

French Extension subject report

2024 cohort

January 2025





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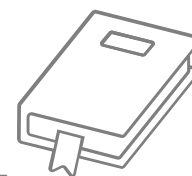
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Introduction



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

The report also includes information about:

- how schools have applied syllabus objectives in the design and marking of internal assessments
- how syllabus objectives have been applied in the marking of external assessments
- patterns of student achievement.

The report promotes continuous improvement by:

- identifying effective practices in the design and marking of valid, accessible and reliable assessments
- recommending where and how to enhance the design and marking of valid, accessible and reliable assessment instruments
- providing examples that demonstrate best practice.

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

Audience and use

This report should be read by school leaders, subject leaders, and teachers to:

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

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

Subject highlights

4
schools offered
French Extension



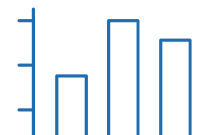
100%
agreement with
provisional marks
for IA3



97.73%
of students
received a
C or higher



Subject data summary



Subject completion

The following data includes students who completed the General subject.

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

Number of schools that offered French Extension: 4.

Completion of units	Units 3 and 4
Number of students completed	44

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

Final marks for IA and EA

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	100–83	82–64	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 assessment. An IA may have been identified more than once for a priority for assessment, e.g. it may have demonstrated a misalignment to both the subject matter and the assessment objective/s.

Refer to *QCE and QCIA policy and procedures handbook v6.0*, Section 9.5.

Percentage of instruments endorsed in Application 1

Instruments submitted	IA1	IA2	IA3
Total number of instruments	4	4	4
Percentage endorsed in Application 1	50	75	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 instrument-specific marking guide (ISMG), and are used to make decisions about the cohort's results.

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

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

Number of samples reviewed and percentage agreement

IA	Number of schools	Number of samples requested	Number of additional samples requested	Percentage agreement with provisional marks
1	4	27	0	100
2	4	27	0	100
3	4	28	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

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- included engaging French stimulus texts offering a range of attitudes, perspectives and/or values for student analysis
- for the extended response, provided visual stimulus text/s and teacher questions that enabled integration of context, purpose, audience and/or cultural conventions in student responses.

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	2
Layout	0
Transparency	0

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- included clear instructions using cues that aligned to the specifications, objectives and ISMG.

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:

- for Analysing French texts, marks were allocated where responses
 - demonstrated effective knowledge of French language elements to understand the conveyed meaning in texts, and effectively applied these to demonstrate analytical techniques, justify points of view and arguments, and draw conclusions when responding in French
 - articulated how audiences were influenced by meaning, attitudes, perspectives and/or values in stimulus texts in both French and English, meeting the question requirements
- for Creating French texts, marks were allocated where there was an integration of the purpose, audience, context and cultural conventions of stimulus texts when communicating.

Practices to strengthen

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

- relevant evidence from the stimulus texts is included to sufficiently draw well-constructed and valid conclusions to achieve analysis and evaluation of texts in the effective and discerning performance levels for the second characteristic in the ISMG.

Samples

The following excerpts illustrate discerning analysis and evaluation of relevant information and ideas in French texts to draw well-constructed and valid conclusions in French, related to the way in which social values are represented through the text.

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

Excerpt 1

Les Stimulus 1 et stimulus 2 représentent ~~le~~ le fait tragique: d'être femme forte, il faut laisser les grandes joies de la vie à l'abandon. Dans l'histoire d'Edith Piaf, elle vivait d'abus, ~~et de~~ d'amour et de succès, mais à la fin, elle était seule. Avant elle est devenue une vedette, elle. Souvent, le public ~~se~~ l'a surnommé « La Môme » à cause de son ~~petit~~ petit physique, qui est évident dans ~~sa~~ Poster A. On ne voit pas son visage, mais elle a l'air vulnérable sur la scène, ~~totale~~ seule. Dans le troisième poster, on la voit encore et son expression de visage ~~est~~ a ^{un} plein de tristesse. Bien qu'Edith ait dit dans l'entretien ~~qu'~~ qu'elle ne regrette rien, c'était évident que sa force et son ambition contribuait à sa ruine. Je crois que la manière dont elle parlait, ~~a~~, cela démontre ~~comme~~ qu'il n'y avait rien qui pouvait arrêter cette femme forte.

