

# French Extension General Senior Syllabus 2019 v1.2

Subject report 2020

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# Introduction

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

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

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

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

# Background

## Purpose

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

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

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

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

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

## Audience and use

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

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

## Report preparation

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

# Subject data summary

## Subject enrolments

- Number of schools offering the subject: 2.

There were insufficient student enrolments in this subject to provide useful analytics.

## Units 3 and 4 internal assessment results

### 2020 COVID-19 adjustments

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

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

## Total results for internal assessment

There were insufficient student enrolments in this subject to provide useful analytics.

## IA1 results

There were insufficient student enrolments in this subject to provide useful analytics.

## IA2 results

There were insufficient student enrolments in this subject to provide useful analytics.

## IA3 results

There were insufficient student enrolments in this subject to provide useful analytics.

## External assessment results

There were insufficient student enrolments in this subject to provide useful analytics.

## Final standards allocation

There were insufficient student enrolments in this subject to provide useful analytics.

## 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	100–80	79–62	61–42	41–18	17–0

# Internal assessment

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

## Endorsement

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

### Total number of items endorsed in Application 1

Number of items submitted each event	IA1	IA2	IA3
Total number of instruments	2	2	2
Percentage endorsed in Application 1	0	50	100

## Confirmation

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

### Number of samples reviewed at initial, supplementary and extraordinary review

Due to COVID-19 pandemic adjustments, there were insufficient student responses to IA3 to provide useful analytics.

IA	Number of schools	Number of samples requested	Supplementary samples requested	Extraordinary review	School review	Percentage agreement with provisional
1	2	9	0	0	0	100
2	2	11	0	0	0	92.5

# Internal assessment 1 (IA1)

## Examination — combination response (20%)

Internal assessment 1 requires students to analyse French texts and create French texts, and relates to one area of study that has been covered in Unit 3. It is used to determine student achievement in Assessment objectives 1–5 through questions related to unseen audio, audiovisual or visual French stimulus texts. Student responses must be completed individually, under supervised conditions, and within set timeframes. The IA1 is comprised of a short response and an extended response. Both components of the examination must be completed within five school days.

### Assessment design

#### Validity

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

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

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

\*Total number of submissions: 2. Each priority might contain up to four assessment practices.

#### Effective practices

Validity priorities were effectively demonstrated in assessment instruments that featured:

- alignment to the subject matter for Unit 3, specifically with one area of study from those provided.

#### Practices to strengthen

It is recommended that assessment instruments:

- allow students to draw their own conclusion
- include a visual stimulus with no more than 60 words
- consider the scope and scale of the content in the stimulus material in relation to the assessment objectives and 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 practices

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

\*Total number of submissions: 2. Each priority might contain up to four assessment practices.

### Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that featured:

- clear and definite instructions
- clear and specific requirements of how to complete the task (mode, length, duration)
- legible and clear layout with appropriate grouping and organisation within the task
- stimulus texts appropriately chosen and accessible to students of different cultural backgrounds and levels of literacy and numeracy.

### Practices to strengthen

It is recommended that assessment instruments:

- provide clear instructions that align to the specifications, objectives and ISMGs
- provide clear and legible images.

### Additional advice

In the assessment instrument, the wording of questions assessing students' ability to meet the assessment objectives should systematically reflect the wording of the assessment objective.

Questions should be phrased to model the wording of assessment objectives and performance-level descriptors.

## Assessment decisions

### Reliability

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

### Agreement trends between provisional and final results

Criterion number	Criterion name	Percentage agreement with provisional	Percentage less than provisional	Percentage greater than provisional
1	Analysing French texts	100	0	0
2	Creating French texts	100	0	0

### Effective practices

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

- responses showed the use of both textual conventions and language features to infer meaning
- responses analysed the relevant information in the stimulus and drew substantiated conclusions related to the stimulus.

### Samples of effective practices

There are no student response excerpts because either the student/s did not provide permission or there were third-party copyright issues in the response/s.

