French Extension subject report

2023 cohort

January 2024

Queensland Government | QCAA Queensland Curriculum & Assessment Authority

240022

For all Queensland schools

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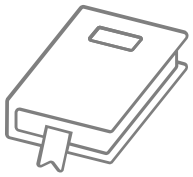
Introduction



Throughout 2023, schools and the Queensland Curriculum and Assessment Authority (QCAA) continued to improve outcomes for students in the Queensland Certificate of Education (QCE) system. These efforts were consolidated by the cumulative experience in teaching, learning and assessment of the current General and General (Extension) senior syllabuses, and school engagement in QCAA endorsement and confirmation processes and external assessment marking. The current evaluation of the QCE system will further enhance understanding of the summative assessment cycle and will inform future QCAA subject reports.

The annual subject reports seek to identify strengths and opportunities for improvement of internal and external assessment processes for all Queensland schools. The 2023 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 this subject. 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 2024.

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:

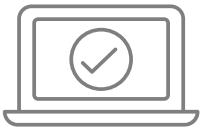
- inform teaching and learning and assessment preparation
- assist in assessment design practice
- assist in making assessment decisions
- help prepare students for internal and external assessment.

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

4
schools
offered French
Extension

96.3%
of students
completed
2 units



100%
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 2024. 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 Extension: 4.

Completion of units	Units 3 and 4
Number of students completed	26

Units 3 and 4 internal assessment (IA) results

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

External assessment (EA) results

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	100–82	81–64	63–44	43–19	18–0

Distribution of standards

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

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 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 *QCE and QCIA policy and procedures handbook v5.0*, Section 9.6.

Percentage of instruments endorsed in Application 1

Number of instruments submitted	IA1	IA2	IA3
Total number of instruments	4	4	4
Percentage endorsed in Application 1	75%	75%	75%

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 v5.0*, Section 9.7

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	4	21	0	100%
2	4	20	0	100%
3	4	20	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	1
Authentication	0
Authenticity	0
Item construction	0
Scope and scale	0

*Each priority might contain up to four assessment practices.

Total number of submissions: 4.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- provided stimulus aligning with student interests and facilitating student engagement
- provided stimulus that facilitated rich analysis and opportunities for the perceptive identification of how meaning, attitudes, perspectives and/or values influence audiences
- provided stimulus which allowed for analysis appropriate to the extension level
- for Creating French texts, offered stimulus material that encouraged students to make a connection to the audience and/or cultural conventions and provided for an expansion into fresh but relevant perspectives.

Practices to strengthen

It is recommended that assessment instruments:

- provide stimulus that conform to syllabus requirements, i.e. for the short response — two or three unseen audio, audiovisual or visual stimulus, with a combined transcript word length of 500–800 words.

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: 4.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- allowed students to engage with language which challenged them at an appropriate level for an extension language syllabus
- avoided bias and inappropriate content as stated in the *QCE and QCIA policy and procedures handbook v5.0*, Section 8.2.2
- were free of errors and modelled accurate spelling, grammar, punctuation, and other textual features
- used appropriate formatting features with minimal distractions to ensure accessibility by all students.

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:

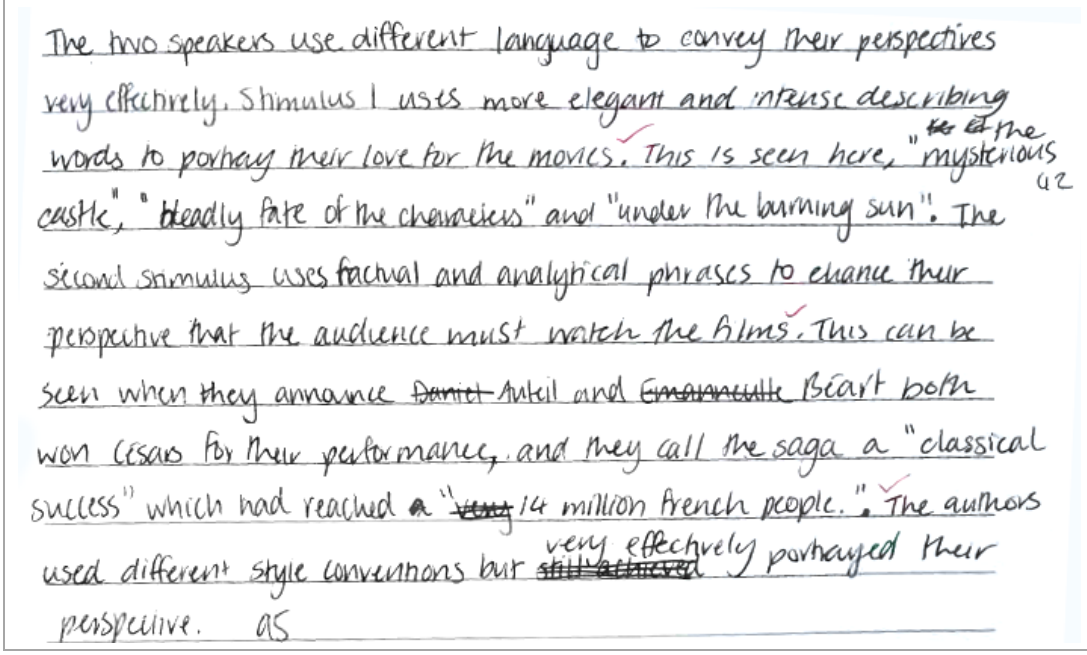
- in Session 1, student responses clearly identified and articulated how audiences were influenced by meaning, attitudes, perspectives and values in the analysed stimulus
- in Session 1, student responses incorporated relevant information and ideas from the stimulus to support conclusions and justify opinions when analysing and evaluating
- in Session 2, student responses integrated the context, purpose, audience and cultural conventions of stimulus when creating texts.

