

# French subject report

2022 cohort

February 2023



ISBN

Electronic version: 978-1-74378-223-1



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# Introduction

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Throughout 2022, schools and the QCAA worked together to further consolidate the new Queensland Certificate of Education (QCE) system. The familiar challenges of flood disruption and pandemic restrictions were managed, and the system continued to mature regardless.

We have now accumulated three years of assessment information, and our growing experience of the new system is helping us to deliver more authentic learning experiences for students. An independent evaluation will commence in 2023 so that we can better understand how well the system is achieving its goals and, as required, make strategic improvements. The subject reports are a good example of what is available for the evaluators to use in their research.

This report analyses the summative assessment cycle for the past year — from endorsing internal assessment instruments to confirming internal assessment marks, and marking external assessment. It also gives readers 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, including those 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

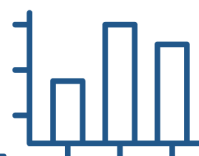
This report should be read by school leaders, subject leaders and teachers to:

- inform teaching and learning and assessment preparation
- assist in assessment design practice
- assist in making assessment decisions
- help prepare students for 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 General subjects (including alternative sequences (AS) and Senior External Examination (SEE) subjects, where relevant) and General (Extension) subjects.

## Report preparation

The report includes analyses of data and other information from endorsement, confirmation and external assessment processes. It also includes advice from the chief confirmer, chief endorser and chief marker, developed in consultation with and support from QCAA subject matter experts.



## Subject completion

The following data includes students who completed the General subject or AS.

**Note:** All data is correct as at 31 January 2023. Where percentages are provided, these are rounded to two decimal places and, therefore, may not add up to 100%.

Number of schools that offered the subject: 55.

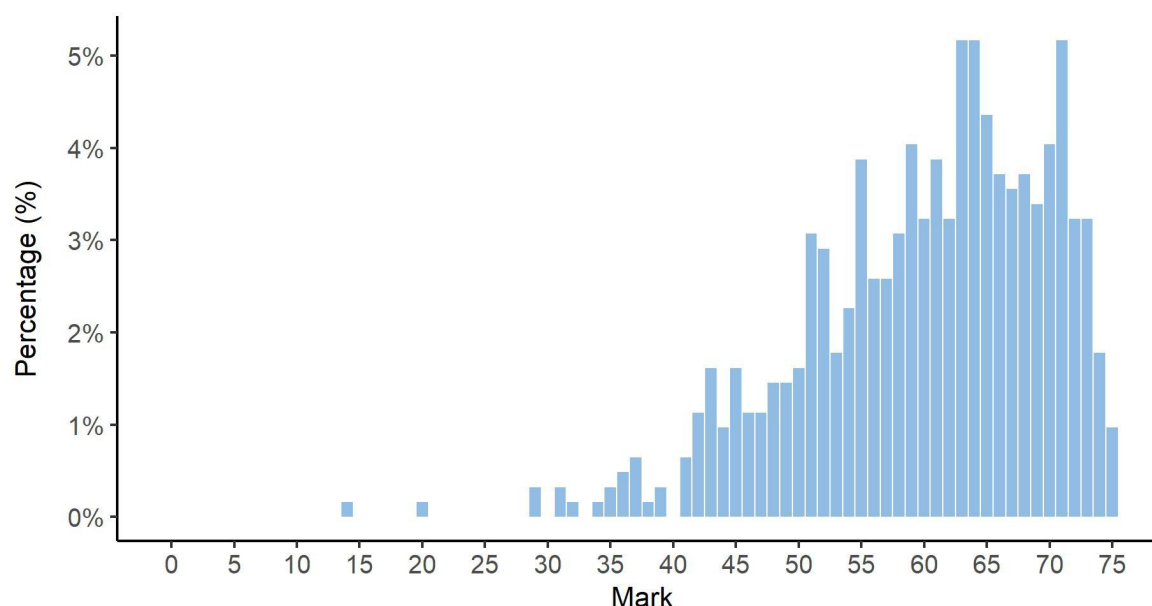
Completion of units	Unit 1	Unit 2	Units 3 and 4
Number of students completed	684	658	616

