

# French Extension subject report

2021 cohort

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# 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.

**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: 5.

## Units 3 and 4 internal assessment (IA) results

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

## External assessment (EA) marks

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

## Final subject results

### 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

### Distribution of standards

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



# 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	5	5	5
Percentage endorsed in Application 1	40%	80%	100%

## 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**

<b>IA</b>	<b>Number of schools</b>	<b>Number of samples requested</b>	<b>Number of additional samples requested</b>	<b>Percentage agreement with provisional marks</b>
<b>1</b>	5	18	0	100%
<b>2</b>	5	16	0	100%
<b>3</b>	5	16	0	100%



## Internal assessment 1 (IA1)

### Examination — combination response (20%)

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

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

The examination relates to one area of study, chosen by the school, that has been covered in Unit 3.

Schools may deliver this instrument over consecutive sessions but must ensure that the integrity of the examination is not compromised. Examination specifications describe the relationship of the components to each other. Both components should 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 priority	Number of times priority was identified in decisions*
Alignment	2
Authentication	0
Authenticity	0
Item construction	0
Scope and scale	0

\*Each priority might contain up to four assessment practices.

Total number of submissions: 5.

#### Effective practices

Validity priorities were effectively demonstrated in assessment instruments that featured:

- alignment to the subject matter for Unit 3, i.e. matched one area of study from those provided
- authenticity, allowing for unique student responses, where appropriate.

#### Practices to strengthen

It is recommended that assessment instruments:

- conform to syllabus specifications, i.e. use the correct number of unseen authentic audio, audiovisual or visual French stimulus texts



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

\*Each priority might contain up to four assessment practices.

Total number of submissions: 5.

### Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- contained clear and definite instructions
- outlined clear and specific requirements (mode, length, duration) for how to complete the task
- used legible and clear layouts with appropriate grouping and organisation within the task.

### Practices to strengthen

It is recommended that assessment instruments:

- include the word length for the questions
- model accurate spelling in French in the questions
- avoid stimulus texts featuring unfamiliar and/or colloquial language, as they are not appropriately accessible to students of different cultural backgrounds and levels of literacy and numeracy.

### Additional advice

- Teachers should test the questions by preparing indicative responses.

## 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	100%	0%	0%	0%
2	Creating French texts	100%	0%	0%	0%

### Effective practices

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

- students' responses articulated clearly — either in French or English, depending on the requirements of the question — how audiences were influenced by meaning, attitudes, perspectives and values in the analysed texts
- students' responses requiring analysis in French
  - clearly demonstrated the choice of analytical techniques used in French
  - clearly justified their response through a range of French text analysis language elements.

### 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 for this IA, it is recommended that:

- schools apply their school assessment policy to responses exceeding the assessment conditions of up to 100 words for a response in English and 150 words for a response in French, and provide clear annotations on the student response and ISMG to describe how the policy has been applied.



## Internal assessment 2 (IA2)

### Examination — extended response (25%)

Internal assessment 2 requires students to analyse 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 priority	Number of times priority was identified in decisions*
Alignment	0
Authentication	0
Authenticity	0
Item construction	0
Scope and scale	0

\*Each priority might contain up to four assessment practices.

Total number of submissions: 5.

#### 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
- item constructions which allowed students to develop an independent response that demonstrated complex thought processes
- appropriate scope and scale that allowed students to fully demonstrate assessment objectives at the highest performance levels within the conditions mandated by the syllabus
- assessment objectives that were drawn from Unit 3 for Objectives 2, 4, 5 and 6.

## Practices to strengthen

There were no significant issues identified for improvement.

## 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	0
Language	0
Layout	0
Transparency	0

\*Each priority might contain up to four assessment practices.

Total number of submissions: 5.

### Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that featured:

- clear and specific requirements (mode, length, duration) for the task to be completed
- questions with prompts at various levels of cognition
- appropriate, accessible stimulus texts.

## Practices to strengthen

It is recommended that assessment instruments:

- are legible and provide clear layouts with appropriate grouping and organisation within the task.