Samples of effective practices

The following excerpts demonstrate discerning evaluation of language features and textual conventions to draw conclusions.

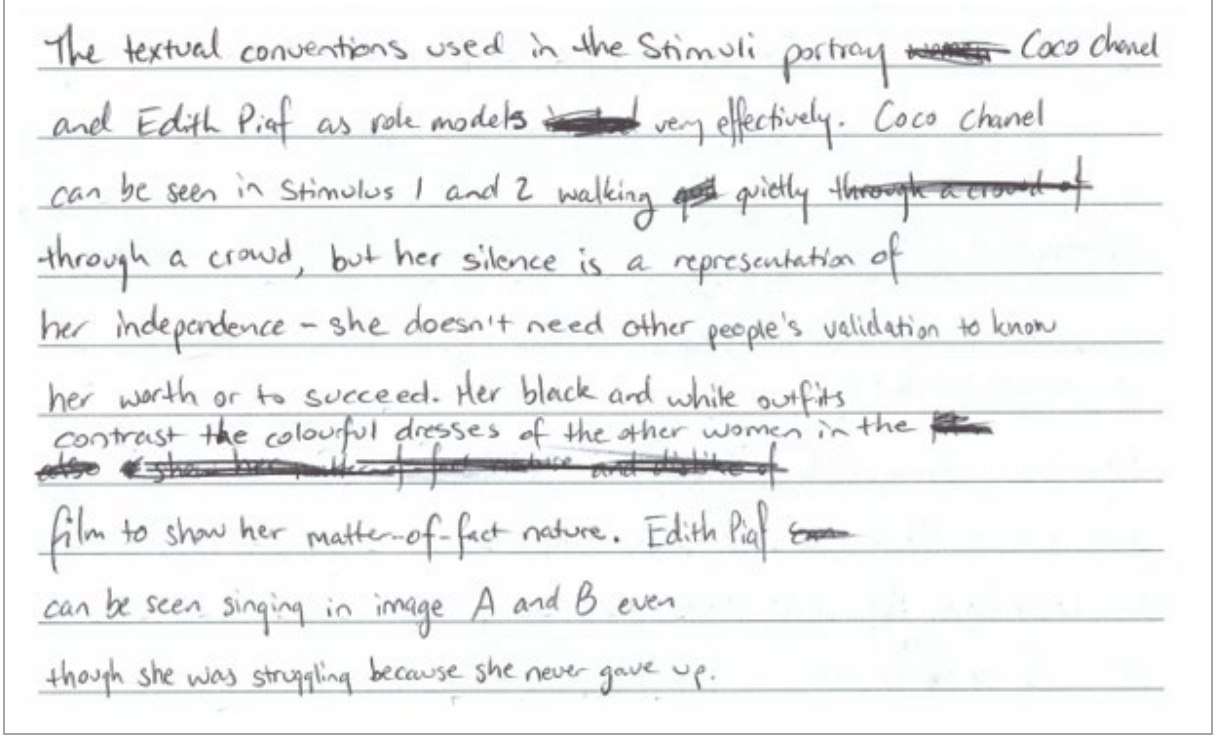
Note: The characteristic/s identified may not be the only time the characteristic/s has occurred throughout a response.