## Units 1 and 2 results

Number of students	Satisfactory	Unsatisfactory
Unit 1	672	12
Unit 2	651	7

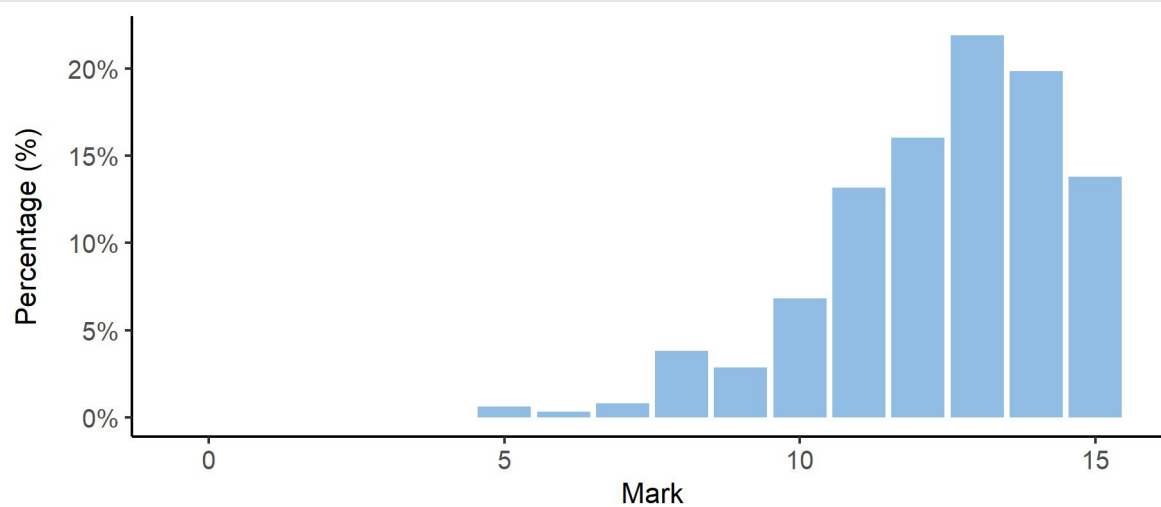
## Units 3 and 4 internal assessment (IA) results

