

French 2019 v1.3

IA3 sample assessment instrument

July 2018

Extended response (30%)

This sample has been compiled by the QCAA to assist and support teachers in planning and developing assessment instruments for individual school settings.

Assessment objectives

This assessment instrument is used to determine student achievement in the following objectives:

1. comprehend French to understand information, ideas, opinions and experiences related to finishing secondary school, future plans and responsibilities
2. identify tone, purpose, context and audience to infer meaning, values and attitudes related to finishing secondary school, future plans and responsibilities
3. analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives related to finishing secondary school, future plans and responsibilities
4. apply knowledge of French language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions related to finishing secondary school, future plans and responsibilities
5. structure, sequence and synthesise information to justify opinions, ideas and perspectives related to finishing secondary school, future plans and responsibilities
6. use strategies to maintain communication and exchange meaning in French to discuss finishing secondary school, future plans and responsibilities with peers and French-speaking community members.

Subject	French	Instrument no.	IA3
Technique	Extended response		
Unit	Unit 4: Mon avenir — My future		
Topic	Topic 1: Finishing secondary school, plans and reflections Topic 2: Responsibilities and moving on		

Part 1: Extended response — multimodal

Conditions

Duration	3 weeks preparation (in-class and out-of-class time)		
Mode	Multimodal	Length	4–8 minutes
Individual/group	Individual	Other	—
Resources available	This is an open-ended task responding to French stimulus texts. You can access a variety of resources to support the development of your presentation.		

Context

In this unit, you have focused on the topics of finishing secondary school, plans and reflections, responsibilities and moving on.

Your response in this task will be to three teacher-provided stimulus texts. We have explored one text in class, and the other two texts you will work on individually.

Situation: You are speaking at a youth forum for French language students.

Task

Analyse Stimulus 1, 2 and 3 to develop a multimodal presentation where you establish a personal perspective in response to the following question:

To what extent do the texts reveal the challenges and possibilities of life beyond school? Your answer must make reference to all three stimulus texts.

To complete this task, you must:

- develop a detailed understanding of the information, ideas, opinions and experiences in the stimulus texts
- analyse and evaluate the language, information and ideas in the stimulus texts
- develop your own perspectives using evidence from the stimulus texts
- draw your own personal conclusions
- construct a structured, controlled and synthesised multimodal presentation.

Stimulus

Three attached stimulus texts of differing text types and modes.

Checkpoints

- Week 1: Negotiate with teacher about perspective and content before developing response and/or conducting supplementary research.
- Week 2: Develop a draft for feedback. Your teacher will provide advice but not corrections.
- Week 3: Submit a final copy of the script of your multimodal draft, plan and assessment task.

Criterion	Marks allocated	Result
Analysing French texts in French Assessment objectives 1, 2, 3, 4, 5	15	
Total	15	
Authentication strategies		
<ul style="list-style-type: none"> • The teacher will provide class time for task completion. 		
<ul style="list-style-type: none"> • Students will produce sections of the final response under supervised conditions. 		
<ul style="list-style-type: none"> • Students will provide documentation of their progress at indicated checkpoints. 		
<ul style="list-style-type: none"> • The teacher will collect copies of the student response and monitor at key junctures. 		
<ul style="list-style-type: none"> • Students must acknowledge all sources. 		
<ul style="list-style-type: none"> • Students must submit a declaration of authenticity. 		
<ul style="list-style-type: none"> • The school will ensure class cross-marking occurs. 		
Scaffolding		
<ul style="list-style-type: none"> • Use a range of language elements to demonstrate your capabilities. • Use a range of vocabulary and terminology. • Read texts a few times and make notes on your thoughts. • Decide on your perspective/s. • Find the evidence in the stimulus that supports or doesn't support your perspective/s. • Draft/plan how to link the information together. • Structure your information and insights in an organised way. • Be familiar with your technology, and allow plenty of time to check all is working. • Practise prior to presenting. 		

Stimulus

Stimulus 1 — spoken text

Note: In class, students would be provided with this stimulus in an audio format, but the stimulus has been provided here as a transcript.