Excerpt 1



The two speakers use different language to convey their perspectives very effectively. Stimulus 1 uses more elegant and intense describing words to portray their love for the movies. This is seen here, "mysterious castle", "deadly fate of the characters" and "under the burning sun". The second stimulus uses factual and analytical phrases to chance their perspective that the audience must watch the films. This can be seen when they announce ~~Daniel~~ Auteil and ~~Emanuelle~~ Béart both won Cesars for their performance, and they call the saga a "classical success" which had reached a "~~very~~ 14 million French people.". The authors used different style conventions but ~~still achieved~~ very effectively portrayed their perspective. a5

Excerpt 2


The textual conventions used in the Stimuli portray [redacted] Coco chanel and Edith Piaf as role models [redacted] very effectively. Coco chanel can be seen in Stimulus 1 and 2 walking [redacted] quietly [redacted] through a crowd, but her silence is a representation of her independence - she doesn't need other people's validation to know her worth or to succeed. Her black and white outfits contrast the colourful dresses of the other women in the [redacted] film to show her matter-of-fact nature. Edith Piaf [redacted] can be seen singing in image A and B even though she was struggling because she never gave up.

Practices to strengthen

There were no significant issues identified for improvement.

Additional advice

- Schools are encouraged to submit the transcript of the audio stimulus and indicative responses to support the school's provisional marks.

Internal assessment 2 (IA2)

Examination — extended response (25%)

This assessment focuses on the analysis and evaluation of ideas and information. It is a stimulus response to a particular task or question, for an area of study *not* examined in the summative internal instrument 1 (IA1). While students may undertake some research in the writing of the extended response, it is not the focus of this technique. Students may use class time to engage with the stimulus provided by the teacher.

The response will 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	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: 4.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- posed an open question permitting student analysis and evaluation
- provided stimulus with authentic French language and French-speaking context
- provided stimulus relevant to students to facilitate depth of student engagement
- offered students the opportunity to practise demonstrating their analytical essay skills in examination conditions ahead of the summative external assessment at the end of the course.

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	1
Layout	0
Transparency	0

*Each priority might contain up to four assessment practices.

Total number of submissions: 4.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- provided students with thought-provoking and cognitively engaging ideas or information to analyse and evaluate while avoiding material inappropriate for a student audience.

Practices to strengthen

It is recommended that assessment instruments:

- model accurate French spelling and grammar.

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:

- for Creating French texts
  - the analytical essay demonstrated well-constructed, thoroughly considered conclusions which included well-substantiated justifications of the students' own personal perspectives on the ideas and information offered in the texts, e.g. essays that integrated and

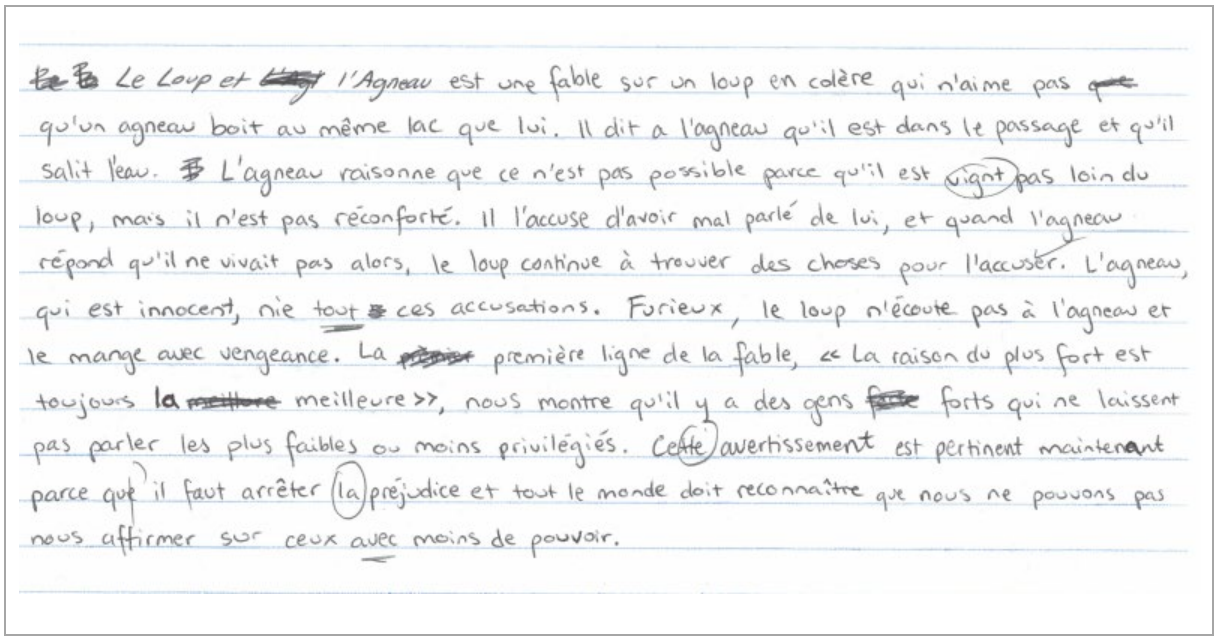
synthesised relevant information to develop ideas meaningfully, in particular about context, purpose, audience and cultural conventions

- the response incorporated appropriate register, grammatical features and cohesive devices to structure the essay. Responses in the upper performance level applied language elements and structures in a highly competent and accurate manner.

