

# French 2019 v1.3

## IA2 sample assessment instrument

November 2018

### Examination — combination 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 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.

<b>Subject</b>	French	<b>Instrument no.</b>	IA2
<b>Technique</b>	Examination — combination response		
<b>Unit</b>	Unit 3: Notre société — Our society		
<b>Topic</b>	Topic 2: Socialising and connecting with my peers Topic 3: Groups in society		

### Session 1: Written response

<b>Conditions</b>			
<b>Response type</b>	Examination — combination response		
<b>Time</b>	100 minutes	<b>Perusal</b>	5 minutes planning time
<b>Other</b>	<p>Written:</p> <ul style="list-style-type: none"> <li>• Part 1: Short answer responses in <b>English</b> of up to 100 words per item, with a minimum of three and a maximum of four questions.</li> <li>• Part 2: Extended response in <b>French</b> of 200–300 words.</li> <li>• French-English bilingual dictionaries permitted.</li> <li>• French audio or audiovisual stimulus text/s may <ul style="list-style-type: none"> <li>– be heard up to three times</li> <li>– be delivered more slowly than background speaker pace</li> <li>– include judicious pausing.</li> </ul> </li> </ul> <p><b>Note:</b> Only Session 1 stimulus texts will be available during Session 1.</p>		
<b>Instructions</b>			
Write your responses in full sentences, where appropriate, constructing a response so that ideas are maintained, developed and justified.			
<b>Part 1: Short response</b>			
Use Stimulus 1 and 2 to answer Questions 1, 2, 3 and 4 in <b>English</b> .			
<b>Part 2: Extended response</b>			
Use Stimulus 2 to answer Question 5 in <b>French</b> .			
<b>Criterion</b>	<b>Marks allocated</b>		<b>Result</b>
<b>Analysing French texts in English</b> Assessment objectives 1, 2, 3	6		
<b>Creating French texts with French stimulus</b> Assessment objectives 1, 4 5	12		
<b>Total</b>	<b>18</b>		

### Session 1 Part 1: Short response

#### Question 1

What does the female speaker in Stimulus 1 hope to achieve in this conversation? Justify your response using relevant information from the text.

#### Question 2

What does the conversation in Stimulus 1 reveal about the male speaker's attitude to school and friends? Justify your response using relevant information from the text.

#### Question 3

What does the audience learn about the author and his family in Stimulus 2? Justify your response using relevant information from the text.

#### Question 4

Analyse the two adult speakers' perspectives on socialising. Justify your response using relevant information from both texts.

### Session 1 Part 2: Extended response

#### Question 5

Using Stimulus 2 and your experience as a teenager, write a response to Didier's message on the forum.

In your message:

- explain Julie's attitude towards socialising
- reflect on her actions
- provide advice to Didier.

### Session 2: Spoken response

#### Conditions

##### Response type

Student-centred conversation in French

##### Time

3–7 minutes

##### Perusal

10 minutes planning time

##### Other

Spoken:

- No access to materials or notes other than stimulus materials.
- During planning time, students may make notes to use as prompts.
- During the student-centred conversation, students may use notes prepared in planning time.

#### Task

Consider the three stimulus texts. They will form the basis of a one-to-one conversation in **French** with your teacher about socialising and societal issues and/or ideas.

##### Criterion

##### Marks allocated

##### Result

##### Exchanging information and ideas in French

Assessment objectives 1, 4, 5, 6

12

##### Total

12

## Session 2: Spoken unprepared response — 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

Est-ce que tous les adolescents dans les 3 textes utilisés pour cet examen pensent qu'il est important de passer du temps avec ses ami(e)s ?

### Question 2

Qui de ces trois adolescents considères-tu comme le ou la plus social(e) ? Pourquoi ?

### Question 3

Selon toi, pourquoi est-ce qu'il est important ou pas d'avoir un groupe d'ami(e)s ?

### Question 4

Quel est le but du troisième texte ?

### Question 5

Si tu voulais devenir bénévole, quelle association choisirais-tu et pourquoi ?