## Internal assessment 2 (IA2)

### Examination — extended response (25%)

Internal assessment 2 requires students to analyse French texts and create French texts, and is used to determine student achievement in Assessment objectives 2–6. It requires students to analyse and evaluate stimulus and to respond in French in the form of a 600–1000 word analytical essay, addressing a particular task or question for an area of study not examined in IA1. Students have a set preparation time of four weeks and may use class time to engage with the two stimulus texts provided by the teacher, one of which must be an authentic visual French stimulus text and one of which must be an authentic written stimulus of 400–600 words in French. Students must also select and consider an additional text approved by the teacher in their response. The response must be written in 120 minutes 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 practices

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

\*Total number of submissions: 2. Each priority might contain up to four assessment practices.

#### Effective practices

Validity priorities were effectively demonstrated in assessment instruments that featured:

- alignment to the subject matter for Unit 3 with an area of study *not* examined in IA1, as specified in the syllabus
- alignment to the rationale of the syllabus
- assessment objectives that were drawn from Unit 3 for Objectives 2, 4, 5 and 6
- questions that allowed for unique student responses, where appropriate
- item constructions which allowed students to develop an independent response that demonstrated complex thought processes
- language which was clear, direct and accessible to students
- appropriate scope and scale that allowed students to fully demonstrate assessment objectives at the highest performance levels within the conditions mandated by the syllabus.

## Practices to strengthen

It is recommended that assessment instruments:

- provide visual texts that predominantly contain images or graphics supported by a small amount of written 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 practices

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

\*Total number of submissions: 2. Each priority might contain up to four assessment practices.

## Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that featured:

- clear and definite instructions about what students needed to do
- clear and specific requirements for the task to be completed (mode, length, duration)
- questions where prompts through various levels of cognition were given
- legible and clear layout with appropriate grouping and organisation within the task
- stimulus texts appropriately chosen and accessible to students of different cultural backgrounds and levels of literacy and numeracy.

## Practices to strengthen

It is recommended that assessment instruments:

- provide clear instructions using cues that align to the specifications of the syllabus, e.g. for an analytical essay.

## Internal assessment 3 (IA3)

### Project — investigative folio (30%)

Internal assessment 3 focuses on a student-led investigation that requires the application of cognitive, technical and creative skills and theoretical understandings in relation to an area of interest not studied in Unit 3. IA3 requires students to analyse French texts and create French texts, and assesses Objectives 1–6. Part 1 is an 8–10 minute multimodal presentation, or equivalent digital media production, in French, on a personal focus and/or topic of interest. The presentation requires an analysis and evaluation of a collection of student-selected authentic French texts not previously studied in French or French Extension and covering a range of text types. Part 2 is a 10–12 minute individual spontaneous student-centred conversation about the presentation from Part 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 practices

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

\*Total number of submissions: 2. Each priority might contain up to four assessment practices.

#### Effective practices

Validity priorities were effectively demonstrated in assessment instruments that featured:

- alignment to the rationale of the syllabus
- assessment objectives that were drawn from Unit 4 for Objectives 1,2, 3, 4, 5 and 6
- authenticity, allowing for unique student responses, where appropriate
- item construction which allowed students to develop an independent response demonstrating complex thought processes in their investigative folio
- language which was clear, direct, and accessible to students.

#### Appropriate scope and scale

#### Accessibility

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

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

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

\*Total number of submissions: 2. Each priority might contain up to four assessment practices.

### Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that featured:

- clear and definite instructions about what students were expected to do
- clear and specific requirements for the task to be completed (mode, length, duration, stimulus texts required)
- legibility and clarity in layout.

## Assessment decisions

### Reliability

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

### Agreement trends between provisional and final results

Criterion number	Criterion name	Percentage agreement with provisional	Percentage less than provisional	Percentage greater than provisional
1	Analysing French texts	100	0	0
2	Creating French texts	85	15	0

### Effective practices

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

- in the Analysing French texts criterion, the response had a strong and logical structure
- the response addressed the assessment objectives systematically
- the response included both a formal and personal conclusion
- in the Creating French texts criterion, the response expanded logically from the multimedia presentation and referred to authentic and personal experience.