### Total marks for IA

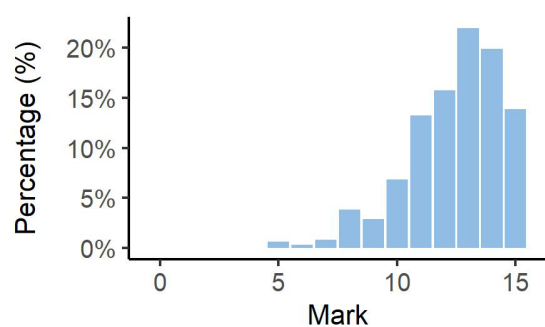


## IA1 marks

### IA1 total

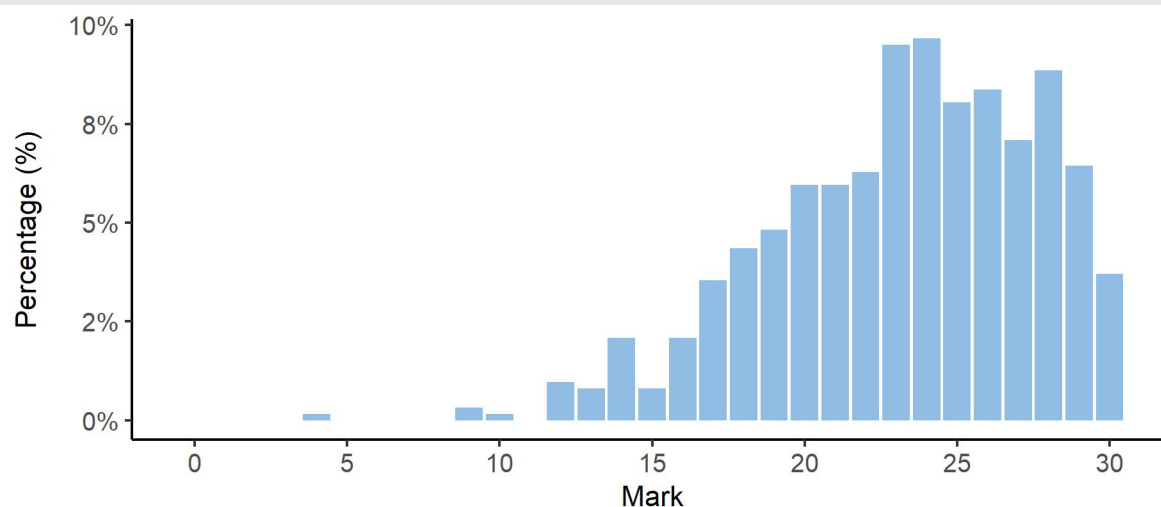


### IA1 Criterion: Analysing French text in English

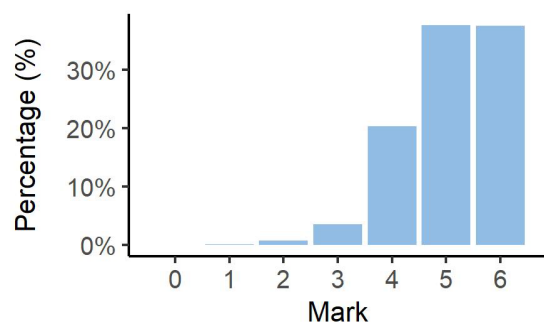


## IA2 marks

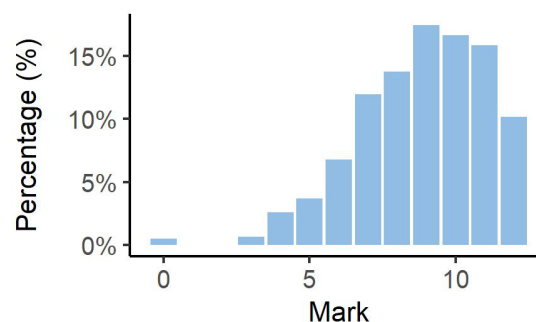
### IA2 total



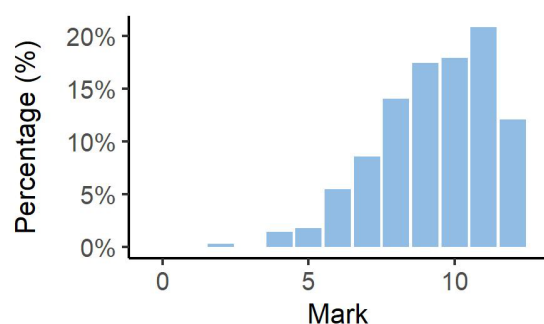
### IA2 Criterion: Analysing French texts in English