# 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 1            Bonjour mon chéri ! Tu as passé une bonne journée au lycée ?
- Speaker 2            Ouais, ça va.
- Speaker 1            Comment vont Rose et Guillaume ?
- Speaker 2            Aucune idée. On ne s'est pas parlé depuis des mois.
- Speaker 1            Ben ... Pourquoi ?
- Speaker 2            Parce que je préfère être seul.
- Speaker 1            (*Soupire*) D'accord ... Qu'est-ce que vous avez fait aujourd'hui ?
- Speaker 2            Comme d'habitude, on a travaillé.
- Speaker 1            Bien sûr ! Et tu as appris quelque chose d'intéressant ?
- Speaker 2            Non, pas vraiment.
- Speaker 1            D'accord ... Sinon, tu avais un cours de maths ce matin, ça s'est bien passé ?
- Speaker 2            Je déteste les maths. Tu le sais très bien.
- Speaker 1            Oui, je sais. Mais tu es assis à côté de Romain en maths, non ?
- Speaker 2            Oui, et ... ?
- Speaker 1            Il est vraiment gentil, Romain. Et puis il a beaucoup d'amis, il est très social comme jeune homme. J'ai vu sa mère l'autre jour et elle m'a dit que depuis qu'il avait son permis, il était tout le temps sorti. Elle m'a même dit qu'il allait fêter son anniversaire ce week-end. Vous en avez peut-être discuté ?
- Speaker 2            Non, on ne parle plus trop ensemble.
- Speaker 1            Ah bon ? Pourquoi ?
- Speaker 2            Aucune idée.
- Speaker 1            C'est vraiment dommage. Tu pourrais peut-être l'inviter à dîner demain soir ?

Speaker 2                    Non, mais tu me fatigues ! Si tu l'aimes tellement Romain, tu n'as qu'à l'adopter ! Je vais dans ma chambre.

(228 words)

## Stimulus 2 — written text

Bonjour tout le monde,

Je m'appelle Didier et j'ai deux filles, que j'éleve seul depuis que ma femme nous a quittés en juin l'année dernière. Ma plus grande, Julie, vient juste d'avoir dix-sept ans et redouble sa Première au lycée. Depuis qu'elle a reçu la nouvelle de son redoublement, rien ne va plus à la maison. Elle est toujours de mauvaise humeur et elle parle vraiment mal à sa petite sœur, Rose, qui, à seulement douze ans, est déjà très réservée. Et puis, avec moi, Julie est devenue vraiment difficile. Elle me répond tout le temps, n'a aucune patience, et puis me répète que je n'y connais rien. Bref, en ce moment, l'ambiance n'est pas festive chez nous. Mais bon, je me disais que c'était normal, que c'était juste une ado comme les autres et que ça passerait bientôt. Cela dit, Julie est très intelligente, et vu que je n'arrivais pas à comprendre son échec scolaire, j'ai pris rendez-vous avec sa prof principale, mardi dernier. Et là, la surprise : la prof m'a annoncé que Julie n'était pratiquement pas venue en classe ce trimestre ! Et pire, qu'elle l'avait aperçue plusieurs fois sur le parking du centre commercial à une heure où elle aurait dû être en cours. Apparemment, elle était avec un groupe de jeunes avec des piercings, des tatouages, et habillés tout en noir. À quoi ils ressemblent, moi, je m'en fiche. Mais quand elle m'a dit que Julie séchait les cours, là, j'étais sidéré. Effectivement, en y réfléchissant bien, j'avais remarqué qu'elle ne parlait plus du tout ni de ses cours, ni de ses amis du lycée. Tout est logique, maintenant ! Je me demande bien qui sont ces jeunes, d'où ils viennent et pourquoi elle passe son temps avec eux plutôt que d'aller en cours. Je ne sais pas quoi penser. Tout ce que je veux, c'est avoir une famille heureuse. Est-ce vraiment trop demander ?

Je n'ai pas encore confronté Julie, je ne sais pas comment m'y prendre. J'ai l'impression de ne plus savoir comment lui parler. Que me conseillez-vous ?

Merci,

Didier

(348 words)

## Stimulus 3 — visual text

Vous aussi, devenez bénévole !



L'année dernière, Caroline, 18 ans, a décidé de supprimer tous les comptes qu'elle possédait sur les réseaux sociaux et d'offrir son temps libre à une association d'aide aux animaux.

Elle a moins de temps à passer avec ses copines, mais elle n'a jamais été aussi heureuse.

