French 2019 v1.3

IA2 high-level annotated sample response

July 2018

Examination — combination response (30%)

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 socialising and societal issues and/or ideas

2. identify tone, purpose, context and audience to infer meaning, values and attitudes related to socialising and societal issues and/or ideas

3. analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives related to socialising and societal issues and/or ideas

4. apply knowledge of French language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions related to socialising and societal issues and/or ideas

5. structure, sequence and synthesise information to justify opinions, ideas and perspectives related to socialising and societal issues and/or ideas

6. use strategies to maintain communication and exchange meaning in French to discuss socialising and societal issues and/or ideas with peers and French-speaking community members.

For all Queensland schools

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 socialising and societal issues and/or ideas

2. identify tone, purpose, context and audience to infer meaning, values and attitudes related to socialising and societal issues and/or ideas

3. analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives related to socialising and societal issues and/or ideas

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 socialising and societal issues and/or ideas • perceptive identification of tone, purpose, context and audience to draw a valid and justifiable interpretation of inferences about meaning, values and attitudes related to socialising and societal issues and/or ideas • 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 socialising and societal issues and/or ideas.	6
• effective comprehension of information and ideas in most of the stimulus texts related to socialising and societal issues and/or ideas • effective identification of tone, purpose, context and audience to draw an interpretation of inferences about meaning, values and attitudes related to socialising and societal issues and/or ideas • effective analysis and evaluation of most relevant information and ideas in stimulus texts to draw conclusions with justification of opinions, ideas and perspectives related to socialising and societal issues and/or ideas.	5
• comprehension of the gist and obvious information from some of the stimulus texts related to socialising and societal issues and/or ideas • identification of purpose, context and/or audience related to socialising and societal issues and/or ideas • analysis of some relevant information and ideas in stimulus texts to draw conclusions with some justification from the text/s related to socialising and societal issues and/or ideas.	4
• comprehension of parts of the stimulus texts related to socialising and societal issues and/or ideas • identification of context and/or audience related to socialising and societal issues and/or ideas • analysis of some information and ideas in stimulus texts to draw conclusions.	3
• comprehension of parts of the stimulus texts related to socialising and societal issues and/or ideas • analysis of some information.	2
• comprehension of some words and/or phrases related to socialising and societal issues and/or ideas.	1
• does not satisfy any of the descriptors above.	0

Criterion: Creating French texts with French stimulus

Assessment objectives

1. comprehend French to understand information, ideas, opinions and experiences related to socialising and societal issues and/or ideas

4. apply knowledge of French language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions related to socialising and societal issues and/or ideas

5. structure, sequence and synthesise information to justify opinions, ideas and perspectives related to socialising and societal issues and/or ideas

In responding in French to French texts, the student work has the following characteristics:	Marks
• discerning application of conventions and use of language elements to write a comprehensive response to stimulus texts and the task in proficient and complex French related to socialising and societal issues and/or ideas • provision of a cohesive and detailed personal response/justified opinion in relation to topics identified in relevant stimulus texts and the task related to socialising and societal issues and/or ideas • discerning selection, sequencing and synthesis of details from French stimulus texts to support the personal response/justified opinions related to socialising and societal issues and/or ideas.	11–12
• appropriate application of conventions and use of language elements to write a response to stimulus texts and the task in mostly proficient and complex French related to socialising and societal issues and/or ideas • provision of an effective personal response and/or opinion in relation to topics identified in stimulus texts and the task related to socialising and societal issues and/or ideas • effective selection, sequencing and synthesis of details from French stimulus texts to support the personal response/justified opinions related to socialising and societal issues and/or ideas.	9–10
• application of conventions and language elements to write a response to stimulus texts and the task with sufficient proficiency to convey meaning related to socialising and societal issues and/or ideas • provision of a clear personal response and/or opinion in relation to the task related to socialising and societal issues and/or ideas • purposeful selection, sequencing and synthesis of details from French stimulus texts to support the personal response/justified opinions related to socialising and societal issues and/or ideas.	7–8
• application of conventions and some language elements to write a response to some stimulus texts and/or the task, in which the overall response can be understood • explanation of the topic related to socialising and societal issues and/or ideas • adequate selection, sequencing and synthesis of some details from French stimulus texts to support the personal response/justified opinions related to socialising and societal issues and/or ideas	5–6
• application of some language elements to write a response • explanation of some aspects of the topic related to socialising and societal issues and/or ideas • fragmented selection, sequencing and synthesis of a response to French stimulus texts related to socialising and societal issues and/or ideas	3–4

In responding in French to French texts, the student work has the following characteristics:	Marks
• isolated use of French language related to socialising and societal issues and/or ideas • disjointed selection and sequencing in a response to French stimulus texts related to socialising and societal issues and/or ideas.	1–2
• does not satisfy any of the descriptors above.	0

Criterion: Exchanging information and ideas in French

Assessment objectives

1. comprehend French to understand information, ideas, opinions and experiences related to socialising and societal issues and/or ideas