### IA2 Criterion: Creating French texts with French stimulus

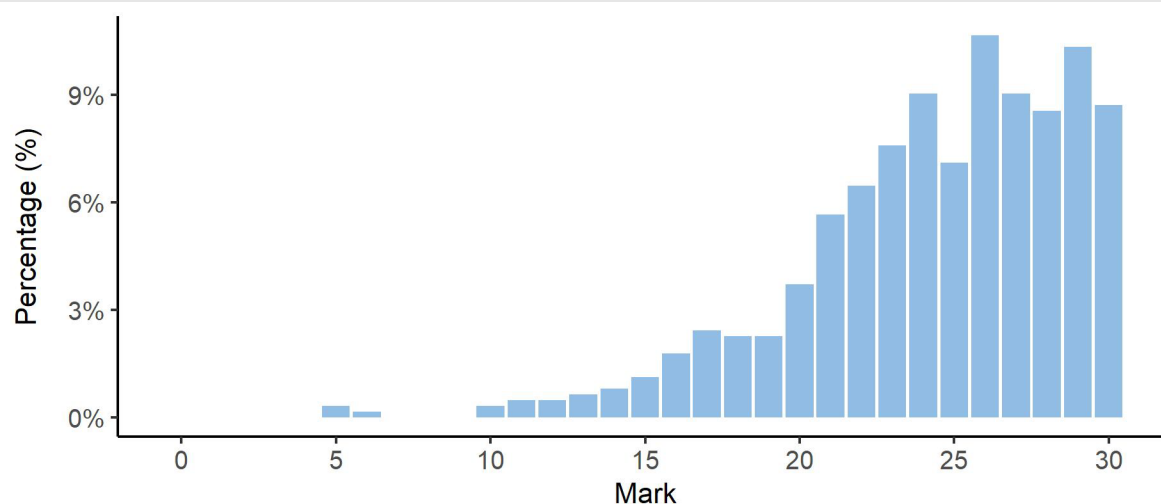


### IA2 Criterion: Exchanging information and ideas in French

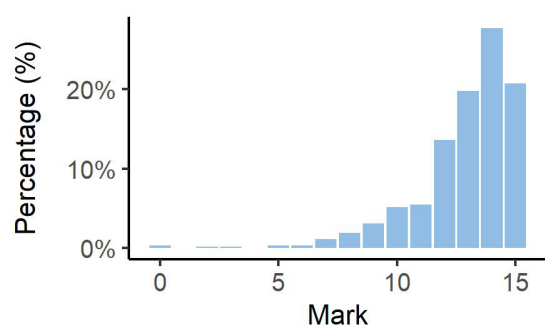


## IA3 marks

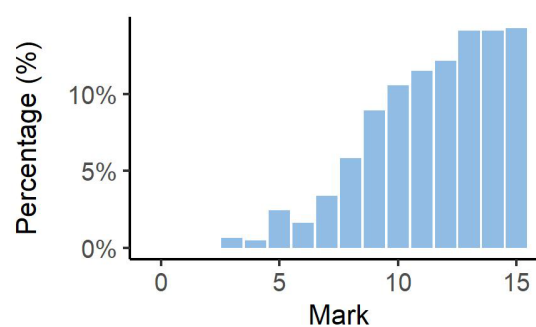
### IA3 total



### IA3 Criterion: Analysing French texts in French

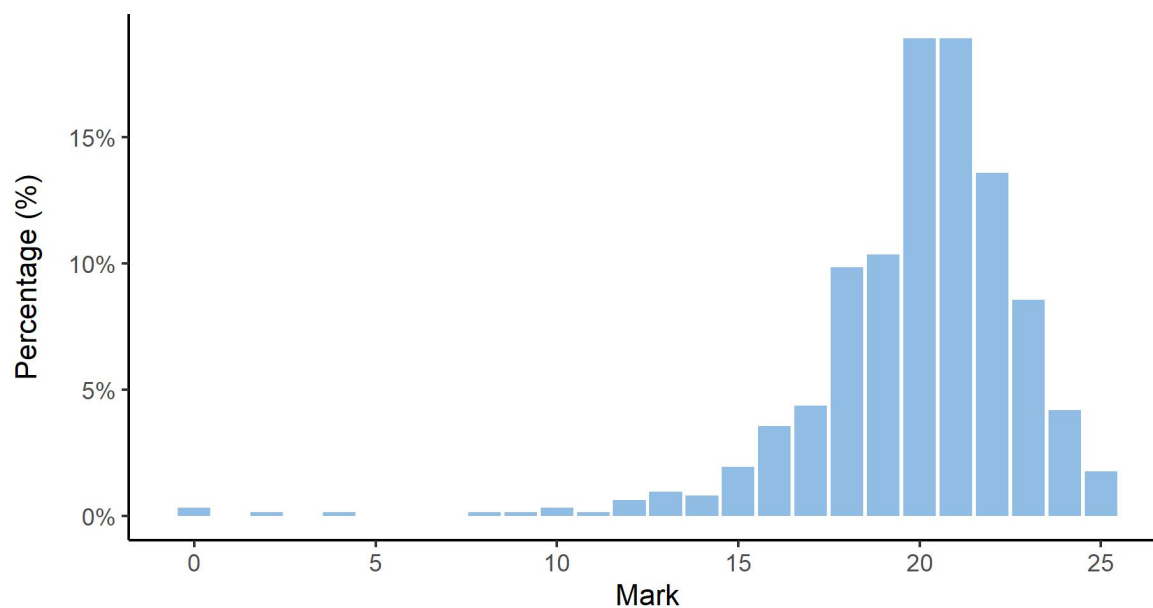


### IA3 Criterion: Exchanging information and ideas in French



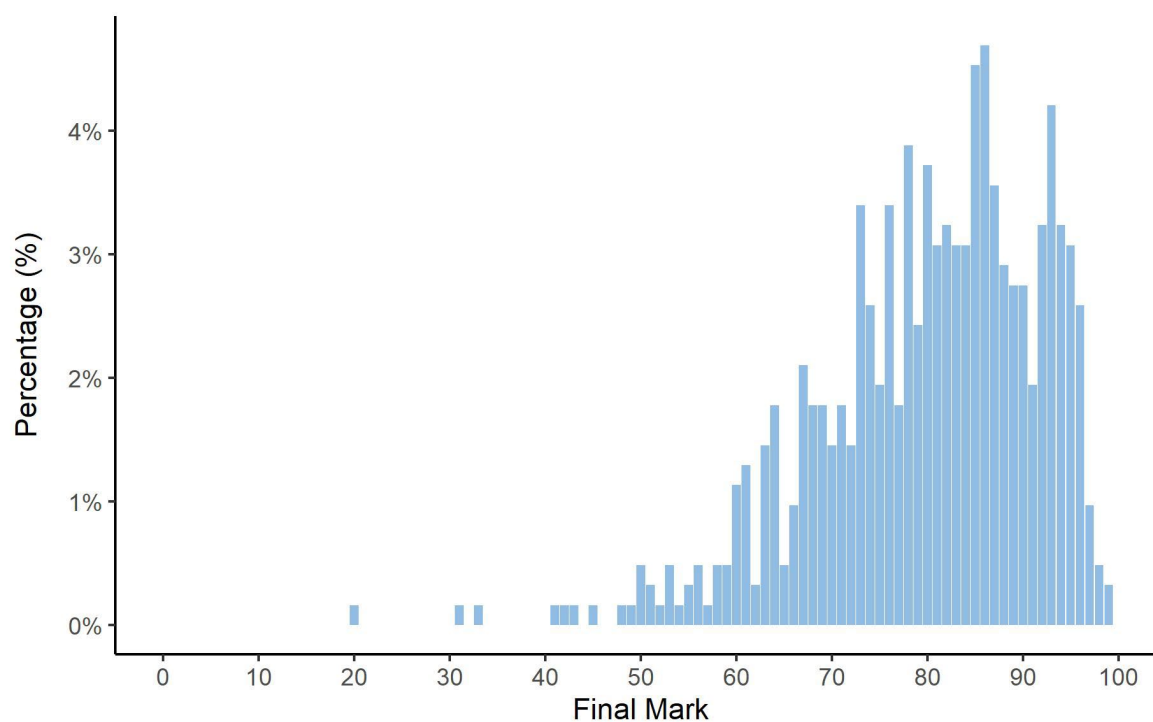


## External assessment (EA) marks



## Final subject results

### Final marks for IA and EA



## 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	100–82	81–65	64–45	44–17	16–0

## Distribution of standards

The number of students who achieved each standard across the state is as follows.

Standard	A	B	C	D	E
Number of students	315	234	61	6	0

# 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 assessments. 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 the quality assurance tools for detailed information about the assessment practices for each assessment instrument.

### Percentage of instruments endorsed in Application 1

Number of instruments submitted	IA1	IA2	IA3
Total number of instruments	56	56	54
Percentage endorsed in Application 1	41%	39%	27%

## 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 v4.0*, 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	52	297	41	63.46%
2	53	303	66	66.04%
3	53	309	29	71.7%



## Examination — short response (15%)

Summative internal assessment 1 assesses subject matter from Unit 3 Topic 1: Roles and relationships.

