

French subject report

2024 cohort

January 2025



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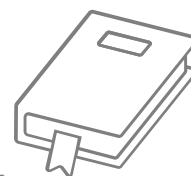
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Introduction



The annual subject reports seek to identify strengths and opportunities for improvement of internal and external assessment processes for all Queensland schools. The 2024 subject report is the culmination of the partnership between schools and the QCAA. It addresses school-based assessment design and judgments, and student responses to external assessment for General and General (Extension) subjects. In acknowledging effective practices and areas for refinement, it offers schools timely and evidence-based guidance to further develop student learning and assessment experiences for 2025.

The report also includes information about:

- how schools have applied syllabus objectives in the design and marking of internal assessments
- how syllabus objectives have been applied in the marking of 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 that demonstrate best practice.

Schools are encouraged to reflect on the effective practices identified for each assessment, consider the recommendations to strengthen assessment design and explore the authentic student work samples provided.

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 internal and external assessment.

The report is publicly available to promote transparency and accountability. Students, parents, community members and other education stakeholders can use it to learn about the assessment practices and outcomes for senior subjects.

Subject highlights

49

schools offered
French



91.67%

agreement with
provisional marks
for IA3

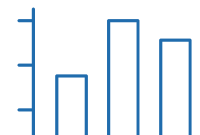


98.96%

of students
received a
C or higher



Subject data summary



Subject completion

The following data includes students who completed the General subject.

Note: All data is correct as at January 2025. Where percentages are provided, these are rounded to two decimal places and, therefore, may not add up to 100%.

Number of schools that offered French: 49.

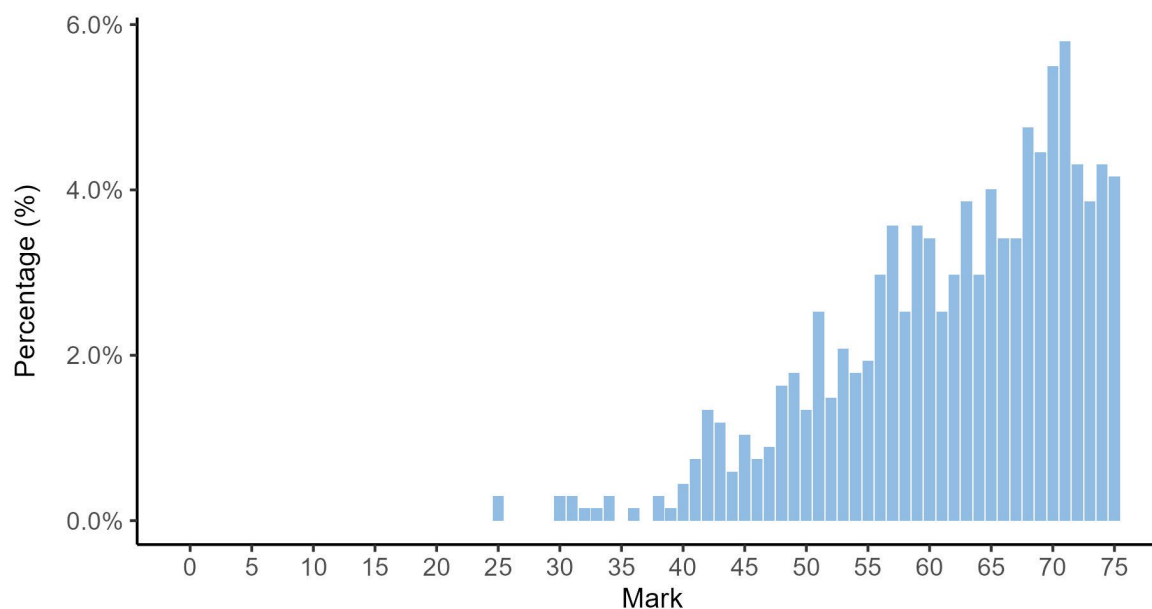
Completion of units	Unit 1	Unit 2	Units 3 and 4
Number of students completed	698	697	672

Units 1 and 2 results

Number of students	Satisfactory	Unsatisfactory
Unit 1	689	9
Unit 2	688	9

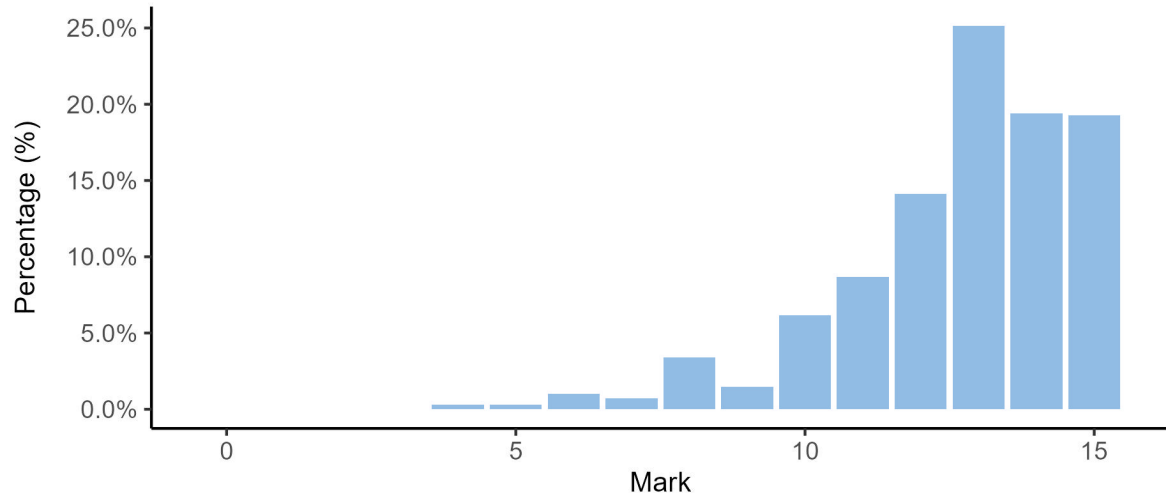
Units 3 and 4 internal assessment (IA) results

