French 2019 v1.3

IA1 high-level annotated sample response

June 2018

Examination — short response (15%)

This sample has been compiled by the QCAA to assist and support teachers to match evidence in student responses to the characteristics described in the instrument-specific marking guide (ISMG).

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 relationships and roles in society

2. identify tone, purpose, context and audience to infer meaning, values and attitudes related to relationships and roles in society

3. analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives related to relationships and roles in society.

Note: Objectives 4, 5 and 6 are not assessed in this instrument.

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Instrument-specific marking guide (ISMG)

Criterion: Analysing French texts in English

Assessment objectives

1. comprehend French to understand information, ideas, opinions and experiences related to relationships and roles in society

2. identify tone, purpose, context and audience to infer meaning, values and attitudes related to relationships and roles in society

3. analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives related to relationships and roles in society

In responding to French texts in English, the student work has the following characteristics:	Marks
• thorough comprehension of information, ideas and/or opinions in all the stimulus texts related to relationships and roles in society • perceptive identification of tone, purpose, context and audience to draw a valid and justifiable interpretation of inferences about meaning, values and attitudes related to relationships and roles in society • discerning analysis and evaluation of relevant information and ideas in stimulus texts to draw well-constructed and valid conclusions with well-substantiated justification of opinions, ideas and perspectives related to relationships and roles in society.	14–15
• effective comprehension of information, ideas and/or opinions in most of the stimulus texts related to relationships and roles in society • effective identification of tone, purpose, context and audience to draw a valid interpretation of inferences about meaning, values and attitudes related to relationships and roles in society • effective analysis and evaluation of most relevant information and ideas in stimulus texts to draw valid conclusions with justification of opinions, ideas and perspectives related to relationships and roles in society.	12–13
• comprehension of information and ideas in some of the stimulus texts related to relationships and roles in society • identification of purpose, context and audience to infer some meaning, values and attitudes related to relationships and roles in society • analysis and evaluation of some relevant information and ideas in stimulus texts to draw conclusions with justification of opinions, ideas and perspectives related to relationships and roles in society.	10–11
• comprehension of the gist and obvious information from some of the stimulus texts related to relationships and roles in society • identification of purpose, context and audience related to relationships and roles in society • analysis of some relevant information and ideas in stimulus texts to draw conclusions with some justification from the text/s related to relationships and roles in society.	8–9
• comprehension of parts of the stimulus texts related to relationships and roles in society • identification of context and/or audience related to relationships and roles in society • analysis of some information and ideas in stimulus texts to draw conclusions related to relationships and roles in society.	6–7
• comprehension of some parts of the stimulus texts related to relationships and roles in society • partial identification of context and/or audience related to relationships and roles in society • analysis of some information related to relationships and roles in society.	4–5

In responding to French texts in English, the student work has the following characteristics:	Marks
• comprehension of some words and phrases related to relationships and roles in society • cursory identification of context and/or audience.	2–3
• comprehension of some words related to relationships and roles in society.	1
• does not satisfy any of the descriptors above.	0

Task

See the sample assessment instrument for IA1: Examination — short response (15%) (available on the School Portal).

Sample response

Criterion	Marks allocated	Result
Analysing French texts in English Assessment objectives 1, 2 and 3	15	15
Total	**15**	**15**

The annotations show the match to the instrument-specific marking guide (ISMG) performance-level descriptors.

Analysing French texts in English [14-15] perceptive identification of tone, purpose, context and audience to draw a valid and justifiable interpretation of inferences about meaning, values and attitudes related to relationships and roles in society

Analysing French texts in English [14-15] discerning analysis and evaluation of relevant information and ideas in stimulus texts to draw well-constructed and valid conclusions with well-substantiated justification of opinions, ideas and perspectives related to relationships and roles in society

Analysing French texts in English [14-15] thorough comprehension of information, ideas and/or opinions in all the stimulus texts

Question 1

Both texts attempt to persuade their audiences. The first visual stimulus appeals to young women with an interest in science in order to join a Physics and Chemistry club, while the second encourages young men to learn the basics of sewing. The context for both posters is schools, as suggested by the clubs' locations (Biology and Drama rooms) and the reference to Mrs Comte's classes. Rhetorical questions, inclusive pronouns ('rejoins-nous') and the imperative mood ('apprends (…)!') are used to get students' attention and to persuade them that participating in these activities, which may be considered unconventional for their gender, would be enjoyable and useful.

(104 words)

Question 2

The writer of Stimulus 2 is clearly successful in providing a solution.

The issue raised in the text is that there is some confusion around the use of the feminine when discussing professions.

The writer is successful because they quote an authority in French language use, Académie française, which explains that the Académie 'feminises' some professions but wishes to keep public functions neutral, i.e. masculine. Additionally, the writer argues that although this rule is not strictly respected in everyday language use, the most important and common-sense thing to do is to ask women what they wish to be called and comply.

(101 words)

related to relationships and roles in society

Analysing French texts in English [14-15] perceptive identification of tone, purpose, context and audience to draw a valid and justifiable interpretation of inferences about meaning, values and attitudes related to relationships and roles in society

Analysing French texts in English [14-15] perceptive identification of tone, purpose, context and audience to draw a valid and justifiable interpretation of inferences about meaning, values and attitudes related to relationships and roles in society

Analysing French texts in English [14-15] thorough comprehension of information, ideas and/or opinions in all the stimulus texts related to relationships and roles in society

Analysing French texts in English [14-15] perceptive identification of tone, purpose, context and audience to draw a valid and justifiable interpretation of inferences about meaning, values and attitudes related to relationships and roles in society

Analysing French texts in English [14-15] discerning analysis and evaluation of relevant information and ideas in stimulus texts to draw well-constructed and valid conclusions with well-substantiated justification of opinions, ideas and perspectives related to relationships and roles in society

Question 3

The purpose of Speaker 1, a host mother, is to persuade Speaker 2, Katie, to do her chores.

She aims to establish boundaries and to inform Katie, an exchange student, of her chores and how to complete them.

Katie's purpose is to elope to her bedroom ('Can I go to my room now?') to rest and avoid her chores.

Katie is tired and reluctant to engage with the chores, as her mother usually cleans after her. However, she ends up agreeing so that she can get away from a challenging situation.

(91 words)

Question 4

Speaker 1 uses a sympathetic tone to convince Katie to listen to her instructions. She is compassionate about how tired Katie is and uses a reassuring and positive tone when explaining how the washing machine works adding that it is very easy to use, to build Katie's confidence. Finally, Speaker 1 also demonstrates patience and uses an understanding but factual tone by understanding Katie's prior experiences but insisting that 'everyone does chores' in her house while adding that once a week vacuuming is enough.

(84 words)

Question 5

In Stimulus 1, the posters infer that, in modern society, people can choose to participate freely in any activity regardless of their gender. Gender roles are now becoming more equal and people do not have to restrict themselves to areas or activities deemed traditionally feminine or masculine. Stimulus 2 shows that an increasing number of women are practising traditionally masculine professions, so much so that there is a need to update the language to make it less discriminatory.

Overall, they show attitudes are changing, our society is becoming more open and we now have more possibilities.

(96 words)