Excerpt 2

Stimulus 3 nous présente des images de Coco Chanel, Audrey Tatou et Anne Fontaine. Les trois femmes ont contribué au succès du film « Coco Avant Chanel ».

La première image montre Audrey Tatou, qui joue Coco. Dans la première image, on voit ^{qu'Audrey} Audrey Tatou, l'actrice de Coco, s'est habillée dans un costume avec un chapeau.

Gabrielle Bonheur, surnommé Coco, cassait toujours les modes de son époque. Évidemment, elle était femme d'innovation et d'ambition, qui ~~se battait~~ luttait contre les codes. Le choix d'Audrey pour jouer le rôle ~~était~~ a démontré ses capacités, sa force, et sa versilité comme actrice. De plus, ce film d'Anne Fontaine a représenté la nature créative des femmes et sa puissance de créer un film couronné de succès ~~dans un~~ quand il n'y a pas beaucoup de « directrices » parmi tous les ~~directeurs~~.

The following excerpt demonstrates discerning analysis and evaluation of relevant information and ideas, as well as a perceptive identification of how attitudes, perspectives and values underpin texts: in this case, how song lyrics can be used to influence an audience.

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

Ils étaient lutté contre ~~les idées~~ l'autoritaire et anticlericalisme donc, quand ~~le~~ Brassens écrit les chansons sur la liberté, il touché le cœur des jeunes, et donc ~~ses~~ ses chansons auraient pu influencer la société de son époque pour fait créer un changement.

The following excerpt has been included to demonstrate a thorough comprehension of language elements and the textual conventions of personification used to influence audience. The excerpt demonstrates discerning analysis and evaluation of the stimulus, explaining how the personification of the bull creates a more relatable perspective for the audience, enhancing the text's emotional impact, and conveys its ideas in a way that causes the audience to engage and reflect more meaningfully.

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

Q4. In my opinion, Cabrel successfully uses personification to convey his message. In his song *la Corrida*, he describes bullfighting as a brutal spectacle in which a man and a bull face off in an arena where majority of the time, the bull is killed. He writes the song from the perspective of a bull to effectively evoke emotion within the audience. By personifying the bull, Cabrel successfully makes the audience of those who enjoy watching bull fighting put themselves in the bull's place and reflect on the way that animals are being treated for the sole purpose of entertainment.

The following excerpt has been included as it demonstrates discerning application of language elements to convey information and ideas for context, purpose, audience and cultural conventions to create fluent texts.

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



Audio content: (1 min, 49 secs)

www.qcaa.qld.edu.au/curriculum-assessment/portal/media/sr-2024/snr_french_ext_ia1_e1.mp3

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

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- offered thorough stimulus texts providing students with opportunities to demonstrate their application of analytical processes in French
- set a task with potential for unique student responses.

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

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- set out the task clearly and provided specific instructions.

Practices to strengthen

It is recommended that assessment instruments:

- avoid bias so that subject matter is equally accessible to all students.

Assessment decisions

Reliability

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

Agreement trends between provisional and confirmed marks

Criterion number	Criterion name	Percentage agreement with provisional	Percentage less than provisional	Percentage greater than provisional	Percentage both less and greater than provisional
1	Analysing French texts	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:

- evidence was matched to performance-level descriptors based on how effectively
 - ideas were developed in a structured manner, demonstrating logical flow through clear paragraphing strategies, such as an introduction, well-synthesised analysis of ideas and arguments supported by examples, and a conclusion
 - conclusions were well-constructed and drawn from the stimulus texts, supported by strong, relevant justifications and students' personal perspectives
 - the elements of context, purpose, audience and/or cultural conventions were effectively integrated to create a cohesive and complex response in French.

Practices to strengthen

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

- mostly proficient responses that contain consistent errors in language use (e.g. adjectival agreements, verb conjugations, spelling) are matched to the 10–11 mark range, demonstrating considered application of language elements, structures and/or textual conventions.