Total marks for IA

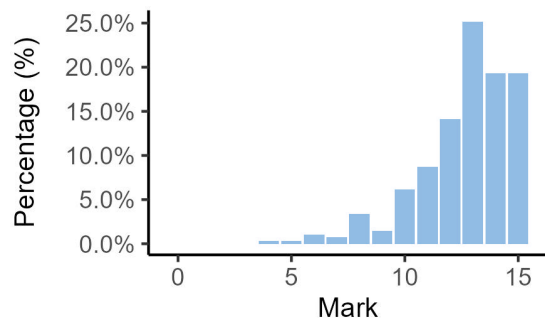


IA1 marks

IA1 total

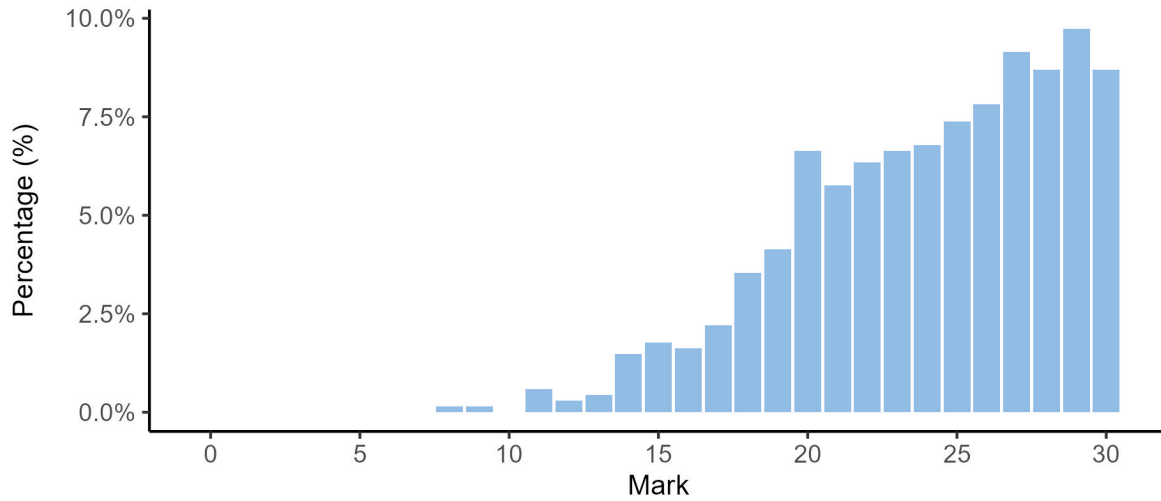


IA1 Criterion: Analysing French texts in English

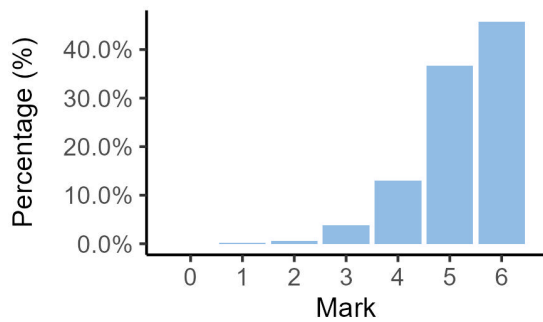


IA2 marks

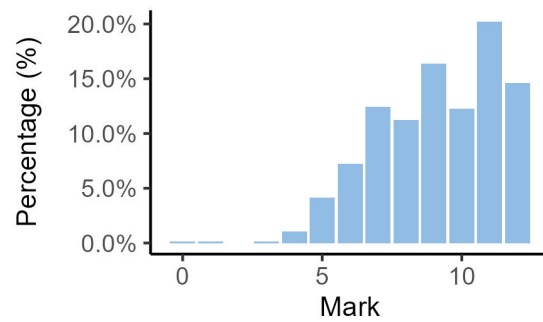
IA2 total



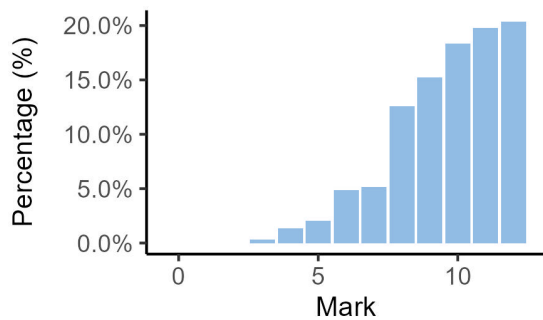
IA2 Criterion: Analysing French texts in English