Samples of effective practices

The following excerpt has been included as it integrates purpose and cultural conventions fluently. It illustrates discerning application of language elements and structures through the summary of the fable, and synthesises relevant information to develop ideas in a cohesive and well-structured manner.

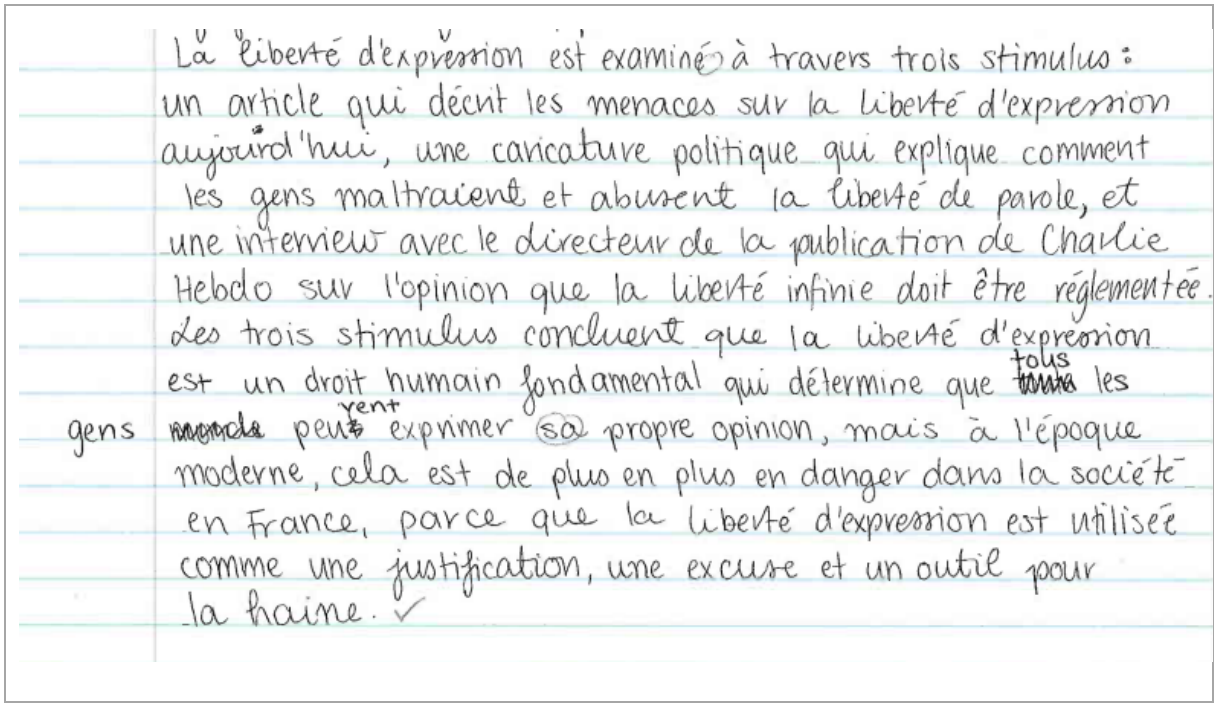
Note: The characteristic/s identified may not be the only time the characteristic/s has occurred throughout a response.



Le Loup et l'Agneau est une fable sur un loup en colère qui n'aime pas qu'un agneau boit au même lac que lui. Il dit a l'agneau qu'il est dans le passage et qu'il salit l'eau. L'agneau raisonne que ce n'est pas possible parce qu'il est vingt pas loin du loup, mais il n'est pas réconforté. Il l'accuse d'avoir mal parlé de lui, et quand l'agneau répond qu'il ne vivait pas alors, le loup continue à trouver des choses pour l'accuser. L'agneau, qui est innocent, nie tout ces accusations. Furieux, le loup n'écoute pas à l'agneau et le mange avec vengeance. La première ligne de la fable, « La raison du plus fort est toujours la meilleure », nous montre qu'il y a des gens forts qui ne laissent pas parler les plus faibles ou moins privilégiés. Ceffe avertissement est pertinent maintenant parce que il faut arrêter la préjudice et tout le monde doit reconnaître que nous ne pouvons pas nous affirmer sur ceux avec moins de pouvoir.