## 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	100%	0%	0%	0%
2	Creating French texts	100%	0%	0%	0%

## Effective practices

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

- students relied on register with appropriate linking words to structure their analysis
- students provided evidence that was substantiated and introduced clearly
- the elements of tone, purpose, context and audience were clearly identified and supported the analysis.

## 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.

These student response excerpts have been included:

- to demonstrate the use of appropriate register and linking words to support the analysis
- to exemplify a well-substantiated justification of a point of view.

<p><b>Analysing French texts (10/10 marks)</b></p> <ul style="list-style-type: none"> <li>• discerning analysis and evaluation of relevant information and ideas in French stimulus texts related to the chosen areas of study</li> <li>• well-substantiated justification of points of view and arguments</li> </ul>	<p><b>Excerpt 1</b></p> <p>popularité que La Fontaine. Cela rajoute de la crédibilité à l'auteur et renforce une idée de familiarité à l'audience, puisque Prévert est un poète connu par la plupart des français. L'idée de l'intemporalité est transmise de façon compréhensive à travers cet article, car le gros succès du livre sur les fables montre que les français sont toujours autant intéressés par la littérature. Les le fait, que les fables</p> <p><b>Excerpt 2</b></p> <p>surprenantes. Cela incite le public à aller voir le spectacle puisqu'il se demande de quoi puisse parler la pièce. Le jeu de mot utilisé pour le titre rajoute au côté attirant de l'affiche. car le mot "jainéonte" est entendu de la même façon que "fée néonte".</p> <p style="text-align: right;">Page 4 of 6</p>
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This student response excerpt has been included:

- to demonstrate the use of proficient and complex French.

<p><b>Creating French texts (15/15 marks)</b></p> <ul style="list-style-type: none"> <li>discerning analysis and evaluation of relevant information and ideas in French stimulus texts related to the chosen areas of study</li> </ul>	<p style="text-align: center;"><u>Les défis et les avantages de l'immigration</u></p> <p>Le monde d'aujourd'hui est un petit village. Dans ce monde, nous faisons tous face <u>les</u> mêmes conditions humaines; nous sommes tous attachés à une certaine culture, une famille, des amis et un pays. Dans un monde qui est plus que jamais connecté, nous savons que le changement climatique est une nouvelle menace, et notre expérience récente de la pandémie nous montre que nous sommes tous aussi vulnérable. Le besoin de quitter son pays ne fait pas une exception à la règle; certains de nos proches ou de nos ancêtres étaient eux-mêmes immigrés.</p>
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### Practices to strengthen

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

- the student-chosen stimulus be a different text type from the teacher-selected stimulus
- the stimulus be analysed individually first by the student. However, a common theme and/or question should be found across all stimulus.

### Additional advice

- The application of the ISMG should be similar when assessing the performance of French background speakers and non-French background speakers. French background speakers should not be expected to make fewer errors on the basis of their language heritage.



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

\*Each priority might contain up to four assessment practices.

Total number of submissions: 5.

#### Effective practices

Validity priorities were effectively demonstrated in assessment instruments that featured:

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

#### Practices to strengthen

There were no significant issues identified for improvement.

## 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	0
Language	0
Layout	0
Transparency	0

\*Each priority might contain up to four assessment practices.

Total number of submissions: 5.

### Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- contained clear and definite instructions
- used legible and clear layouts
- outlined clear and specific requirements (mode, length, duration, stimulus texts required) for the task to be completed.

### Practices to strengthen

There were no significant issues identified for improvement.

## 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	100%	0%	0%	0%
2	Creating French texts	100%	0%	0%	0%



## Effective practices

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

- the student provided the script of their multimodal presentation
- the student recognised and acknowledged all points of view in the stimulus and developed a balanced argument.

## Samples of effective practices

The following are excerpts from a response that illustrates the characteristics for the criterion 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.

These student response excerpts have been included:

- to demonstrate a proficient unrehearsed speech that presents discerning evidence to support the analysis of the stimulus.