IA2 Criterion: Creating French texts with French stimulus

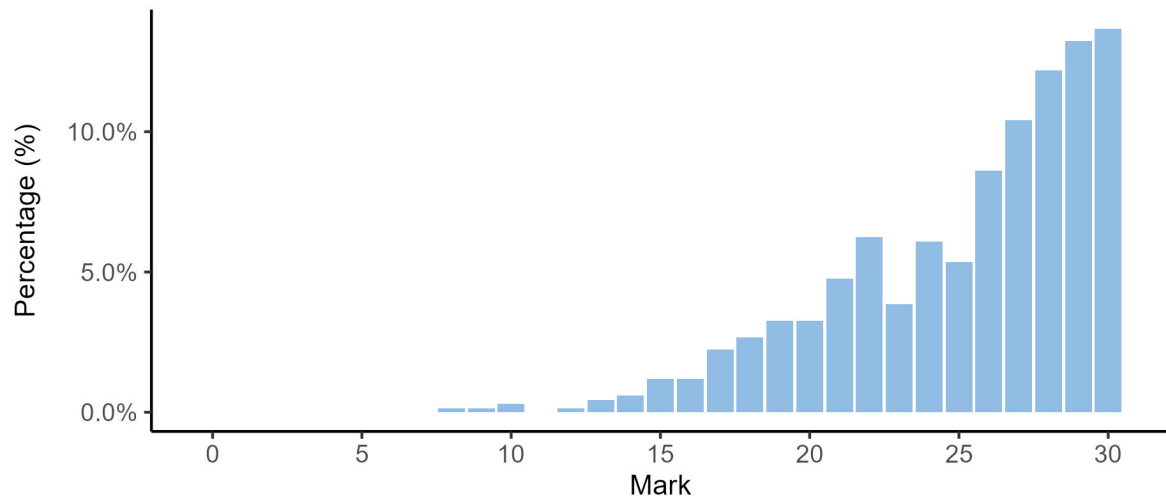


IA2 Criterion: Exchanging information and ideas in French

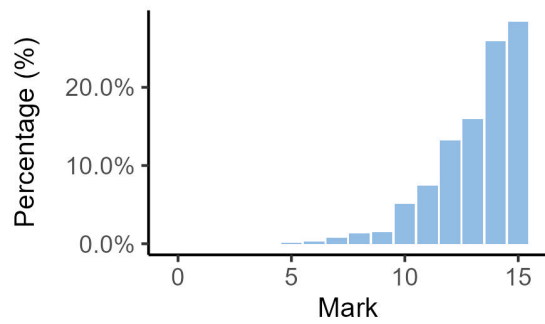


IA3 marks

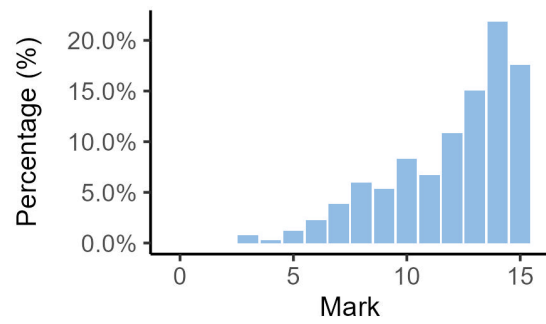
IA3 total



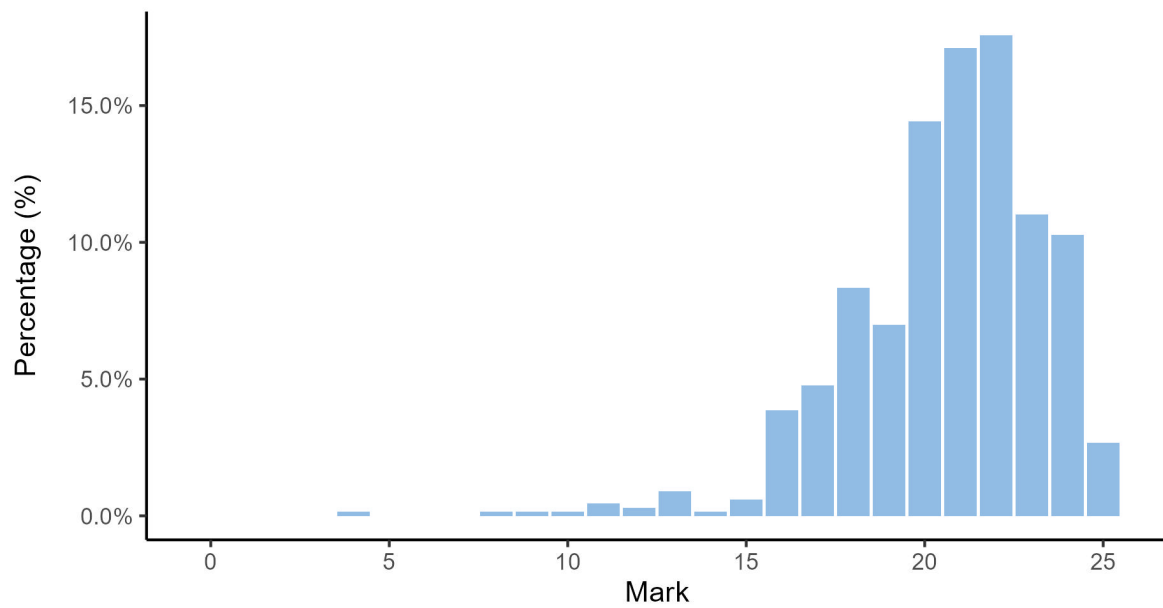
IA3 Criterion: Analysing French texts in French



IA3 Criterion: Exchanging information and ideas in French

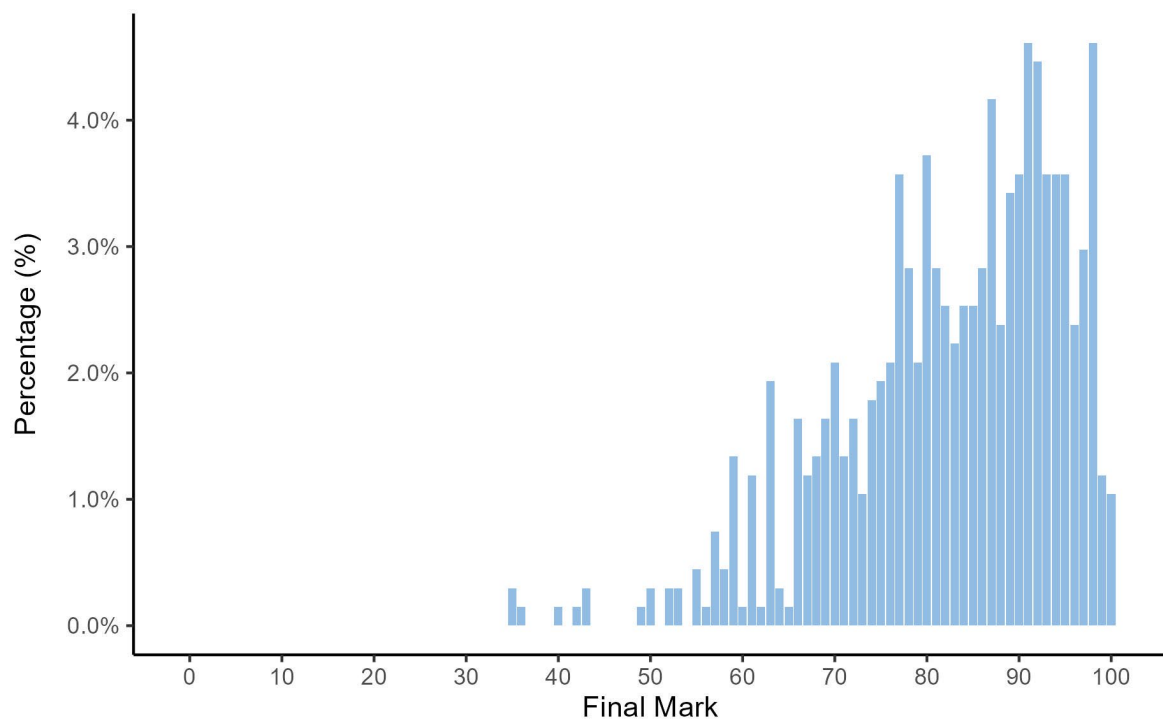


External assessment (EA) marks



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	100–83	82–66	65–46	45–19	18–0