The examination assesses the application of a range of cognitions to multiple provided items — questions related to unseen French stimulus texts.

Student responses must be completed individually, under supervised conditions, and in a set timeframe.

## 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	23
Authentication	0
Authenticity	0
Item construction	3
Scope and scale	6

\*Each priority might contain up to four assessment practices.

Total number of submissions: 56.

### Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- featured stimulus texts which allowed students to demonstrate their analytical and evaluative cognitive skills
- featured questions designed to allow students to demonstrate thorough comprehension of all stimulus texts across the whole examination.

## Practices to strengthen

It is recommended that assessment instruments:

- provide students with opportunities to cover all the assessable objectives and the performance level descriptors of the ISMG
- provide questions designed to cue students to
  - *evaluate* and *analyse* to align with the syllabus specifications
  - identify tone, purpose, context and audience.

## 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	5
Language	5
Layout	2
Transparency	13

\*Each priority might contain up to four assessment practices.

Total number of submissions: 56.

## Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- provided clear instructions to write in full sentences, where appropriate, and construct responses of up to 100 words in English so that ideas are maintained, developed and justified
- used clear, concise questions that did not provide clues about information within the texts and allowed students to fully demonstrate their ability to comprehend, analyse and evaluate
- formulated questions using the wording and cognitions of the assessable objectives and ISMGs.

## Practices to strengthen

It is recommended that assessment instruments:

- include stimulus items that avoid bias and/or inappropriate content
- use appropriate language while avoiding unnecessary jargon, specialist language and colloquial language, and model accurate spelling, grammar, punctuation and other textual features
- include clearly labelled and numbered stimulus texts
- specify in the questions, with clear naming and numbering, which of the stimulus text/s are to be addressed in each question.

## Additional advice

- Use language cognitions from the syllabus, assessment objectives and ISMG consistently when designing short response questions, to clearly cue students to provide evidence meeting the highest performance level descriptors of the ISMG.
- Use indicative responses to ensure that students can respond to the questions at the highest performance levels within 100 words.

## 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 text in English	63.46%	25%	0%	11.54%

### Effective practices

Accuracy and consistency of the application of the ISMG for this IA was most effective when:

- at the 14–15 mark range, student responses were well-structured and synthesised
- student responses were marked according to the requirements of the question, e.g. marks were awarded for the characteristic of 'identification of purpose, audience, context and tone' only when questions asked for these.

## Samples of effective practices

The following excerpts illustrate the identification of purpose, audience, context and tone at the highest performance level across the two responses.

**Note:** The characteristics identified may not be the only time the characteristics have occurred throughout a response.

### Excerpt 1

The context in which the speaker is in is that he ~~is~~ has become a stay at home dad in which due to his ~~ext~~ circumstance, it was logic for him to stay at home to look after and educate the children <sup>while</sup> ~~which~~ his wife ~~earnt~~ <sup>earnt</sup> money for the family. The audience he is trying to reach is parents, particularly fathers to encourage them to take on domestic roles, saying that he can't see why women are forced to stay at home to carry out domestic duties and that ~~becoming a stay at home dad is a good job.~~ although it may be controversial, being a "househusband" is a good job.

*Context*  
*audience*

### Excerpt 2

The speaker clearly has a purpose of <sup>and drawing attention to</sup> criticising gender stereotypes, particularly those surrounding kid's toys. This is evident in her honest, critical tone. ~~and language.~~ The speaker's repetition of "still" (stating that there are "still" two aisles for boys + girls; girls are "still" represented by pink) gives the text a critical tone and ~~puts~~ makes the audience consider the outdated nature of ~~these~~ stereotypes. A negative tone ~~of language~~ is associated with the distinctions between toys, evident when she says "the worst" is the "limited focus" of "girl's toys" and "boys toys." This ~~is~~ reinforced by her overall judgement is that <sup>are</sup> of stereotypes being "shocking." This strong, negative tone encourages the audience to ~~even~~ want to "put an end" to stereotypes too.