Samples

The following excerpt demonstrates thoughtful analysis and evaluation with well-supported conclusions, effective integration of context, purpose, audience and/or cultural conventions, and synthesis of relevant information through considered use of language elements and structures in mostly proficient or complex French.

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

Depuis des siècles, la littérature française est un moyen permettant aux gens à transmettre des messages et des contes aux jeunes générations sur nombreuse périodes afin de transmettre la riche culture et l'histoire de la France. Des auteurs comme Molière et La Fontaine étaient présentes dans le 17^e siècle et ~~avaient~~ ^{et} écrivirent des contes et des pièces de théâtre ~~qui~~ sur la société à l'époque et critiquaient les situations à l'époque. Bien qu'écrit ~~pour~~ pour la société à l'époque, ces œuvres de littérature française sont même rélevante aujourd'hui, donc on doit continuer à ^{les} étudier en 2024.

Je suis d'accord avec l'auteur que nous doit partager les fables avec les enfants. Je pense aussi qu'il persuade le public ~~avec~~ et fait sa avec succès. Pour exemple, il a utilisais le langage persuasif comme "Le langage qui valse" et aussi "Les fables sont immortelles". En générale, les fables sont une ressource utile pour des parents et des coordinateurs scolaires pour façonner la morale et l'éthique à un jeune âge, ~~qui~~ quand ils sont les plus influents.

L'auton semble avoir une attitude positif ~~sur~~ sur l'enseignement de la littérature française en 2024. Cela est évident parce qu'ils s'efforce^{nt} à recontextualiser une pièce de théâtre de 17^e siècle pour aider les étudiants à comprendre. Molière écrivait ~~sa~~ ses pièces de théâtre sur les émotions humains et aussi critique^{nt} des situations. ^{Par} Pour exemple, Le Malade Imaginaire est ~~en~~ sur un hypochondrique et avait des personnages qui représenté des caractéristiques humaines comme l'arrogance et la vanité. Ces situations et caractéristiques sont toujours présentes en la société, à l'époque ou l'actuelle, donc ces œuvres de la littérature du 17^e siècle continuent à être présentes aujourd'hui.

The following excerpt illustrates a well-constructed thesis and clear personal perspective in response to the task in proficient and complex French, well-substantiated justification of points of view and arguments, and discerning analysis and evaluation of relevant information and ideas in French stimulus texts.

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

La liberté d'expression est définie comme le principe qui garantit à tous les citoyens la liberté d'exprimer leurs opinions et leurs idées sans crainte de l'ingérence ou de représailles. Dans la France aujourd'hui, avec l'essor des plateformes Internet et une culture plus politiquement correcte, les dangers de la liberté d'expression totale ont été remis en question. Il est largement admis que la liberté d'expression est sans aucun doute importante ; cependant, la conversation s'est déplacée pour discuter du degré auquel les individus devraient être en mesure d'exprimer leurs opinions et s'il devrait y avoir des limitations. Les diverses sources ont fourni des différentes opinions sur ce sujet d'actualité et cet essai examinera trois stimuli pour déterminer si la liberté d'expression est en danger en France.

importante dans la société et exercent une grande influence sur les citoyens ordinaires. L'article poursuit en soulignant que les cadres législatifs français relatif à la liberté d'expression porte atteinte aux droits fondamentaux ; « les lois qui encadrent la liberté d'expression au nom des meilleures intentions du monde, ... censurent, punissent et envoient (les gens) en prison ». Cette juxtaposition frappante entre l'encadrement et la censure de la liberté d'expression met en évidence que les pensées critiques de l'auteur à l'égard du gouvernement et leurs lois. Cela suggère en outre que l'auteur sous-entend qu'une liberté d'expression totale est nécessaire pour les citoyens et que tout ce qui n'est pas le cas contribue à une violation des droits. Dans l'ensemble, l'auteur croit fermement que les victimes de la fusillade Charlie Hebdo étaient nobles dans leur quête et leurs héritages sont un exemple à tous de la façon dont la liberté d'expression est attaquée en France.