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	374	237	54	7	0

Internal assessment



The following information and advice relate 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 assessment. 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 *QCE and QCIA policy and procedures handbook v6.0*, Section 9.5.

Percentage of instruments endorsed in Application 1

Instruments submitted	IA1	IA2	IA3
Total number of instruments	50	50	48
Percentage endorsed in Application 1	70	46	33

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 instrument-specific marking guide (ISMG), and are used to make decisions about the cohort's results.

Refer to *QCE and QCIA policy and procedures handbook v6.0*, Section 9.6.

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	48	305	5	89.58
2	48	306	8	91.67
3	48	308	17	91.67

Internal assessment 1 (IA1)



Examination — short response (15%)

Summative internal assessment 1 assesses subject matter from Unit 3 Topic 1: Roles and relationships.

The examination assesses the application of a range of cognitions to multiple provided items — questions related to unseen French stimulus texts.

Student responses must be completed individually, under supervised conditions, and in a set timeframe.

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	11
Authentication	0
Authenticity	0
Item construction	0
Scope and scale	1

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- posed questions of a scope and scale that could be met within the required response limit
- included the required text types of the word length specified in the syllabus
- included questions that cued students to perform the cognitions and skills specified in the assessment objectives and ISMG, allowing student responses to satisfy the highest performance-level descriptors.

Practices to strengthen

It is recommended that assessment instruments:

- include stimulus texts conforming to syllabus requirements, e.g. audio and audiovisual texts should not contain written text or subtitles in any language and written texts should not include visual texts
- provide stimulus texts of 500–800 words in length when combined, aligning with syllabus specifications
- offer the syllabus-specified maximum of 60 words to support a visual text.

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	2
Layout	0
Transparency	3

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- labelled stimulus texts and numbered them consistently across examination instructions and questions
- provided clear instructions to students.

Practices to strengthen

It is recommended that assessment instruments:

- model accurate use of French and English that is free from errors, to ensure clarity for students
- avoid bias by being transparent and legible.

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	89.58	10.42	0	0

Effective practices

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

- schools considered the qualifying terms of thorough, perceptive, discerning and effective when matching student responses to the ISMG, and differentiated responses accordingly
- students and teachers shared understanding of the key characteristics required for meeting Assessment objective 2, and responses included relevant, specific justification through

paraphrasing and/or making valid inferences based on information and ideas within the texts, i.e.

- in relation to purpose, responses answered the questions: Why was this text written? What is the goal that the text is trying to achieve?
- in relation to audience, responses referred to the specific group of people for whom the text was created, rather than a general group. They answered the questions: Who is the text specifically designed for? Who is the message specifically targeted at?
- in relation to context, responses referred to the circumstances and conditions in which the text was created and identified the issue or scenario raised. Context provided background on the time period, societal norms, specific events and/or conditions relevant to the text's production. Student responses considered: What is the scenario or situation in which this text has been created and exists?
- in relation to tone, responses referred to attitude or emotional stance toward the subject matter and related it to the language. Words such as informative, informational, formal, informal, casual or professional are not considered tones as they do not convey a feeling of an emotion. Student responses considered: What adjectives and emotive words are used to convey the intended message?

Practices to strengthen

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

- marks are allocated at the highest performance-level descriptor for the characteristic of comprehension when student responses overall demonstrate a thorough comprehension of all stimulus texts and do not contain misunderstandings or misinterpretations
- student responses provide detailed and discerning justifications to support their analysis and evaluation decisions using relevant information and ideas from within the stimulus texts
- the elements of purpose, audience, context and tone are explicitly taught as outlined in the effective practices and in the syllabus glossary definitions.

Samples

The following excerpt demonstrates the application of thorough comprehension to perceptively identify the text's audience (adults, specifically parents and teachers, who have a hard time believing that boys and girls can defy stereotypes) and its purpose (to denounce stereotypes and to convince and encourage equality).

Excerpt 2 demonstrates the application of thorough comprehension to perceptively identify the context and purpose of the text. The text type is identified, as is the reason this text exists — to address the issue of gender roles and present the argument that greater progress is needed. The response clearly articulates the text's purpose in promoting change.

Both excerpts include appropriate, specific justification from the stimulus.

Note: The characteristic/s identified may not be the only time the characteristic/s occurred throughout a response.

Excerpt 1

The audience of stimulus 1 is parents and teachers of children. The purpose is to denounce stereotypes and encourage parents to let their child "freely choose" their job and education. The purpose is evidently to convince and encourage equality as the text states that "despite ~~differences~~ their differences" boys and girls should be treated with equality. It denounces stereotypes such as girls not being "strong in maths" and boys not being allowed to "take interest in fashion". The audience is ~~not the children themselves but those such as parents/teachers~~ as it states ~~have a responsibility to let them follow their dreams.~~ "we have a hard time believing" ~~that boys/girls who~~ ^{can} defy stereotypes. (99)

Excerpt 2

The context of stimulus 2 is an article about gender roles, specifically stay-at-home fathers. This

is evident in the frequent use of statistics ~~to~~ ^{presenting} ~~present~~ the argument that more ~~men~~ men are "ready to become stay-at-home fathers". The purpose of the text is to promote change. Although the article demonstrates that roles are evolving as more ~~men~~ men are willing to let women be in power (94% are willing to elect a female president), the ~~to~~ final line "all will have to change" in order to progress, captures the message that despite progress being made in mindsets, more must ~~actually~~ change to achieve true equality. (100)