<p><b>Creating French texts (15/15 marks)</b></p> <ul style="list-style-type: none"> <li>• discerning synthesis of relevant information to cohesively and coherently structure the response and develop ideas</li> </ul>	<p><b>Excerpt 1</b></p> <p>Excerpt 1 from 6:05 to 7:09</p> <p>Concernant la politique française sur l'environnement, j'apprécie la stratégie solide du gouvernement français pour réduire son empreinte carbone. Je crois que c'est la première étape pour créer un meilleur avenir pour notre planète. La France a été sévèrement critiquée pour ses essais nucléaires catastrophiques dans le Pacifique pendant les années quatre-vingt-dix. Depuis, la France a fait beaucoup de progrès grâce à ses objectifs environnementaux. A mon avis, je crois que chaque pays devrait adopter la stratégie environnementale française.</p> <p><b>Excerpt 2</b></p> <p>Teacher: « Certains pensent que l'économie est plus importante que l'environnement. Qu'en penses-tu ? »</p> <p>Student : « Voyons... Je dirais qu'ils sont « climato-sceptiques. » Comme le Premier Ministre australien. L'industrie du charbon est très [important] parce qu'[il] fournit des emplois a beaucoup d'Australiens. Pourtant, il y a plein d'emplois dans les énergies renouvelables comme le solaire par exemple. Nous devons donner à notre planète un avenir durable. C'est simple. Avez-vous regardé les infos cette semaine ? »</p> <p>Teacher: « Non. Pourquoi ? »</p> <p>Student : « Ah... nos forêts sont en feu, nos villes sont inondées. Les gens et les animaux meurent ! Donc je conseille aux gens qui croient que l'économie est plus importante que l'environnement d'oublier leurs problèmes personnels et de réfléchir à la réduction des changements climatiques. C'est très important. »</p>
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## Practices to strengthen

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

- teachers emphasise the importance of providing clear referencing of all sources
- teachers encourage students to use a wide variety of complex grammatical structures and vocabulary
- teachers encourage students to demonstrate a complete investigative process by identifying the meaning, attitudes, perspectives and values conveyed through the range of text types and analyse how those elements influenced the audience
- teachers encourage students to develop a point of view and demonstrate their conclusions by outlining the results of their investigation.

## Additional advice

- Teachers should ensure their questions in the conversation are not leading and enable students to express a personal opinion.
- Teachers should ensure the spoken conversation is not rehearsed and the student is presented with questions or reactions that are somewhat unexpected.
- Investigative folios that enable students to compare and contrast Australian and French perspectives on a given question offer the opportunity for richer spoken conversations.
- Investigative folios that extend beyond current trends and fashions, and that rely on a variety of text types, offer students the opportunity to present more engaging multimodal presentations.
- Multimodal presentations that film the student presenting provide for more engaging presentations and encourage students to not read from the script.
- Length has to be within the syllabus specifications (8–10 minutes for Part 1 and 10–12 minutes for Part 2).



# 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 summative external examination is an extended response using stimulus 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.

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.

The assessment required students to write an extended response to one of three stimulus materials related to each area of study identified in Unit 3. Students were asked to discuss how a selected stimulus related to their own focus/topic from Unit 4: Independent investigation. The question was derived from the context of Unit 4: Independent investigation.

The stimulus material was three written texts. They were designed to elicit an extended response which analysed one of the texts and also related to the student's own investigative response.

### Criterion: Analysing French texts

This criterion requires students to:

- analyse and evaluate ideas in French texts
- draw conclusions and justify their points of view.

### Criterion: Creating French texts

This criterion requires students to:

- provide a personal, critical and/or creative response to stimulus
- adhere to the conventions of the text types.

### 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.

## 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:

- state a clear thesis in the opening paragraph of their essay
- use a consistent register and a wide range of vocabulary, grammar and tenses
- make clear connections between their independent study and the chosen stimulus.