4. apply knowledge of French language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions related to socialising and societal issues and/or ideas

5. structure, sequence and synthesise information to justify opinions, ideas and perspectives related to socialising and societal issues and/or ideas

6. use strategies to maintain communication and exchange meaning in French to discuss socialising and societal issues and/or ideas with peers and French-speaking community members

In exchanging information and ideas in French, the student work has the following characteristics:	Marks
• synthesis 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 socialising and societal issues and/or ideas • discerning application of conventions and use of language features in a spoken conversation to respond to the stimulus related to socialising and societal issues and/or ideas • use of strategies to generate and maintain communication to provide a personal response related to socialising and societal issues and/or ideas.	11–12
• synthesis of most relevant information and ideas in texts to draw valid conclusions with justification of opinions, ideas and perspectives related to socialising and societal issues and/or ideas • proficient application of conventions and use of language features with occasional errors in a spoken conversation in French to respond to the stimulus related to socialising and societal issues and/or ideas • use of strategies to maintain communication to provide a personal response related to socialising and societal issues and/or ideas.	9–10
• synthesis of some relevant information and ideas in stimulus texts to draw conclusions with justification of opinions, ideas and perspectives related to socialising and societal issues and/or ideas • use of suitable language features with errors that do not impede meaning in a spoken conversation related to the stimulus • occasional need for prompting to maintain communication and provide a personal response related to socialising and societal issues and/or ideas.	7–8

In exchanging information and ideas in French, the student work has the following characteristics:	Marks
• comprehension of some relevant information and ideas in stimulus texts and draw conclusions with some justification from the text/s related to socialising and societal issues and/or ideas • use of language features with errors that impede meaning but overall response can be understood • frequent need for prompting to maintain communication and provide a response related to socialising and societal issues and/or ideas.	5–6
• comprehension of some information in stimulus texts related to socialising and societal issues and/or ideas • use of language features with frequent errors that impede meaning but some information can be understood • is hesitant, relying heavily on prompts and cues to communicate related to socialising and societal issues and/or ideas.	3–4
• comprehension of some words and phrases in the stimulus texts • isolated use of some French phrases or words related to socialising and societal issues and/or ideas.	1–2
• does not satisfy any of the descriptors above.	0

Task

See the sample assessment instrument for IA2: Examination — combination response (30%) (available on the QCAA Portal).

Sample response

Criterion	Marks allocated	Result
Analysing French texts in English Assessment objectives 1, 2, 3	6	6
Creating French texts with French stimulus Assessment objectives 1, 4, 5	12	12
Exchanging information and ideas in French Assessment objectives 1, 4, 5, 6	12	12
Total	**30**	**30**

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

Analysing French texts in English [6] perceptive identification of tone, purpose, context and audience to draw a valid and justifiable interpretation of inferences about meaning, values and attitudes related to socialising and societal issues and/or ideas **Analysing French texts in English [6]** 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 socialising and societal issues and/or ideas	**Session 1 Part 1: Short response** **Question 1** The mother wants her son to be more social. She mentions how nice Romain is, how he has many friends and that he is a very social young man. She then encourages her son to invite Romain over, because she wants her son to socialise more and she hopes that Romain would be a positive influence on him and may invite him to his birthday party. The mother believes this would enable her son to make new friends, which she believes is important. (83 words) **Question 2** The son is uninterested in school or having friends. He shows little enthusiasm when asked about his day. He uses 'as usual' to describe what he has done and says that he 'has not really learnt anything interesting'. He comments on how his mother 'knows very well about his dislike for maths'. He explains that he prefers being alone and that he no longer speaks to Rose, Guillaume or Romain. He finally gets angry and expresses his frustration by saying that if his mother likes Romain so much then she should just adopt him. His responses indicate a great deal of anger/frustration. (103 words)

Question 3

The author's name is Didier and he has two daughters. Julie has just turned 17 and Rose is 12. Although Julie is very smart, she must repeat Year 11 (Première). Since finding out about the news, she has been in a terrible mood, talks back to her father and speaks badly to her shy younger sister. Didier has found out through Julie's Pastoral teacher that she had been skipping classes and he is very concerned. He is a caring father and wants his family to be happy but he is also worried about confronting Julie. (95 words)

Question 4

In Stimulus 1, the mother wants her son to socialise more. His negative attitude worries her. She is hoping that he will make friends with Romain and go to his birthday party. She thinks socialising is important and demonstrates her frustration with her son by sighing, when he says he prefers being alone. In Stimulus 2, Didier expresses his concern about his daughter's new friends when he wonders 'who these kids are, where they come from and why Julie is spending time with them rather than going to class'. Socialising is presented as significant but the adults have strong opinions about the influence of friends. (105 words)

Session 1 Part 2: Extended response

Question 5

Bonjour Didier,

Je m'appelle Lizzie et j'ai dix-sept ans. Votre message me rappelle la situation que j'ai vécue avec ma mère. Maintenant, on s'entend beaucoup mieux et je ne peux pas imaginer à quel point mon attitude a dû être difficile à vivre pour elle.