Additional advice

- Student responses:
 - must identify each element of purpose, audience, context and tone perceptively to satisfy the highest performance level for that descriptor in the ISMG, i.e. if one element identified is matched to effective, the overall response is effective not perceptive
 - should use evidence directly from the stimulus text rather than rely on general knowledge to support conclusions.
- Schools:
 - must use the endorsed assessment instrument from the Endorsement application (app) to ensure the validity of the assessment instrument
 - are encouraged to upload indicative responses to support the confirmation process
 - should annotate how the school's assessment policy has been applied when responses exceed the assessment conditions specified by the syllabus
 - should use a best-fit approach to determine a result where evidence in an assessment response matches descriptors at different performance levels in a criterion (Syllabus section 1.3). For further guidance, see
 - *QCE and QCIA policy and procedures handbook v6.0*, Section 9.6.1
 - *Making judgments* webinar resource, in the Syllabuses app
 - *Module 3: Making reliable judgments*, in the Assessment Literacy app.

Internal assessment 2 (IA2)



Examination — combination response (30%)

Summative internal assessment 2 assesses subject matter from both:

- Unit 3 Topic 2: Socialising and connecting with my peers
- Unit 3 Topic 3: Groups in society.

The examination assesses the application of a range of cognitions to multiple provided items — questions, scenarios and/or problems related to unseen French stimulus texts, i.e. written, audio, audiovisual or visual.

Student responses must be completed individually, under supervised conditions, and in a set timeframe.

This instrument is designed to be delivered over two sessions, but schools must ensure that the integrity of the examination is not compromised.

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	18
Authentication	0
Authenticity	0
Item construction	1
Scope and scale	2

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- included stimulus texts that met syllabus specifications for word length and text type, e.g. audiovisual text did not include any written text or subtitles in any language
- directed where students should respond in French and where they should respond in English.

Practices to strengthen

It is recommended that assessment instruments:

- specify that all Session 1 Part 1 stimulus texts are used as stimulus material for Session 1 Part 2, ensuring student responses can satisfy the requirements of the ISMG
- instruct students to refer to at least one stimulus text from Session 1, in addition to the Session 2 stimulus text, when exchanging information in Session 2

- include Session 2 sample teacher questions that elicit consideration of Session 1 stimulus text/s, in addition to the Session 2 stimulus text.

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	4
Language	3
Layout	0
Transparency	11

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- provided clear, transparent instructions for the requirements of the task and specified the conditions of the task
- consistently prompted students to refer to the requisite stimulus text/s for the different sessions and parts of the assessment.

Practices to strengthen

It is recommended that assessment instruments:

- model accurate French and English language, enhancing clarity for students
- avoid stimulus material demonstrating bias through references not appropriate for the age level of students.

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	100.00	0.00	0	0
2	Creating French texts with French stimulus	93.75	6.25	0	0

Criterion number	Criterion name	Percentage agreement with provisional	Percentage less than provisional	Percentage greater than provisional	Percentage both less and greater than provisional
3	Exchanging information and ideas in French	93.75	6.25	0	0

Effective practices

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

- for Creating French texts with French stimulus, marks at the highest performance levels were allocated when responses
 - were well sequenced, with sentences and paragraphs effectively linked using proficient and complex French language, and only minor errors that did not affect meaning
 - incorporated ideas from the stimulus texts in Part 1, providing well-justified and cohesive personal opinions that demonstrated thoughtful selection, sequencing, and synthesis of relevant details
- for Exchanging information and ideas in French, marks were allocated where student responses demonstrated proficient grammatical features and language conventions of spoken French, while addressing the given stimulus texts and providing elaborations and justifications in their communication, to support their opinions and ideas.

Practices to strengthen

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

- for Creating French texts with French stimulus
 - marks are allocated where extended responses include personal opinions and perspectives that are supported by a thorough synthesis of valid information/ideas from the Part 1 stimulus texts
 - to be allocated the highest marks in the first descriptor, responses demonstrate a sophisticated use of language, including a wide range of vocabulary and grammatical structures, tenses and moods.
- for Exchanging information and ideas in French
 - student responses are matched to the 11–12 mark performance level for the synthesising characteristic when they demonstrate understanding and integration of relevant information and ideas from across both Session 2 and Session 1 stimulus when substantiating conclusions and justifying opinions
 - teachers vary conversation questions to encourage genuine, authentic dialogue. While example questions are uploaded at endorsement and can be used as a starting point, it is essential that questions provide opportunities to sustain communication and elaborate on personal responses, facilitating dynamic input from students.

Samples

The following excerpt illustrates discerning application of conventions and use of language elements to provide a cohesive and detailed personal response written in proficient French, despite minor errors occurring in some more complex grammar. The response incorporates a

discerning synthesis of details from the stimulus texts, referring to general ideas raised in the stimulus (e.g. how friendships can help during difficult times), followed by further integration of details from the stimulus, with direct reference to a situation outlined. This is a high-level response at the 11–12 mark range.

Note: The characteristic/s identified may not be the only time the characteristic/s occurred throughout a response.

④ En outre, les amis sont ~~avec tes amis~~. ~~Avoir des bons amis est nécessaires~~ ^(aurais) pour le bonheur - sans aucun doute. Si tu ~~as~~ ^{as} absorbé par le travail en ~~permanente~~ permanence, si tu trouveras que l'isolement ne soit pas une bonne choix. Je dirais qu'avant tout, un ami devrait un ~~ami~~ ^{ami} - quelqu'un qui est sur la même longueur d'onde. ~~Et~~ Ainsi, quand tu es stressé un vrai ami pourrait t'aider à résoudre tes problèmes, que ce soit en parlant ou en faisant du ~~te~~ leche-vitne. Pourtant, les amis ~~peut~~ peuvent être une mauvaise influence, particulièrement dans une bande. Selon un article ^{j'ai lu}, un ~~fil~~ ^{garçon} ~~qui~~ ^{qui} a accepté des drogues ~~de ses amis~~ ^{de ses amis} et ~~il~~ ^{il} était "déçu" avec soi-même. Il faudrait éviter les amis qui ~~te~~ ^{te} donnent des trucs dangereux n'importe quoi!

voici mes conseils!