Le personnage au milieu a une corrélation directe ^{aussi} avec la fusillade Charlie Hebdo parce qu'il apporte la brique étiquetée « caricatures anti-religieuses » et son sac a l'inscription « Hebdo ». Cela implique que Charlie Hebdo contribue au problème et les représailles des tireurs étaient presque prévisibles. Comme cette caricature a été publiée par Shafaqna, un ~~et~~ important organe de presse islamique chiite, il existe potentiellement un préjugé culturel sous-jacent qui permet de comprendre les tireurs et leurs motivations. Cette caricature corrobore et conteste le stimulus 1 car la raison avancée pour expliquer pourquoi la liberté d'expression est en danger est que plus les gens l'utilisent pour de mauvaises raisons, plus elle perd de sa légitimité.

Additional advice

- Schools should refer to the *QCE and QCIA policy and procedures handbook v6.0* (Section 8.2.6) for guidance about managing response lengths and redacting continuous responses.
- Schools are responsible for ensuring the quality, accuracy and accessibility of the required files for confirmation, e.g. responses to all questions are included, edges of pages are fully scanned to ensure whole words and sentences are visible (*QCE and QCIA policy and procedures handbook v6.0*, Section 9.6.3). Refer to the *Confirmation submission information* in the Syllabuses application (app) to check the submission requirements.

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.

The student's progress in their special interest study should be monitored regularly and culminate in a multimodal presentation.

In their independent special interest investigation, students will:

- determine a topic for investigation, i.e. choose a topic that they are interested in and negotiate with the teacher to research it
- conduct an investigation to identify suitable texts, e.g. research various appropriate texts on their selected topic
- analyse and evaluate chosen texts to determine the suitability of a range of text types
- assess the validity of selected texts in consultation with the teacher to determine the author's authority on their selected topic
- synthesise information and justify their conclusions in French, i.e. develop a point of view based on the range of text types and justify it
- create a multimodal presentation in French based on their conclusions to outline the results of their investigation
- discuss their conclusions in French to explain how they reached their findings.

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

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- made it clear to students that the Part 2 spoken conversation required students to justify their stimulus text choices, thereby providing evidence of having undertaken an investigative and/or critical process as described in the ISMG and Assessment objective 2.

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

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- provided clear instructions using cues that aligned with the assessment specifications, objectives, conditions and ISMG.

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:

- for the investigative process, marks were allocated where
 - multiple attitudes and perspectives were considered when identifying how meaning and values can underpin texts and influence audiences
 - student responses demonstrated thorough comprehension through logical analysis and comparative evaluation, drawing from relevant information across their chosen stimuli to support well-constructed and valid conclusions
- for spoken conversations, marks were allocated where
 - students used a wide range of complex grammatical structures and vocabulary with a high degree of proficiency
 - students discussed the topic in detail, with reference to their presentation and the provision of personal justifications for their area of study and text selections.

Practices to strengthen

There were no significant issues identified for improvement.

Samples

The following excerpts demonstrate discerning evaluation of information related to the investigative question of how ballet has evolved over the centuries. The response includes insightful analysis of multiple perspectives across a series of texts and images, perceptively identifying and articulating how attitudes and values have influenced the evolution of ballet and its audiences over time. This is a high-level response from the 14–15 mark range.

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

Excerpt 1

Video content: (1 min, 1 sec)

www.qcaa.qld.edu.au/curriculum-assessment/portal/media/sr-2024/snr_french_ext_ia3_e1_stu1.mp4

Excerpt 2

Video content: (1 min, 34 secs)

www.qcaa.qld.edu.au/curriculum-assessment/portal/media/sr-2024/snr_french_ext_ia3_e2_stu1.mp4

The following excerpts demonstrate a coherently and cohesively structured response that develops ideas through a broad range of language elements, articulating the student's personal perspective in relation to various contexts, audiences and cultural conventions, regarding their chosen topic of investigation: the evolution of ballet. This is a high-level response from the 14–15 mark range.