Tout d'abord, je pense que si Julie est intelligente, elle sait déjà que ce qu'elle fait n'est pas bien. Elle se sent sans doute déjà coupable et attend que vous la confrontiez. Quand on est ado, c'est vraiment important d'avoir des ami(e)s. Parfois, ces ami(e)s peuvent ne pas plaire à nos parents et on s'en fiche. Parce que ce qui compte, c'est que nous, on les adore. D'autres fois, ces personnes peuvent avoir une influence négative sur nous. Mais, quand on est dans un groupe, on n'a pas toujours envie d'ouvrir les yeux. C'est plus facile de faire comme tout le monde et de suivre ses copains que de leur donner des leçons. Et c'est là qu'on a besoin de nos parents. Même si ce n'est pas agréable de confronter Julie, croyez-moi, elle en a besoin ! Elle est sans doute triste de redoubler et elle a besoin que vous lui disiez ce qu'elle doit faire maintenant. Je suis sûre qu'elle se sent perdue et ne sait pas ce qu'elle peut faire pour arranger les choses. Et c'est certainement pour ça qu'elle parle mal à sa petite sœur. Quand on se sent mal, c'est difficile d'être gentil avec les autres.

Creating French texts with French stimulus [11–12] provision of a cohesive and detailed personal response/justified opinion in relation to topics identified in relevant stimulus texts and the task related to socialising and societal issues and/or ideas	Quand ma mère m'a confrontée au sujet de mes mauvaises notes, alors que je lui parlais mal depuis des mois, j'ai beaucoup pleuré, mais ça m'a fait un bien fou. Elle m'a expliqué ce qu'on allait faire pour améliorer mes notes et j'étais vraiment soulagée. J'espère que mon message vous a aidé. Souvenez-vous qu'elle a besoin de vous. Bon courage ! Lizzie (306 words) ## Session 2: Unprepared response ### Question 1 Non, chaque adolescent a un point de vue différent. Le premier adolescent préfère être seul que de passer du temps avec ses amis, donc il pense que passer du temps avec ses amis n'est pas important. Julie, dans le deuxième texte, semble passer trop de temps avec ses amis. Tellement de temps qu'elle ne va même plus en cours et qu'elle doit redoubler maintenant ! Bref, Julie pense qu'il est important de passer du temps avec ses amis. La dernière adolescente, Caroline, a moins de temps à passer avec ses copines mais est plus heureuse comme ça. Alors, elle pense certainement que passer du temps avec ses amis n'est pas très important.
Exchanging information and ideas in French [11–12] synthesis 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 socialising and societal issues and/or ideas	
Exchanging information and ideas in French [11–12] discerning application of conventions and use of language features in a spoken conversation to respond to the stimulus related to socialising and societal issues and/or ideas	### Question 2 Je pense que Julie est sans doute la plus sociale, parce qu'elle passe tout son temps avec ses amis. C'est drôle parce que normalement les gens sociaux sont souriants et gentils, mais Julie est de très mauvaise humeur tout le temps et parle mal à son père et à sa sœur.
Exchanging information and ideas in French [11–12] use of strategies to generate and maintain communication to provide a personal response related to socialising and societal issues and/or ideas	### Question 3 Je pense qu'il est très important d'avoir un bon groupe d'ami(e)s. Je pense que ne pas avoir d'ami(e)s doit être difficile parce que ça veut dire qu'on n'a personne à qui parler de nos problèmes. Quand on a un bon groupe de copains, on peut faire des activités ensemble et parler de ce qui va ou de ce qui ne va pas. Parfois, on peut aussi trouver ce côté social avec des animaux ou quand on travaille dans une association où on peut aider les gens. Avoir des copains, c'est très important pour la santé et le moral.
Exchanging information and ideas in French [11–12] synthesis 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 socialising and societal issues and/or ideas	### Question 4 Le but du troisième texte est de donner envie aux jeunes de devenir bénévoles, de les convaincre d'offrir leur temps libre à des associations, bref, de faire comme Caroline. Le texte encourage les jeunes à supprimer leurs comptes sur les réseaux sociaux pour être aussi heureux que Caroline. Les photos donnent envie de s'occuper de ces animaux.

| Exchanging information and ideas in French [11–12]

discerning application of conventions and use of language features in a spoken conversation to respond to the stimulus related to socialising and societal issues and/or ideas | **Question 5**

Si je voulais devenir bénévole, je choisirais la S.P.A. parce que j'adore les animaux. J'aimerais m'occuper de bébés animaux, surtout des chatons ou des chiots abandonnés. J'aimerais leur donner le biberon comme sur la photo du troisième stimulus. Je pense que c'est notre devoir de nous occuper des animaux et de lutter contre les abandons. |