Donc, Bonne chance à l'avenir! Je te soutiens.

Amicalement,

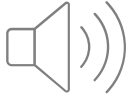
- Excellent range of tenses + expressions ≈ 300 words
- Lots of connectors + adverbs
- Reference to both stimulus texts
- Personal reference
- Only a few grammatical errors

Excellent

French — IA2 session 1
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The following excerpt illustrates proficient use of language conventions and grammatical features of spoken French. Meaning is communicated via a wide range of tenses and moods, as well as the use of strategies to maintain and generate the conversation. There are some minor errors. The excerpt discerningly synthesises information and ideas from the stimulus and provides elaborations to support the detailed personal response. There is a well-substantiated justification of opinions and ideas. This is a high-level response at the 11–12 mark range.

Note: The characteristic/s identified may not be the only time the characteristic/s occurred throughout a response.



Audio content: (1 min, 51 secs)

www.qcaa.qld.edu.au/curriculum-assessment/portal/media/sr-2024/snr_french_ia2_e3.mp3

Additional advice

- Schools should:
 - use a best-fit approach to determine a result where evidence in an assessment response matches descriptors at different performance levels in a criterion (Syllabus section 1.3). For further guidance, see
 - *QCE and QCIA policy and procedures handbook v6.0*, Section 9.6.1
 - *Making judgments* webinar resource, in the Syllabuses app
 - *Module 3: Making reliable judgments*, in the Assessment Literacy app.
 - apply their assessment policy to ensure academic integrity when student responses exceed the assessment conditions specified by the syllabus. This should be clearly annotated on the student response in Session 1 and/or on the ISMG in Session 2, with a time stamp indicating which consecutive part of the response was considered in marking. Refer to *QCE and QCIA policy and procedures handbook v6.0* (Section 8.2.6) for further guidance about managing response lengths and redacting continuous responses.

Internal assessment 3 (IA3)



Extended response (30%)

Summative internal assessment 3 assesses subject matter selected from:

- Unit 4 Topic 1: Finishing secondary school, plans and reflections
- Unit 4 Topic 2: Responsibilities and moving on.

This assessment focuses on the communication and exchange of ideas and information. It is an open-ended task responding to three French stimulus texts. While students may undertake some research when developing the extended response, it is not the focus of this technique.

Student responses must be completed individually and in a set timeframe.

Students may choose to support their response with additional resources; these do not form part of the stimulus for the task.

This assessment occurs over an extended period of time. Students may use class time and their own time to develop a response. Some parts of the preparation time for the response may be conducted under supervised conditions to ensure authenticity.

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	20
Authentication	1
Authenticity	0
Item construction	7
Scope and scale	7

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- labelled the seen stimulus text and numbered all stimulus texts clearly and accurately
- provided Unit 4 related stimulus texts offering a range of perspectives with which students could engage
- included, if selected as an option, a series of visual stimulus texts (at least two), with up to 60 words in French for each visual text
- provided scaffolding to enhance the clarity of the process steps without leading students to a predetermined response.

Practices to strengthen

It is recommended that assessment instruments:

- include a seen stimulus from the syllabus list of permitted genres (Syllabus section 5.5.1)
- explain to students that the instrument is composed of two parts, a multimodal presentation and an individual spoken response
- include Part 1 and Part 2 assessment requirements on the assessment instrument
- provide a question and stimulus texts within a scope and scale commensurate with syllabus-defined conditions for stimulus text word length and assessment duration.

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	6
Layout	0
Transparency	2

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- avoided written text and subtitles in audiovisual stimulus texts
- directed students to perform the assessment objectives of identification, and analysis and evaluation.

Practices to strengthen

It is recommended that assessment instruments:

- avoid bias and content inappropriate for high school students
- model accurate French and English language that is free from errors, to avoid distractors and provide students with clarity.

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	93.75	6.25	0	0.00
2	Exchanging information and ideas in French	91.67	6.25	0	2.08

Effective practices

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

- for Analysing French texts in French
 - marks were allocated where the multimodal presentation demonstrated thoughtful analysis and evaluation of relevant information and ideas in the stimulus texts, rather than only translating them
 - a personal response to the assessment task was clearly demonstrated, featuring the student's own perspectives in relation to the stimulus texts, based on their analysis
 - responses identified purpose, audience, context and tone, addressing each element at least once across the three stimulus texts to meet the performance-level descriptors at the 12–13 mark range or higher
- for Exchanging information and ideas in French
 - the interaction between the student and teacher resembled a student-centred conversation rather than an interview, with teachers minimising their own input. Marks were allocated where the student employed strategies to generate and maintain communication, while the teacher posed questions based on the student's responses to clarify their comments and/or seek elaboration.

Practices to strengthen

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


- for Exchanging information and ideas in French
 - when evaluating the spontaneity of student responses, consideration should be given to Characteristic 2. Effective conversation arises from the development of ideas and personal perspectives that go beyond simple answers to the teacher's questions. If responses appear entirely rehearsed and impede spontaneous engagement, they are considered as generating and maintaining a structured, sequenced and purposeful interaction, or simply maintaining a structured and sequenced response
 - when allocating marks at the highest performance levels for Characteristics 1 and 3, student input includes the proficient use of an appropriate range of language features to be deemed discerning and conveys sufficient depth and detail to qualify as having communicated a perceptive and justified personal response.

Samples

The following excerpt illustrates:

- perceptive identification of audience and tone, supported by relevant analysis and references to the stimulus
- justification of conclusions by recounting the scene and evaluating the meaning of the song's lyrics, with the student paraphrasing their interpretation in their own words
- use of the analysis to draw well-constructed and valid conclusions, justifying ideas, opinions and perspectives in relation to the student's current situation and future plans.

Note: The characteristic/s identified may not be the only time the characteristic/s occurred throughout a response.



