential exchange partner schools. In the personal statement, students had to address the following questions:

• What is your life like outside school?

• Why you would be the ideal candidate?

• How will French be useful to you in your future life?

Effective student responses:

• addressed all three of the points required in the task and provided elaboration on each point

- were organised logically into paragraphs and synthesised seamlessly with cohesive devices and phrases

- used a formal opening and a formal conclusion and a consistent register for the formal context of the task

- generated a personal response to the task that showcased a wide range of language elements rather than a reliance on stimulus material.

These student response excerpts have been included:

- to demonstrate the application of a formal opening and a formal conclusion

- to illustrate proficient communication through selection and synthesis of ideas and their logical sequencing

- to demonstrate the use of a wide range of vocabulary, tenses and grammar with few errors.

Meaning (5/5 marks)	Excerpt 1
• proficient communication through selection and synthesis ideas and their logical sequencing	Mes Qualités Pour Être le Candidat Idéal Au début de l'année dernière, j'ai fait un échange au Québec. C'était incroyable et j'ai appris beaucoup de choses. Une chose que j'ai appris est si j'étais sortie de ma zone de confort, j'aurais plus profité de l'expérience. Alors, grâce à mon échange au Québec je suis prêt à gérer les difficultés d'un échange et je voudrais l'occasion de plus profiter de cet échange. Je suis une fille sympa et ouverte, donc ne créerai pas des problèmes je quand je serai arrivée.

A wide range of vocabulary, tenses and grammar with few errors (6/8 marks)	**Excerpt 2** Deuxièmement, serais-je le candidat idéal ? Bien que je sois un peu perfectionniste, je reste assidu. Je pense qu'il faut travailler dur pour bien réussir la vie comme vous savez. En plus, je suis très sociable car j'arrive naturellement à me faire des amis qui me permet d'être connecté avec tout le monde. Tous ces qualités facilite mon quotidien parce que je reste motivé mais à l'aise en même temps. Troisièmement, comment le français sera utile dans ma vie future. Si j'avais eu l'opportunité d'apprendre le français plus tôt, j'aurais je l'aurais saisie ! En fait, j'ai j'économise de l'argent pour voyager en Afrique où la langue française est très répandue. Plus tard, je rejoindrai les médecins sans frontières en tant que médecin pour y lutter contre la crise sanitaire. C'est difficile de comprendre les défis auxquels ils font face.
A wide range of vocabulary, tenses and grammar with few errors (6/8 marks)	**Excerpt 3** Je pense avoir les qualités requises pour être le candidat idéal. D'abord, mes amis me disent toujours que je suis polyvalent curieux impliqué et travailleur. En plus, j'ai un bon niveau en français et je pourrai transmettre mes compétences linguistiques à vos élèves. D'ailleurs, je fais mieux connaissance avec les autres. Donc, si j'avais la chance d'y aller, j'aimerais rencontrer les gens inconnues. De façon similaire, j'ai une expérience du monde du travail. En fait, il y a deux ans j'ai travaillé comme serveur dans un restaurant. Je devais donner la nourriture et débarrasser les tables. Ainsi, puisque j'ai développé un peu d' indépendance et de responsabilité, je serais le candidat idéal.

Practices to strengthen

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

- continuing to explicitly teach the formal and informal textual conventions associated with different text types, plus the selection of verb forms appropriate to the register for the task context

- reinforcing the value of accuracy in the application of language elements for both short response in French and extended response in French

- encouraging students to paraphrase the excerpts from the stimulus they wish to use as evidence when responding in French by using their own words (synonyms and phrasing), rather than including directs quotations from the provided texts. This would permit students to demonstrate knowledge of French language elements and afford them the opportunity to sequence and synthesise information in the stimulus, without copying and/or plagiarising sentences

- instructing students not to include personal information (e.g. given name, family name, school name) within their responses to examination questions

- consolidating students' application of grammar rules for writing in French with accurate gender and number agreement, and use of pronouns, possessive adjectives and prepositions/prepositional phrases

- revising the uses of formal and informal language structures, including in singular and plural forms, particularly relating to register and regional norms

- developing students' capacity to create an extended response in French that adheres to the prescribed word length of between 200 and 300 words

- reinforcing the tools of textual analysis as keys to evaluating and making evidence-based judgments on stimulus texts. Students should have vocabulary in both languages to accurately describe and explain how purpose, audience, context and tone are achieved. Responses that identified 'informal/formal' or 'informative' as a tone were not awarded marks. The analysis of language choices in a text to reveal tone was challenging for many students

- providing more opportunities for students to learn to write topic statements and qualifying sentences that elaborate the topic in French, e.g. teaching students to set up the topic sentence in the French style of posing a question, and then answer it in the elaboration. This would improve structure and cohesion in student writing in target language

- providing more opportunities for students to learn writing techniques in target language that employ synonyms and antonyms. This would permit students to demonstrate knowledge of French language elements and afford them the opportunity to sequence and synthesise information in the stimulus, without copying and/or plagiarising sentences

- encouraging students to develop decoding and deciphering skills. Teachers should provide ample opportunities for students to become resilient and persevere when they are met with words they do not understand in a stimulus

- continuing to teach students to 'error hunt' and proofread for basic orthographical accuracy (spelling, accents, articulated prepositions) as well as agreement in gender and number. Basic inaccuracy in written French was a significant weakness across responses in the Creating French texts criterion.