- Speaker A Bonjour tout le monde et merci d'être avec nous encore aujourd'hui. Ce matin, nous avons la chance d'accueillir Elsa, qui s'apprête à faire le tour de l'Europe en stop. Alors Elsa, tout d'abord, pourquoi ?
- Speaker B Bonjour ! C'est une question qui revient souvent, surtout pendant les réunions de famille. (rires) En fait, ça a été une décision assez spontanée. J'ai eu mon bac en juin et j'avais prévu de faire les Beaux-Arts, mais je n'ai pas été prise.
- Speaker A Quel dommage ! Tu étais déçue ?
- Speaker B Oui, vraiment déçue ! Du coup, je me suis retrouvée sans aucun plan concret. J'étais complètement perdue. Et puis, un soir, je parlais avec une copine qui m'expliquait qu'elle allait en stop en Normandie chaque été. Et là, je me suis dit : pourquoi pas faire le tour de l'Europe en stop ?
- Speaker A Tu as déjà fait du stop ?
- Speaker B Non, jamais ! Mais, il faut un début à tout.
- Speaker A Oui, c'est vrai. Tu n'as pas peur ?
- Speaker B Non, pas vraiment. J'ai juste soif d'aventures !
- Speaker A Oui, enfin, tu sais, tout le monde a soif d'aventures, Elsa.
- Speaker B Eh bien, moi, je pense que tout le monde devrait réaliser ses rêves. Surtout à mon âge. Récemment, j'ai lu une phrase qui m'a marquée : tu es plus jeune aujourd'hui que tu ne le seras jamais plus.
- Speaker A C'est une phrase intéressante. Mais, combien de temps est-ce que tu vas être partie ? Tu n'as pas peur que ta famille et tes amis te manquent ?
- Speaker B Je ne sais pas combien de temps mon voyage va durer, mais, franchement, ça n'a aucune importance. Je réalise bien qu'il va y avoir des moments difficiles mais vous voyez une autre solution, vous ?
- Speaker A Oui, tu pourrais rester chez toi et trouver un travail, économiser pour une maison, une famille et un animal de compagnie. Enfin, faire comme tout le monde. Ce serait quand même beaucoup plus facile et moins risqué, non ?
- Speaker B Oui, sans doute. Mais je ne me vois vraiment pas entrer dans le monde du travail maintenant. Je n'ai pas envie d'économiser pour profiter de ma vie

plus tard. C'est maintenant que je veux profiter.

Speaker A Eh bien, bonne chance Elsa ! On en reparlera dans quelques années.
Merci d'être venue et bon voyage. On revient tout de suite après une page
publicitaire

Speaker B Merci, au revoir !

(388 words)

Stimulus 2 — spoken text

'Si vous avez 17 ans' song lyrics

Note: In class, students would be provided with this stimulus in an audio format, but the stimulus has been provided here as a transcript.

Si vous avez 17 ans,
Si un beau jour vous les avez eus.
Si vous êtes encore enfant, au fond,
Ou si vous n'y croyez plus.

C'est l'histoire de nos 17 ans,
Comme nous les avons vécus.
C'est l'histoire de nos parents,
Comme vous l'êtes devenus.

Une ville au bord de mer,
Loin de ces années dorées, passées.
Une ville au grand air, aux grands airs désenchantés.
Mais quand on a 17 ans, on se fout évidemment
Du vieux monde des parents, de leurs avertissements.
Pas maintenant, pas maintenant.

Si vous êtes adolescents, ou si vous l'avez été,
Est-ce que le monde a changé ?
Est-ce que le monde a changé ?

Lyrics: André, D 2013, 'Si vous avez 17 ans' (song from the film *Chante Ton Bac d'Abord*), Bodega Films, Paris,
www.bodegafilms.com/film/chante-ton-bac-dabord.

(112 words)

Note: This stimulus has been part of a broader study in class, prior to the distribution of the other two stimulus texts.

Stimulus 3 — written text

Ados et travail à mi-temps, quel impact sur les études ?

D'après une étude récente, le nombre de lycéens avec un emploi à mi-temps augmente chaque année. Il semble que la majorité de ce nombre ait, non seulement, choisi cette situation de plein gré, mais admette aussi ne plus pouvoir s'en passer.

Alors pourquoi nos enfants veulent-ils sacrifier leur temps libre ? Pourquoi sont-ils prêts à plonger, les yeux fermés, dans ce monde du travail, qu'ironiquement, ils essaieront de quitter le plus vite possible dans quelques années ? Ne peuvent-ils pas attendre gentiment jusqu'à la fin du lycée et se concentrer sur leurs études ?

La réponse est non. Les ados d'aujourd'hui ont un besoin grandissant d'indépendance.

Une indépendance financière d'abord, ce qui n'est pas une surprise dans notre société de consommation où un nouveau produit destiné aux adolescents arrive chaque jour sur le marché.

Mais aussi une indépendance sociale, face à nous, leurs parents. En effet, avoir un travail à mi-temps permet aux adolescents de devenir plus adulte, plus vite et ainsi d'avoir plus de confiance en eux.