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

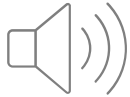
Excerpt 1



Audio content: (1 min, 5 secs)

www.qcaa.qld.edu.au/curriculum-assessment/portal/media/sr-2024/snr_french_ext_ia3_e1.mp3

Excerpt 2



Audio content: (2 min, 10 secs)

www.qcaa.qld.edu.au/curriculum-assessment/portal/media/sr-2024/snr_french_ext_ia3_e2.mp3

The following excerpts demonstrate discerning analysis of evaluation of information to support the student investigation into the role and influence of France within the modern Olympic Games. The response includes insightful analysis of multiple perspectives across a series of texts, perceptively identifying and articulating how French attitudes and values have influenced the games over time. This is a high-level response from the 14–15 mark range.

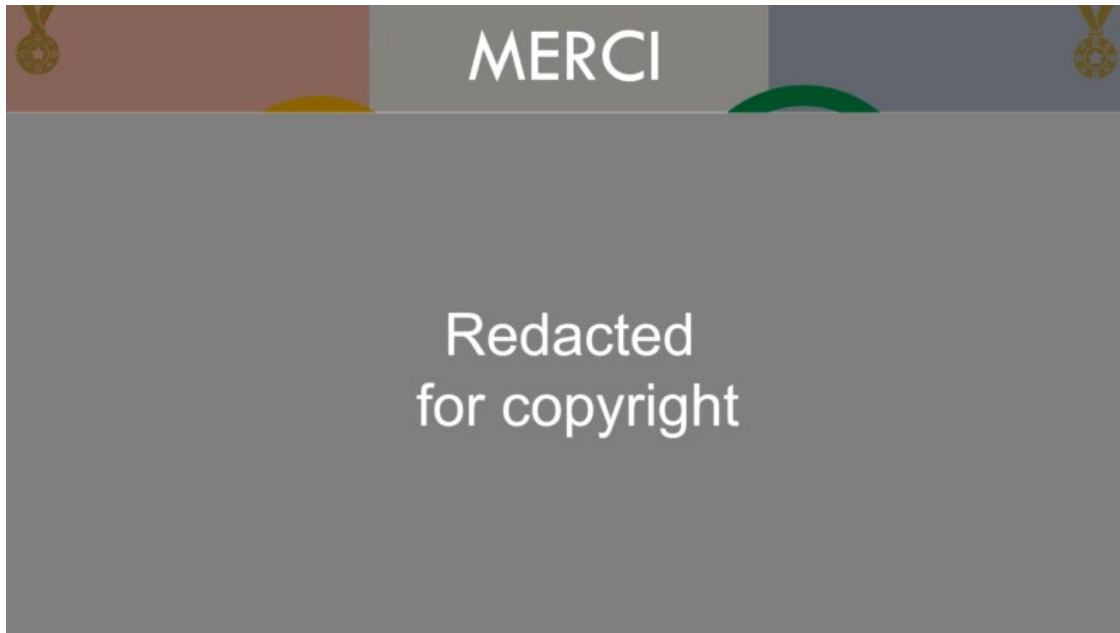
Note: The characteristic/s identified may not be the only time the characteristic/s occurred throughout a response.

Excerpt 1



Video content: (1 min, 51 secs)

www.qcaa.qld.edu.au/curriculum-assessment/portal/media/sr-2024/snr_french_ext_ia3_e1_stu2.mp4

Excerpt 2

Video content: (1 min, 32 secs)

www.qcaa.qld.edu.au/curriculum-assessment/portal/media/sr-2024/snr_french_ext_ia3_e2_stu2.mp4

The following excerpts demonstrate a coherently and cohesively structured response that develops ideas through a broad range of language elements, articulating the student's personal perspective in relation to various contexts, audiences and cultural conventions regarding their chosen topic of investigation: the influence of France on the modern Olympic Games. This is a high-level response from the 14–15 mark range.

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

Excerpt 1**Part 1**

Video content: (2 min, 4 secs)

www.qcaa.qld.edu.au/curriculum-assessment/portal/media/sr-2024/snr_french_ext_ia3_e3.mp4

Part 2

Video content: (2 min, 6 secs)

www.qcaa.qld.edu.au/curriculum-assessment/portal/media/sr-2024/snr_french_ext_ia3_e4.mp4

Additional advice

Teachers should encourage students to select stimulus texts that include various perspectives related to the topic of study, to facilitate students' ability to demonstrate an insightful investigative process and address all characteristics at the highest performance levels.