Stimulus 1

Video content: (2 min, 1 sec)
www.qcaa.qld.edu.au/curriculum-assessment/portal/media/sr-2024/snr_french_ia3_e2.mp4

The following excerpt illustrates an authentic personal response within a broader student-centred conversation. The student response:

- directly answers the question, referencing the stimulus to provide a perceptive and justified response
- elaborates on their ideas with information from their presentation, maintaining and generating the conversation by leading to related topics.

Note: The characteristic/s identified may not be the only time the characteristic/s occurred throughout a response.

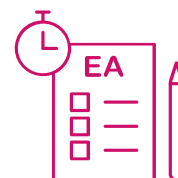


Audio content: (1 min, 23 secs)
www.qcaa.qld.edu.au/curriculum-assessment/portal/media/sr-2024/snr_french_ia3_e2.mp3

Additional advice

- Teachers should ask questions that directly refer to Part 1 in order to facilitate opportunities for students to exchange information and ideas related to their presentation.
- Schools:
 - must apply their school assessment policy clearly and consistently when managing response lengths. Schools must provide clear annotations on the ISMG to describe how the policy has been applied and which evidence was used to make a judgment (*QCE and QCIA policy and procedures handbook v6.0, Section 8.2.6*)
 - are responsible for ensuring the correct sample files are uploaded in the Confirmation app, including that files match the student’s learner unique identifier (LUI) and the interim assessment item/s being reviewed (*QCE and QCIA policy and procedures handbook v6.0, Section 9.6.3*)
 - must check that the provisional mark entered into the Confirmation app and the annotated mark on the ISMG correspond.

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 — combination response (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 with six short response questions and one extended response question (53 marks):

- Section 1 consisted of short response questions in French (14 marks)
- Section 2 consisted of short response questions in English (18 marks)
- Section 3 consisted of an extended response question in French (21 marks).

The assessment required students to analyse French stimulus texts in both English and French.

The stimulus for Section 1 was an audio text in French with two associated questions. The stimulus for Section 2 consisted of two written texts in French with four 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.

Effective practices

- Overall, students responded well to:
- Question 1
- Question 2
- Question 5
- Question 7.

Practices to strengthen

When preparing students for external assessment, it is recommended that teachers:

- remind students to provide examples in the specified language when responding to short response questions
- remind students not to repeat examples from the stimulus to respond to different short response questions
- encourage students to address clearly and elaborate on each of the three dot points specified in the extended response
- practise the accurate application of textual conventions and the associated language elements.

Samples

Short response in French

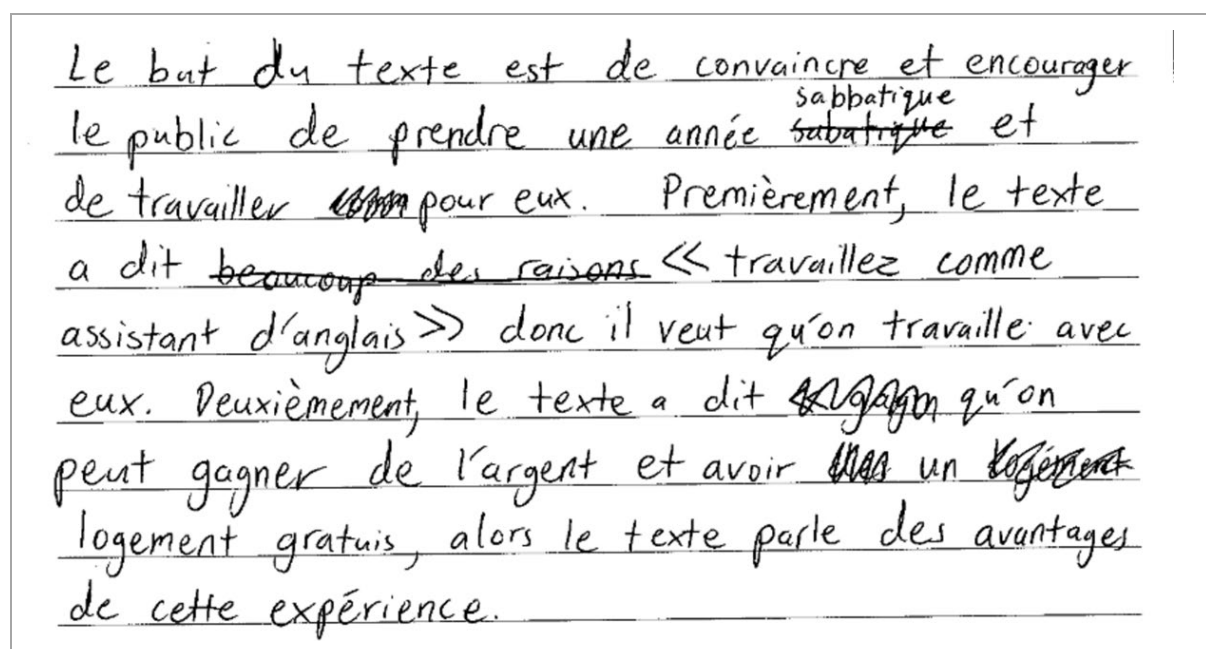
The following excerpt is from Question 1. It required students to identify the purpose of Stimulus 1 and justify their response with two examples from the stimulus.

Effective student responses:

- identified that the purpose of Stimulus 1 was to promote working as an English language assistant
- justified the response with two different examples in French, conveying meaning relevant to the question with few errors, e.g.
 - there are opportunities for contracts of six, nine and 12 months
 - accommodation is free of charge.

This excerpt has been included:

- because it names the purpose and provides two supporting examples in French with few errors.



Question 2 required students to name the intended audience for Stimulus 1 and justify their response with two examples from the stimulus.

Effective student responses:

- identified that the intended audience for Stimulus 1 was students in their last year of high school
- justified their response with two different examples in French, conveying meaning relevant to the question with few errors, e.g.
 - are you in your last year of high school?
 - are you interested in travel?

Short response in English

Question 3 required students to analyse why living arrangements have changed across the generations, according to the author of Stimulus 2, and to justify their conclusion with three examples from the stimulus.