The following excerpt demonstrates evidence of a well-constructed analytical essay. The theme of the analysis is clearly outlined, before introducing each text and providing an overarching thesis which is subsequently explored.

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



La "liberté d'expression est examiné à travers trois stimulus : un article qui décrit les menaces sur la liberté d'expression aujourd'hui, une caricature politique qui explique comment les gens maltraient et abusent la liberté de parole, et une interview avec le directeur de la publication de Charlie Hebdo sur l'opinion que la liberté infinie doit être réglementée. Les trois stimulus concluent que la liberté d'expression est un droit humain fondamental qui détermine que tous les gens peuvent exprimer sa propre opinion, mais à l'époque moderne, cela est de plus en plus en danger dans la société en France, parce que la liberté d'expression est utilisée comme une justification, une excuse et un outil pour la haine. ✓

Practices to strengthen

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

- for Analysing French texts, each stimulus is analysed individually first by the student, before a common theme, question or thesis is found across all the stimulus. The student responses should analyse relevant information in each of the stimulus to draw substantiated conclusions, usually related to a proposed overarching thesis. This allows students to then justify their points of view by evaluating the information and ideas within these stimulus.

Internal assessment 3 (IA3)

Project — investigative folio (30%)

This assessment focuses on an investigative process that requires the application of a range of cognitive, technical and creative skills and theoretical understandings. Students document the iterative process undertaken to investigate a topic. The response is a coherent work that includes a multimodal presentation in French, followed by a discussion. This assessment occurs over an extended and defined period of time.

Students design their own investigation, in negotiation with their teacher, for an additional area of study. The unit ensures that students can pursue areas of special interest different from those previously studied in Unit 3. The focus of the project should present a challenge to the student in terms of linguistic development and must be negotiated and agreed on in advance with their teacher. It must not be an extension of a learning experience undertaken in the subject matter of Unit 3.

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	1
Authenticity	0
Item construction	0
Scope and scale	0

*Each priority might contain up to four assessment practices.

Total number of submissions: 4.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- emphasised the requirement that students engage with and reflect on the process of the investigation as central to the assessment technique.

Practices to strengthen

It is recommended that assessment instruments:

- adhere to QCAA policies of reviewing one student draft only (*QCE and QCIA policy and procedures handbook v5.0*, Section 8.2.5).

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: 4.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- clearly outlined the conditions and requirements of the investigative folio project
- provided students with appropriate stimulus material for a student audience at an extension level. This included audio and audiovisual stimulus that was clear, audible and recorded at an appropriate pace for students, where evidence of judicious pausing was used appropriately.
- modelled accurate French spelling and grammar.

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:

- in Part 2, Creating French texts, responses at the upper performance level

- expanded upon the student's analysis of the texts (Part 1) and clearly addressed and justified how their investigative process led them to develop their own personal perspective and/or point of view by applying their knowledge of French language elements to create meaning
- maintained the textual conventions of a conversation. They were spontaneous yet cohesive and coherent through the integrated sequencing and structure of the ideas in the responses
- included a wide range of vocabulary, grammar, and tenses, thereby demonstrating a thorough comprehension of language elements and structures and purposeful selection to create meaning.

Samples of effective practices

The following excerpt conveys how attitudes and perspectives can influence audiences through an analysis of impressionist painting, e.g. colour, foreground, lines, reflections. The response also evaluates the influence of the painting and its artist on the world of art.

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

Video content: (1 min, 20 secs)
www.qcaa.qld.edu.au/curriculum-assessment/portal/media/sr-2023/snr_french_ext_ia3_e1.mp4

The following excerpt illustrates a student demonstrating fluency and proficiency in complex French. It demonstrates an accurate use of a variety of tenses and grammar, with a broad range of vocabulary. Within the context of a spontaneous conversation, the student develops cohesive and coherently structured personal responses to teacher input, maintaining the spontaneous discussion.

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

Audio content: (2 min, 5 secs)
www.qcaa.qld.edu.au/curriculum-assessment/portal/media/sr-2023/snr_french_ext_ia3_e1.mp3

Practices to strengthen

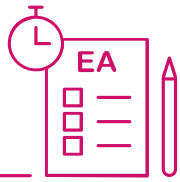
To further ensure accuracy and consistency of the application of the ISMG for this IA, it is recommended that:

- in Part 1, Analysing French texts
  - the multimodal response has a clear and logical structure to allow the student to demonstrate an analysis and evaluation of the collection of student-selected French texts
  - the response addresses each of the descriptors in this criterion systematically, using the outline provided in the specifications (Syllabus section 3.9.1)
  - the student develops a personal perspective and/or point of view and justifies their conclusions by
    - outlining their selected texts and the investigative process
    - ensuring that their spoken response includes evidence of the investigative process by
      - clearly explaining their text choices
      - providing well-substantiated justification of the various points of view and arguments, including how they developed their own personal perspective or point of view
  - for the second descriptor, the response clearly identifies how audiences are influenced by meaning, attitudes, perspectives and values in the selected texts.