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 — extended response (25%)

Assessment design

The assessment instrument was designed using the specifications, conditions and assessment objectives described in the summative external assessment section of the syllabus. The examination consisted of one paper with one extended response question (35 marks) comprising:

- Criterion 1: Analysing French texts (17 marks)
- Criterion 2: Creating French texts (18 marks).

The assessment required students to write an extended response in French to one of three stimulus materials related to each area of study identified in Unit 3. Students were asked to identify, analyse and evaluate a perspective presented in the chosen stimulus and to justify their conclusions using evidence and insights from the stimulus, their independent investigation and/or their own ideas. 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 related to the student's own investigative response and/or their own ideas.

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:

- stated and substantiated a thesis across the entire response
- identified a relevant perspective in the stimulus, interpreted its intended effect, and made a well-substantiated judgment about its effect.

Practices to strengthen

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

- mapping out and connecting a perspective identified in the chosen stimulus with students' independent investigations or own ideas to help formulate a synthesised thesis or argument
- use of the first person is acceptable in this assessment as a route to conveying students' own ideas and independent investigation findings

- supporting students to
 - demonstrate understanding of a stimulus text by identifying a perspective in the stimulus text and connecting the perspective with relevant references from the stimulus
 - state a clear evaluative decision about a perspective in the stimulus and support this judgment with reference to both the stimulus and their own investigation/ideas
- practising how to paraphrase text references into a synthesised and well-substantiated response
- practising the accurate application of language elements.

Samples

Extended response

This excerpt has been included:

- because the concluding paragraph illustrates a valid understanding of stimulus text information and the author's perspective paraphrased in the student's own words.

En conclusion, la perspective de l'auteur est une vraie appréciation pour la musique et il reconnaît sa nécessité dans l'industrie de la télévision. Son description d'une exemple d'une campagne pour un jeune compositeur a établi sa perspective et son analyse suivant met l'accent sur les avantages de ce métier. Et pour conclure, l'auteur explique la nature de pression autour du processus de candidature mais dans l'ensemble, fait des éloges au niveau de compétence dans ce secteur. Avec les informations ~~l'information~~ de soutien sur la danse, on peut voir que les arts devraient être respectés dans des ~~de~~ plusieurs aspects.

This excerpt has been included:

- because it exemplifies the identification of a stimulus perspective with reference to the text.

Plus spécifiquement; ~~le~~ le groupe de scientifiques du ~~est~~ Canada se ~~est~~ concentre à l'enseignement des idées scientifiques complexes ~~par~~ aux enfants puisqu'ils les « absorbent » plus simple que des adultes. C'est ^{cette} ~~les~~ perspective - là que je vais analyser et évaluer dans ma dissertation:

This excerpt has been included:

- because it exemplifies the identification of a stimulus perspective with reference to the text and states how the author influences readers.

En utilisant cette comparaison avec les éponges, l'auteur explique efficacement que avec un bon environnement, les enfants peuvent apprendre n'importe quoi. Cela aide les lecteurs à comprendre son point de vue que les livres ~~peut~~ ~~pourrait~~ pourraient servir comme ce « bon environnement » ^{pour les enfants,} et ~~accélérer~~ accélérer leur compréhension des ^{idées} ~~thèmes~~ scientifiques. Il dit que « ces livres ont pour objet de rendre simple des idées complexes » et qu'ils pourraient « augmenter les compétences scientifiques. » Je suis d'accord avec ce point de vue.

This excerpt has been included:

- because it shows a clear judgment about the value of the stimulus text's message and blends text reference with the student's own conclusion.

envers ces livres et l'importance ~~des~~ des compétences scientifiques ^{dans} ~~par~~ l'apprentissage des enfants. Je suis d'accord avec l'auteur que notre société valorise ~~le~~ le STEM, car je suis de l'avis que les sciences et la technologie est vitaux pour l'innovation. La France a toujours cherché à enrichir l'éducation des enfants à travers ~~la~~ la littérature comme Jean de La Fontaine et Molière.