Malheureusement, trouver un emploi peut aussi avoir un impact négatif sur la vie sociale de votre ado. En effet, il aura moins de temps à passer avec ses amis, à faire du sport et à surfer sur Internet mais il aura surtout moins de temps pour étudier.

Alors quels résultats sur les notes ?

Contrairement aux idées reçues, il semble qu'un travail à temps partiel puisse avoir une influence positive sur la scolarité de ces étudiants. Après tout, en travaillant, ils apprennent à mieux gérer leur temps en classe et à la maison, se comportent mieux en cours et sont généralement plus matures que les élèves du même âge qui ne travaillent pas.

(292 words)

Instrument-specific marking guide (ISMG)

Criterion: Analysing French texts in French

Assessment objectives

1. comprehend French to understand information, ideas, opinions and experiences related to finishing secondary school, future plans and responsibilities
2. identify tone, purpose, context and audience to infer meaning, values and attitudes related to finishing secondary school, future plans and responsibilities
3. analyse and evaluate information and ideas to draw the conclusions and justify opinions, ideas and perspectives related to finishing school, future plans and responsibilities
4. apply knowledge of French language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions related to finishing secondary school, future plans and responsibilities
5. structure, sequence and synthesise information to justify opinions, ideas and perspectives related to finishing school, future plans and responsibilities

In responding in French to French texts, the student work has the following characteristics:	Marks
<ul style="list-style-type: none"> • comprehensive understanding of information, ideas and/or opinions in all the stimulus texts related to finishing secondary school, future plans and responsibilities • perceptive identification of tone, purpose, context and audience to draw valid and justifiable interpretation of inferences about meaning, values and attitudes in proficient and complex French related to finishing secondary school, future plans and responsibilities • discerning analysis and evaluation of relevant information and ideas in the stimulus texts to draw well-constructed and valid conclusions with well-substantiated justification of opinions, ideas and perspectives related to finishing secondary school, future plans and responsibilities. 	14–15
<ul style="list-style-type: none"> • effective understanding of information, ideas and/or opinions in the stimulus texts related to finishing secondary school, future plans and responsibilities • effective identification of tone, purpose, context and audience to draw a valid interpretation or inferences about meaning, values and attitudes in mostly proficient and complex French related to finishing secondary school, future plans and responsibilities • effective analysis and evaluation of most relevant information and ideas in the stimulus texts to draw valid conclusions with justification of opinions, ideas and perspectives related to finishing secondary school, future plans and responsibilities. 	12–13
<ul style="list-style-type: none"> • understanding of information and ideas in most of the stimulus texts related to finishing secondary school, future plans and responsibilities • identification of purpose, context and audience to draw an interpretation of inferences about meaning, values and attitudes in mostly proficient French related to finishing secondary school, future plans and responsibilities • analysis and evaluation of some relevant information and ideas in the stimulus texts to draw conclusions with justification of opinions, ideas and perspectives related to finishing secondary school, future plans and responsibilities. 	10–11

In responding in French to French texts, the student work has the following characteristics:	Marks
<ul style="list-style-type: none"> • understanding of the gist and obvious information from some of the stimulus texts related to finishing secondary school, future plans and responsibilities • identification of purpose, context and/or audience with sufficient proficiency in French related to finishing secondary school, future plans and responsibilities • analysis of some relevant information and ideas in the stimulus texts to draw conclusions with some justification from the text/s related to finishing secondary school, future plans and responsibilities. 	8–9
<ul style="list-style-type: none"> • understanding of gist and obvious information from parts of the stimulus texts related to finishing secondary school, future plans and responsibilities • identification of context and/or audience in which the overall response can be understood related to finishing secondary school, future plans and responsibilities • analysis of some information and ideas in the stimulus text/s to draw conclusions related to finishing secondary school, future plans and responsibilities. 	6–7
<ul style="list-style-type: none"> • understanding of parts of the stimulus text/s related to finishing secondary school, future plans and responsibilities • some aspects of context and/or audience identified in fragmented French • analysis of some information related to finishing secondary school, future plans and responsibilities. 	4–5
<ul style="list-style-type: none"> • understanding of some words and phrases related to finishing secondary school, future plans and responsibilities • fragmented information identified related to finishing secondary school, future plans and responsibilities. 	2–3
<ul style="list-style-type: none"> • understanding of some words related to finishing secondary school, future plans and responsibilities. 	1
<ul style="list-style-type: none"> • does not satisfy any of the descriptors above. 	0