Additional advice

- In Part 2, Creating French texts, schools should continue to ensure that students have the opportunity to be engaged in spontaneous discussion in French, ensuring that students are presented with questions and/or interjections that are authentic to the conventions of a conversation. This allows students to be able to demonstrate all the descriptors for this criterion.

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 when they:

- organised their essay in line with the textual conventions for an analytical essay with an introduction, conclusion, and at least two body paragraphs
- planned their essay to meet the stipulated word count of between 500–700 words in French.

Samples of effective practices

Extended response

Criteria: Analysing French texts; Creating French texts

Question 1

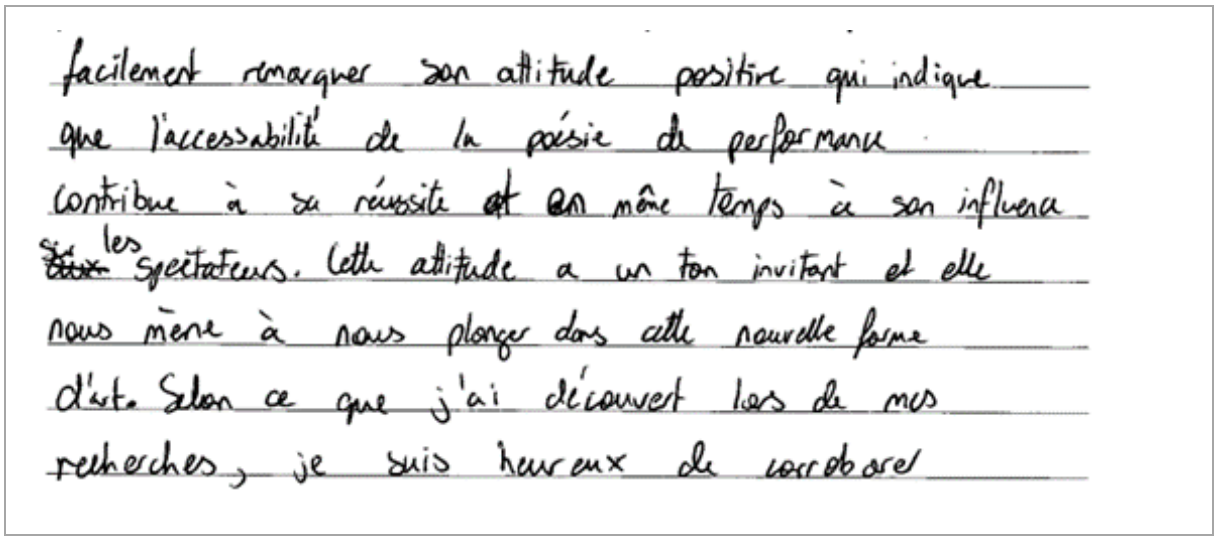
This question required students to:

- 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 their own ideas.

Effective student responses:

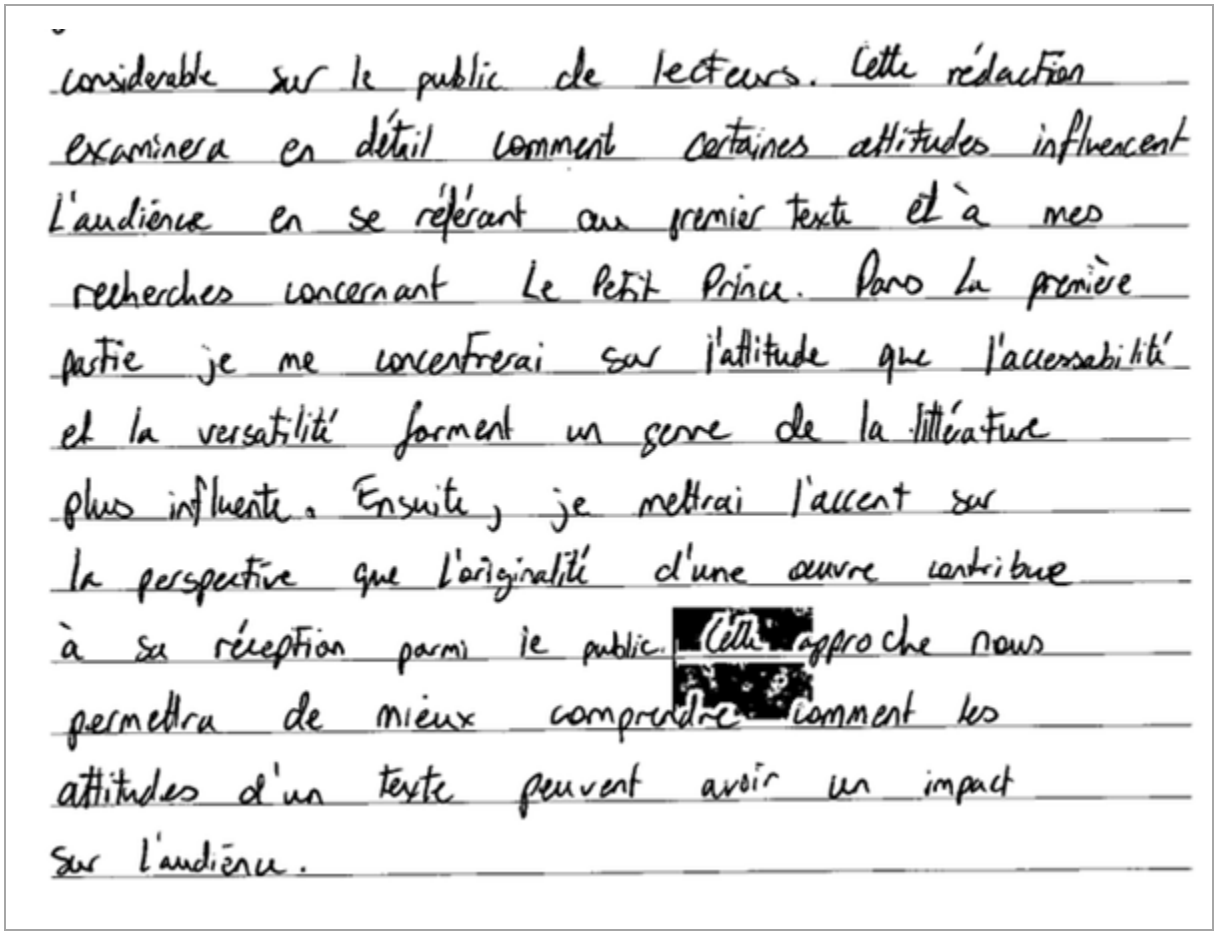
- used the appropriate register for the analytical essay text type
- developed a personal argument across the whole response
- substantiated their text evaluation by synthesising their conclusions with their own ideas
- highlighted the techniques the authors used to influence both the audience's attitudes and the audience's values
- demonstrated their understanding of the stimulus by selecting relevant text references and paraphrasing in their response to create new meaning.

This excerpt has been included to show an instance where complex and proficient language is used to create sentences which flow and convey meaning clearly.