Effective student responses:

- identified that the living arrangements of young French people have changed across generations, with young people having no choice but to stay in the family home due to difficulties in gaining stable employment leading to financial pressures
- justified their response with three different examples in English, e.g.
 - rent has increased in big cities, compounded by decreasing salaries
 - young people study for longer
 - young people face increasing student debt.

Question 4 required students to conclude to what extent Julie benefits from her decision in Stimulus 2, justifying their conclusion with four examples from the stimulus.

Effective student responses:

- identified that Julie benefits greatly from her decision to live with her parents and feels her living arrangements have had a very positive impact on her life
- justified their response with four different examples in English, e.g.
 - Julie can spend more time with her family
 - Julie’s parents live less than 30 minutes away from her job
 - Julie does not have to spend 750 euros a month on rent
 - until she can save enough money to buy her own home, Julie is happy to continue with this arrangement.

The following excerpt is from Question 5. It required students to identify how the author’s change in tone in Stimulus 3 reflects his feelings about his dream career, justifying their conclusion with one example for each tone from the stimulus.

Effective student responses:

- identified a valid conclusion about the author’s initial tone (e.g. excited, happy, optimistic), reflecting the author’s feelings about their dream career, and the change in tone (e.g. uncertain, pessimistic, confused, exhausted)
- justified their response with one example for each tone in English, e.g.
 - at first, the author was happy about landing a job as a sous-chef *pâtissier* at an internationally renowned patisserie because he loves making sweets
 - by the end of his diary entry, Jean-Luc is uncertain about his job as he longs for adventure.

This excerpt has been included:

- because the initial and subsequent tones were identified, with examples from the stimulus justifying the author’s change in feelings.

Initially the author's tone is happy and excited. He says when he started the job 'it was like a dream' and he 'thought [he] had ~~the~~ found the perfect job' and that he was 'super content' because he loves sweets and the art of confectionary. However his tone changes to tired, frustrated and hopeless toward the end of the text ^{and he then has negative feelings about his 'dream' job.} as he says ~~he~~ ~~that~~ even though he loves macarons he had run into a problem. The hours are very long and because he works late in the evening, he rarely ~~can~~ see his friends. His tone here is sad, upset and fed up / frustrated as he is tired and ~~never~~ ^{rarely} gets to see his friends. His tone ~~is~~ changes from happy to tired and sad, reflecting his ~~one~~ positive feelings about his dream career that are now negative.

Question 6 required students to conclude how likely the author of Stimulus 3 is to remain in his current job, justifying their conclusion with four examples from the stimulus.

Effective student responses:

- identified that Jean-Luc is not likely to carry on working at his current job. He has encountered a problem and is unsure if he wants to stay. Valid conclusions also included that Jean-Luc is likely to stay in his job
- justified their response with four examples in English, e.g.
 - the hours are long
 - he never sees his friends
 - he has already started applying for jobs elsewhere
 - he has secured a job interview for next week.

Extended response in French

The following excerpt is from Question 7. It required students to write an email of 200–300 words in French to their French-speaking friend, inviting the friend to visit for four weeks and proposing that they visit their friend in return. In the email, students had to address:

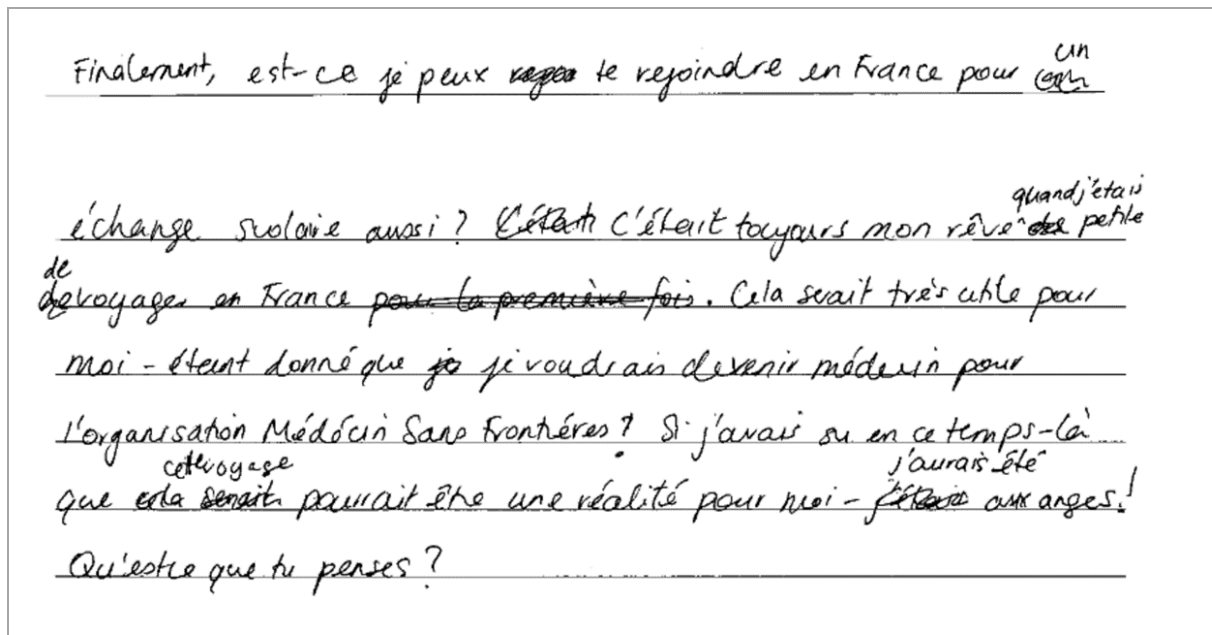
- the advantages of doing this exchange
- advice on how to organise this visit
- how this experience would enrich their future.

Effective student responses:

- provided information by addressing and elaborating on all three dot points
- structured the email with paragraphs, linking words and cohesive devices
- opened and closed the email with an informal greeting
- used complex French proficiently and with accuracy.

This excerpt has been included:

- to illustrate the purposeful application of a wide range of vocabulary, grammar and tenses with a high level of accuracy and consistent register for context.



Additional advice

- It is recommended that students write clearly, especially when responding in French, in order to provide evidence of accurate spelling.