Part 2: Extended response — Spoken conversation

Conditions		
Duration	5–7 minutes	
Mode	Spontaneous student-centred conversation in French	
Individual/group	Individual	Other —
Resources available	<ul style="list-style-type: none">• Stimulus texts provided by teacher from Part 1.• The script you have developed for Part 1.	
Context		
In Part 1, you developed a multimodal presentation on the topics of finishing secondary school, plans and reflections, responsibilities and moving on. Part 2 of this assessment builds on Part 1.		
Task		
Answer a series of unseen, open-ended questions asked by your teacher in relation to your presentation, the three stimulus texts and/or the subject matter of Unit 4 Topic 1 and/or 2.		
Stimulus		
Three attached stimulus texts of differing text types and modes.		
Criterion	Marks allocated	Result
Exchanging information and ideas in French Assessment objectives 1, 4, 5, 6	15	
Total	15	

Part 2: Extended response — spoken conversation (sample teacher questions in French)

These are not to be viewed by the student. Open-ended questions will be developed by the teacher as they listen to the presentation. These would be individual.

Question 1

Quel texte as-tu trouvé le plus intéressant et pourquoi ?

Question 2

Quels sont tes projets pour l'année prochaine ?

Question 3

Qu'est-ce que tu feras à ton retour en Australie ?

Question 4

Comment tu te sens à l'idée de terminer le lycée ?

Question 5

Selon toi, qu'est-ce que c'est « être adulte » ?

Instrument-specific marking guide (ISMG)

Criterion: Exchanging information and ideas in French

Assessment objectives

1. comprehend French to understand information, ideas, opinions and experiences related to finishing secondary school, future plans and responsibilities
4. apply knowledge of French language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions related to finishing school, future plans and responsibilities
5. structure, sequence and synthesise information to justify opinions, ideas and perspectives related to finishing secondary school, future plans and responsibilities
6. use strategies to maintain communication and exchange meaning in French to discuss finishing secondary school, future plans and responsibilities with peers and French-speaking community members

In exchanging information and ideas in French, the student work has the following characteristics:	Marks
<ul style="list-style-type: none"> • discerning application of conventions and use of language features in a spoken conversation in French to exchange information and ideas about their presentation related to finishing secondary school, future plans and responsibilities • structured, sequenced and synthesised use of strategies to generate and maintain the conversation in a discerning manner • provision of a perceptive and justified personal response using relevant information related to finishing secondary school, future plans and responsibilities 	14–15
<ul style="list-style-type: none"> • effective and proficient application of conventions and use of language features in a spoken conversation in French to exchange information and ideas about their presentation related to finishing secondary school, future plans and responsibilities • structured, sequenced and synthesised use of strategies to generate and maintain the conversation in an effective manner • provision of an effective personal response using relevant information related to finishing secondary school, future plans and responsibilities. 	12–13
<ul style="list-style-type: none"> • proficient application of conventions and use of language features in a spoken conversation in French to exchange information and ideas about their presentation related to finishing secondary school, future plans and responsibilities • structured, sequenced and synthesised use of strategies to generate and maintain the conversation in a purposeful manner • provision of a clear personal response related to finishing secondary school, future plans and responsibilities. 	10–11
<ul style="list-style-type: none"> • use of suitable language features with errors that do not impede meaning in a spoken conversation in French to exchange information and ideas related to finishing secondary school, future plans and responsibilities • can maintain communication in a structured and sequenced manner • provision of an appropriate personal response related to finishing secondary school, future plans and responsibilities. 	8–9
<ul style="list-style-type: none"> • use of French language features with some errors that impede meaning at times related to finishing secondary school, future plans and responsibilities • occasional need for prompting to maintain communication in a structured manner • provision of an adequate response related to finishing secondary school, future plans and 	6–7

In exchanging information and ideas in French, the student work has the following characteristics:	Marks
responsibilities.	
<ul style="list-style-type: none"> • use of French language with errors that impede meaning but can be understood related to finishing secondary school, future plans and responsibilities • frequent need for prompting to maintain communication • fragmented response to finishing school, future plans and responsibilities. 	4–5
<ul style="list-style-type: none"> • use of French language with frequent errors but some information can be understood related to finishing secondary school, future plans and responsibilities • is hesitant, relying heavily on prompts and cues to communicate • disjointed response to finishing school, future plans and responsibilities. 	2–3
<ul style="list-style-type: none"> • isolated use of French phrases or words related to finishing secondary school, future plans and responsibilities. 	1
<ul style="list-style-type: none"> • does not satisfy any of the descriptors above. 	0