### Samples of effective practices

There are no student response excerpts because either the student/s did not provide permission or there were third-party copyright issues in the response/s.

### **Practices to strengthen**

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

- students provide clear referencing for all sources
- responses use a wide range of grammatical structures, which show manipulation of the French language
- responses demonstrate a variety of lexical items.

# External assessment

## Examination — extended response (25%)

### Assessment design

#### Assessment specifications and conditions

The external examination is an extended response of 500–700 words, using stimulus material from a range of different text types and on topics from the areas of study. Students were asked to select one stimulus from the choice of provided materials. They responded, in the form of an analytical essay, by providing perspectives on the ideas in the stimulus material and relating them to the topics studied in Units 3 and 4.

#### Conditions

- Time: 2 hours plus 20 minutes planning time.
- Length: an extended response of 500–700 words.
- Other:
  - French dictionaries are not allowed.
  - Notes are not allowed.

The assessment instrument consisted of one paper. Questions were derived from the context of Unit 3 and the areas of study from Unit 4: Literature, The arts, Social sciences, Media studies, Innovation, science and technology and Business and commerce. Students chose a contextualised stimulus to use in their response, dependent on their independent study. This assessment was used to determine student achievement in the following assessment objectives:

1. apply knowledge of language elements, structures and textual conventions to understand how meaning is conveyed in the provided stimulus materials
2. apply knowledge of language elements, structures and textual conventions to create meaning in texts, in relation to the provided stimulus materials
3. identify how meaning, attitudes, perspectives and values underpin the provided stimulus materials, and how they influence audiences
4. analyse and evaluate information and ideas to draw conclusions and justify points of view and arguments, in relation to the provided stimulus materials
5. create texts that convey information and ideas in French for context, purpose and audience and cultural conventions, in relation to the provided stimulus materials
6. structure, sequence and synthesise information to respond personally, critically and/or creatively to the provided stimulus materials.

The stimulus was three written articles, which explored the topics of online streaming and French trends, the rebuilding of Notre Dame cathedral, and the protection of bookstores from online purchasing competition. These were designed to elicit an analytical essay about the attitudes and values used to influence the audience.



## Assessment decisions

Overall, students responded well to the following assessment aspects:

- indicating their chosen independent study on their examination paper so that markers could see whether references and developed ideas were based on the student's chosen study
- stating a clear thesis in the opening paragraph of their essay
- using consistent register and a wide range of vocabulary, grammar and tenses purposefully
- using proficient and complex French to create fluent sentences as well as a wide range of cohesive devices purposefully
- proofreading their work to ensure the accuracy of their use of the French language.

## Effective practices

### Extended response

Criterion: Analysing French texts

Effective student responses:

- included an opening paragraph, which clearly connected the chosen stimulus to their independent investigation
- fully developed ideas in the response, which were clearly attributed to the student's own independent investigation as well as referring back to the chosen stimulus
- identified relevant attitudes and values within the chosen stimulus
- linked the identified attitudes and values back to their personal ideas
- clearly stated how effectively the author influenced the audience
- drew well-substantiated conclusions.

Criterion: Creating French texts

Effective student responses:

- attributed ideas developed to their independent study, as well as clearly referring back to the stimulus
- identified the relevant attitudes and values in the stimulus
- linked attitudes and values back to their personal ideas
- clearly stated how effectively the author influenced the audience
- drew well-substantiated conclusions.

Student samples of effective responses

There are no student response excerpts because either the student/s did not provide permission or there were third-party copyright issues in the response/s.

### **Practices to strengthen**

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

- reminding students their opening paragraph needs to connect with their independent investigation
- ways for students to develop and substantiate a clear thesis statement
- ensuring the effectiveness of attitudes and values is linked back to the student's chosen area of study
- providing students with time management strategies to allow for proofreading of their work.