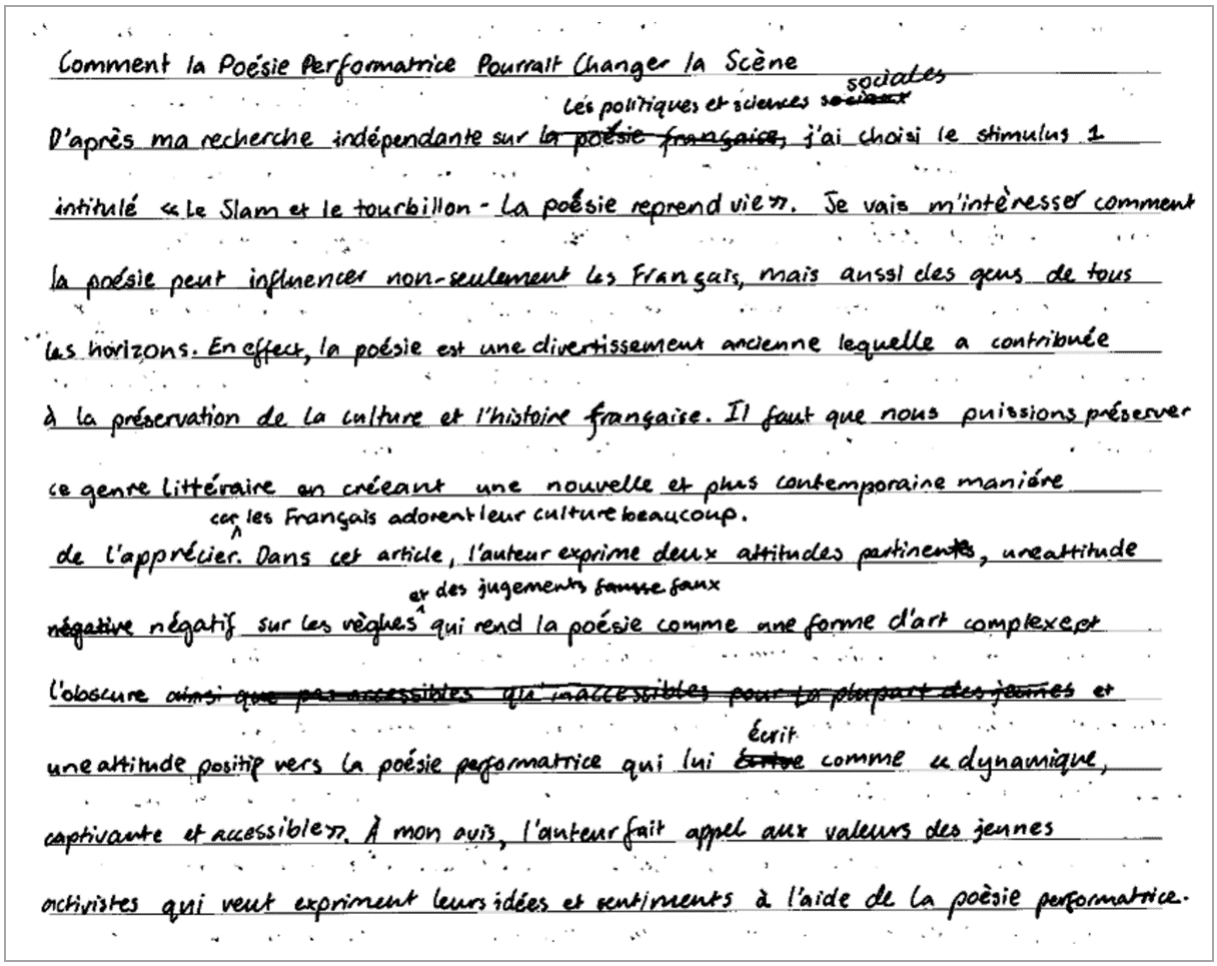
facilement remarquer son attitude positive qui indique que l'accessabilité de la poésie de performance contribue à sa réussite et en même temps à son influence ~~sur~~ les spectateurs. Cette attitude a un ton invitant et elle nous mène à nous plonger dans cette nouvelle forme d'art. Selon ce que j'ai découvert lors de mes recherches, je suis heureux de corroborer

This excerpt has been included to demonstrate the use of a wide range of language elements and vocabulary with few errors.



considerable sur le public de lecteurs. Cette rédaction examinera en détail comment certaines attitudes influencent l'audience en se référant au premier texte et à mes recherches concernant Le Petit Prince. Dans la première partie je me concentrerai sur l'attitude que l'accessabilité et la versatilité forment un genre de la littérature plus influente. Ensuite, je mettrai l'accent sur la perspective que l'originalité d'une œuvre contribue à sa réception parmi le public. Cette approche nous permettra de mieux comprendre comment les attitudes d'un texte peuvent avoir un impact sur l'audience.

This excerpt has been included to show the textual convention of an introduction to an analytical essay.



Comment la Poésie Performatrice Pourrait Changer la Scène

D'après ma recherche indépendante sur ~~la poésie française~~ les politiques et sciences sociales, j'ai choisi le stimulus 1 intitulé « Le Slam et le tourbillon - La poésie reprend vie ». Je vais m'intéresser comment la poésie peut influencer non-seulement les Français, mais aussi des gens de tous les horizons. En effet, la poésie est une divertissement ancienne laquelle a contribuée à la préservation de la culture et l'histoire française. Il faut que nous puissions préserver ce genre littéraire en créeant une nouvelle et plus contemporaine manière de l'apprécier. Dans cet article, l'auteur exprime deux attitudes pertinentes, une attitude négative négatif sur les règles et des jugements fausse faux qui rend la poésie comme une forme d'art complexe et l'obscure ~~ainsi que pas accessibles qui inaccessibles pour la plupart des jeunes~~ et une attitude positif vers la poésie performatrice qui lui ~~Entre~~ écrit comme « dynamique, captivante et accessible ». À mon avis, l'auteur fait appel aux valeurs des jeunes activistes qui veut expriment leurs idées et sentiments à l'aide de la poèsie performatrice.

car les Français adorent leur culture beaucoup.

Practices to strengthen

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

- ensuring that students understand how to transfer their research knowledge to a new scenario, and articulate fluently the overarching ideas drawn from their independent investigation
- exploring further the distinction between a value and an attitude, as well as techniques for using French to name and justify both values and attitudes
- practising how to paraphrase text references into a synthesised and well-substantiated response.

Additional advice

- Students are encouraged to write clearly so that the response can be read easily, and accurate spelling and grammar are made clear.