These excerpts have been included:

- because they show the statement and the development of a coherent thesis across the response.

Excerpt 1

Il faut que les humains soient parties d'une communauté pour survivre. Cela est une idée présentée dans Stimulus 1 : « Sous-traiter des tâches ménagères permet aux gens de construire de nouvelles communautés », ainsi que les livres que j'ai analysés dans mon investigation, qui sont intitulés « L'étranger » par Albert Camus et « Meursault, contre-enquête » par Kamel Daoud.

Excerpt 2

Donc, en développant ces liens communautaires, ~~chaque~~ ^(si pas) presque chacun a trouvé les bénéfices de participer en la sous-traitance. Cette idée est soutenue par la conclusion de mon investigation, parce que j'ai présenté la possibilité que Meursault était motivé (en part) de tuer ^{Musa}, à cause de sa manque des connexions proches avec les autres gens. S'il ~~avait~~ aurait eu une communauté forte, peut-être Musa ^{n'aurait} ~~ne serait~~ pas ~~été tué~~ ^{été tué}. Mais, sa manque du sens et ~~de la~~ ^{du} plaisir avec sa vie causait les mauvaises conséquences. Par conséquent, en cette façon aussi, ^{la} ~~la~~ perspective que la sous-traitance améliore la société est soutenue par les résultats de mon investigation, parce que la communauté offre la stabilité.

This excerpt has been included:

- because it exemplifies the application of a wide range of cohesive devices (although only a section of the whole response is included).

Sans doute, l'écrivain du texte estime que l'importance de la musique dans nos vies est tellement significative. D'abord, il attire l'intérêt des lecteurs avec ^{son} le titre captivant, « Une baguette et un feu d'artifice ». ~~Dans une~~ Immédiatement, on est invité à lire le texte entier pour comprendre le message que l'auteur veut transmettre. Dès la première ligne, il nous pose des questions rhétoriques « pensez à la dernière série télévisée que vous avez regardée », « ... rappelez-vous les émotions provoquée... par la musique que vous avez entendus ». En choisissant le pronom « vous », il est clair que l'auteur nous incite à réfléchir sur la magnitude et sur l'importance de la musique. En fait, il explique qu'elle « est une part intégrale et essentielle de l'expérience visuelle... ». Évidemment, le ton émotif d'article est une stratégie de l'auteur pour convaincre ses lecteurs d'être accord avec ~~son~~ sa perspective. ~~Après avoir lu la ligne dernière de ce de~~

This excerpt has been included:

- because it provides an example of how meaning relevant to the task question is created through the proficient construction of flowing sentences.

C'est indisputable que la musique est une part intégrale de nos vies depuis des temps anciens. Grâce à sa pertinence, la musique établit des communautés, des cultures et elle peut provoquer des émotions profondes. En effectuant ma recherche indépendante sur la culture française et l'évolution des Jeux Olympiques, je me suis rendu compte que notre société ne pourrait pas fonctionner sans tous les aspects de nos cultures ^{y compris, la musique}. C'est pour cette raison que le troisième stimulus, intitulé « une baguette et un feu d'artifice » m'a vraiment intéressé. L'auteur de ce texte-ci nous présente des attitudes et des perspectives personnelles ainsi que des valeurs sociales en écrivant un article qui soutient une campagne musicale d'une agence de publicité.

This excerpt has been included:

- because it uses a clear concluding paragraph.

En conclusion, l'auteur montre efficacement sa perspective que les livres scientifiques sont importants pour l'éducation des enfants, et aussi qu'en effet, l'habilité ^{de ces nouveaux livres} d'aider les enfants à se développer ^{et} d'obtenir beaucoup de carrières est une qualité nécessaire dans la société moderne, parce la science aide la compréhension du monde, et la connaissance de STEM crée des emplois.

Additional advice

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

- encouraging students to organise the analytical essay into paragraphs with a clear introduction, at least two body paragraphs, and a concluding paragraph
- unpacking the examination process of entering the title of the student's independent investigation in the relevant field.