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

### Extended response

Criteria: Analysing French texts; Creating French texts

#### Question 1

This question required students to:

- identify, analyse and evaluate a perspective in the chosen stimulus
- justify their conclusions using evidence and insights from the stimulus, their independent investigation and/or or their own ideas.

Effective student responses:

- connected the chosen stimulus to their independent investigation
- identified an accurate perspective in the chosen stimulus and used this to combine their ideas, justifications and conclusions
- used ideas that were fully developed.

This student response excerpt has been included:

- to demonstrate the identification of a relevant perspective within the chosen stimulus while providing an authoritative interpretation
- to show the integration of ideas from the student's independent study with the stimulus perspective
- to show how the independent investigation can be clearly connected to the chosen stimulus while providing an authoritative interpretation of how the perspective influences audiences.

<p><b>Analysing texts In French — Understanding (4/4 marks)</b></p>	<p>Dans cette dissertation, je vais m'intéresser au troisième stimulus, intitulé « Fidèle à l'original? », parce qu'il parle de l'identité culturelle française et ma recherche s'est centrée sur ce thème. Bien que ce texte ne soit pas un texte très controversé comme les articles que j'ai utilisés pour ma recherche, je vais analyser le texte pour montrer comment la perspective de l'auteur a beaucoup d'influence sur</p>
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This student response excerpt has been included:

- to demonstrate a purposeful use of a wide range of cohesive devices, vocabulary and grammar.

<p><b>Creating French texts — Language elements (8/8 marks)</b></p>	<p><del>De</del> Ainsi, dès la première ligne, l'auteur révèle que « la France n'est qu'appartements chics à Paris et scènes de campagne ensoleillée » pour peindre un portrait véritable de la France, <del>mais</del> mais <del>aussi</del> cette ligne aussi démontre qu'il connaît très bien ce dont il parle. En soulignant que la France <del>est</del> est embellie par Hollywood « bien trop souvent », <del>« Hollywood Les</del> <sup>adjectives</sup> « chic » et « ensoleillée », impliquent un pays <del>luxueux</del> luxueux et parfait, ce qui l'auteur n'est pas d'accord. En plus, l'auteur décrit comment « Hollywood embellit la France », et</p>
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This student response excerpt has been included:

- to demonstrate thorough understanding of one perspective and selection of relevant references from the stimulus to support an argument.

<p><b>Understanding</b> (4/4 marks)</p>	<p>Le stimulus 1 est un blog racontant l'origine des bungalows. Leur histoire à commencés quand trois entrepreneurs américains en ont construit pour augmenter le nombre de chambres de leur hôtel, il y a 60 ans sur une petite île de l'archipel de Tahiti. Cela a déclenché une "véritable révolution" sur le marché des hôtels de luxe. Grâce aux réseaux sociaux, leur visibilité a augmenté, et on peut désormais trouver des bungalows aux "quatre coins de la planète." Le texte souligne l'impact sur le secteur du tourisme, que les trois entrepreneurs "ignoraient totalement".</p>
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This student response excerpt has been included:

- to demonstrate proficient and complex use of French to create fluent sentences.

<p><b>Creating French texts</b> — Meaning (4/4 marks)</p>	<p>On peut donc conclure que les bungalows sont appréciés par de nombreux secteurs et chômeurs autour de la planète. Après avoir lu cet article, le lecteur est rapelli des multiples impacts positifs d'une simple invention. Il reconnaît également que nos valeurs et identité culturelle <del>se</del> reposent sur de telles inventions, <del>et</del> comme la gastronomie française par exemple. J'espère à l'avenir découvrir d'avantages d'inventions similaires aux bungalows, et je ne doute pas de leur influence à l'étranger et sur nos morales.</p>
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## Practices to strengthen

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

- the importance of students indicating the area of study and the title of their independent investigation
- providing more opportunities for students to engage with complex unfamiliar situations that require an in-depth analysis of perspectives and can be linked to their independent investigation
- encouraging students to develop and substantiate clear thesis statements
- providing students with time management strategies so that proofreading becomes an integral part of their response.