**Image 1:** *Feeding the Piglets*, by Eden, Janine and Jim, [Creative Commons Attribution 2.0 Generic](https://creativecommons.org/licenses/by/2.0/), <https://flic.kr/p/8ujh4w>

**Image 2:** *Om Feeding*, by kellinahandbasket, [Creative Commons Attribution 2.0 Generic](https://creativecommons.org/licenses/by/2.0/), <https://flic.kr/p/38UDQi>

(49 words)

# 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
<ul style="list-style-type: none"> <li>• thorough comprehension of information, ideas and/or opinions in all the stimulus texts related to socialising and societal issues and/or ideas</li> <li>• 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</li> <li>• 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.</li> </ul>	6
<ul style="list-style-type: none"> <li>• effective comprehension of information and ideas in most of the stimulus texts related to socialising and societal issues and/or ideas</li> <li>• 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</li> <li>• 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.</li> </ul>	5
<ul style="list-style-type: none"> <li>• comprehension of the gist and obvious information from some of the stimulus texts related to socialising and societal issues and/or ideas</li> <li>• identification of purpose, context and/or audience related to socialising and societal issues and/or ideas</li> <li>• 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.</li> </ul>	4
<ul style="list-style-type: none"> <li>• comprehension of parts of the stimulus texts related to socialising and societal issues and/or ideas</li> <li>• identification of context and/or audience related to socialising and societal issues and/or ideas</li> <li>• analysis of some information and ideas in stimulus texts to draw conclusions.</li> </ul>	3
<ul style="list-style-type: none"> <li>• comprehension of parts of the stimulus texts related to socialising and societal issues and/or ideas</li> <li>• analysis of some information.</li> </ul>	2
<ul style="list-style-type: none"> <li>• comprehension of some words and/or phrases related to socialising and societal issues and/or ideas.</li> </ul>	1
<ul style="list-style-type: none"> <li>• does not satisfy any of the descriptors above.</li> </ul>	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
<ul style="list-style-type: none"> <li>• 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</li> <li>• provision of a cohesive and detailed personal response/justified opinion in relation to topics identified in stimulus texts and the task related to socialising and societal issues and/or ideas</li> <li>• 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.</li> </ul>	11–12
<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• 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.</li> </ul>	9–10
<ul style="list-style-type: none"> <li>• 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</li> <li>• provision of a clear personal response and/or opinion in relation to the task related to socialising and societal issues and/or ideas</li> <li>• 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.</li> </ul>	7–8
<ul style="list-style-type: none"> <li>• 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</li> <li>• explanation of the topic related to socialising and societal issues and/or ideas</li> <li>• 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</li> </ul>	5–6
<ul style="list-style-type: none"> <li>• application of some language elements to write a response</li> <li>• explanation of some aspects of the topic related to socialising and societal issues and/or ideas</li> <li>• fragmented selection, sequencing and synthesis of a response to French stimulus texts related to socialising and societal issues and/or ideas</li> </ul>	3–4

In responding in French to French texts, the student work has the following characteristics:	Marks
<ul style="list-style-type: none"> <li>isolated use of French language related to socialising and societal issues and/or ideas</li> <li>disjointed selection and sequencing in a response to French stimulus texts related to socialising and societal issues and/or ideas.</li> </ul>	1–2
<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above.</li> </ul>	0

## Criterion: Exchanging information and ideas in French

### Assessment objectives

- comprehend French to understand information, ideas, opinions and experiences related to socialising and societal issues and/or ideas
- 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
- structure, sequence and synthesise information to justify opinions, ideas and perspectives related to socialising and societal issues and/or ideas
- 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
<ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>use of strategies to generate and maintain communication to provide a personal response related to socialising and societal issues and/or ideas.</li> </ul>	11–12
<ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>use of strategies to maintain communication to provide a personal response related to socialising and societal issues and/or ideas.</li> </ul>	9–10
<ul style="list-style-type: none"> <li>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</li> <li>use of suitable language features with errors that do not impede meaning in a spoken conversation related to the stimulus</li> <li>occasional need for prompting to maintain communication and provide a personal response related to socialising and societal issues and/or ideas.</li> </ul>	7–8

In exchanging information and ideas in French, the student work has the following characteristics:	Marks
<ul style="list-style-type: none"> <li>• 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</li> <li>• use of language features with errors that impede meaning but overall response can be understood</li> <li>• frequent need for prompting to maintain communication and provide a response related to socialising and societal issues and/or ideas.</li> </ul>	5–6
<ul style="list-style-type: none"> <li>• comprehension of some information in stimulus texts related to socialising and societal issues and/or ideas</li> <li>• use of language features with frequent errors that impede meaning but some information can be understood</li> <li>• is hesitant, relying heavily on prompts and cues to communicate related to socialising and societal issues and/or ideas.</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• comprehension of some words and phrases in the stimulus texts</li> <li>• isolated use of some French phrases or words related to socialising and societal issues and/or ideas.</li> </ul>	1–2
<ul style="list-style-type: none"> <li>• does not satisfy any of the descriptors above.</li> </ul>	0