Length - 98

*Good use of language to justify tone!*

## Practices to strengthen

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

- comprehension evident in all responses is considered when making judgments related to this characteristic. To award marks at the highest performance level descriptor, responses overall must demonstrate thorough comprehension of all stimulus texts. Responses that contain misunderstandings of the stimulus or are incomplete/non-existent cannot be regarded as thorough
- for identification of context and audience, to award marks at higher performance levels, responses must be specific and must contain information that has been extrapolated from the stimulus, rather than the student's background or general knowledge
- when responses provide examples of information and justification from the stimulus texts, these are to be given in English. Examples in French should not be awarded marks in the ISMG for Analysing French texts in English.

## Additional advice

- Upload indicative sample responses at confirmation.
- Explicitly teach students that tone cannot be described as 'informative'; this adjective is not sufficiently descriptive to demonstrate perceptive or effective identification of tone. Further, 'formal' and 'informal' are considered descriptions of register, rather than tone.
- Continue to include questions that require students to cite examples or paraphrase details from the texts to facilitate their demonstration of thorough comprehension of information and ideas from the texts.
- Consider the syllabus definitions of *effective*, *perceptive* and *discerning* when matching student responses to the ISMG.
- Ensure that all elements of the characteristic have been met when matching responses to a performance level on the ISMG, e.g. responses must identify each element of purpose, audience, context, and tone perceptively to achieve at the highest performance level. If one element is identified as *effective*, then the characteristic of the response overall is *effective* rather than *perceptive*.





## Examination — combination response (30%)

Summative internal assessment 2 assesses subject matter from both:

- Unit 3 Topic 2: Socialising and connecting with my peers
- Unit 3 Topic 3: Groups in society.

The examination assesses the application of a range of cognitions to multiple provided items — questions, scenarios and/or problems related to unseen French stimulus texts, i.e. written, audio, audiovisual or visual.

Student responses must be completed individually, under supervised conditions, and in a set timeframe.

This instrument is designed to be delivered over two sessions, but schools must ensure that the integrity of the examination is not compromised.

## 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	24
Authentication	0
Authenticity	0
Item construction	4
Scope and scale	3

\*Each priority might contain up to four assessment practices.

Total number of submissions: 56.

### Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- cued students, through succinct question design, to demonstrate performance of the syllabus cognitions within their responses
- contained stimulus items with enough substance so students could clearly ascertain the tone, purpose, context and audience

- offered connections without repetition of content and perspectives across both sessions and all parts, thereby enabling students to refer seamlessly to Session 1 Part 1 texts in Part 2, and to Session 1 text/s in Session 2.

### Practices to strengthen

It is recommended that assessment instruments:

- for Session 1, Part 1, provide questions designed to cue students to identify tone, purpose, context and audience, and provide questions designed to cue students to evaluate and analyse
- provide opportunities for students to demonstrate the highest-level performance descriptors of the ISMG by designing a question for Session 1 Part 2 that requires students to refer to the Session 1 stimulus texts, and designing questions for Session 2 that require students to refer to the Session 1 stimulus text/s
- for Session 2, where a visual stimulus is selected, it should contain a maximum of 60 words in French.

### 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	5
Language	5
Layout	1
Transparency	15

\*Each priority might contain up to four assessment practices.

Total number of submissions: 56.

### Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- formulated a task question using the wording and cognitions of the assessable objectives and ISMGs
- used appropriate stimulus while avoiding unnecessary jargon, specialist language and colloquial language, and modelled accurate spelling, grammar, punctuation and other textual features
- allowed students to synthesise their own perspectives on the stimulus texts with the creation of a written text for Session 1 Part 2 and with the generation of conversation for Session 2.

## Practices to strengthen

It is recommended that assessment instruments:

- avoid bias and inappropriate content
- avoid bias by not requiring students to work with confronting content to generate their personal perspectives on Session 1 or Session 2 stimulus texts
- provide clear instructions in Session 1, with question numbers in the instructions section matching the question numbers in the task to improve transparency in the task design
- provide clear signposting in the Session 1 instructions with a specific instruction to students on which question requires reference to more than one stimulus text in the response.

## Additional advice

- Use indicative responses to Session 1 Part 1 questions to test that students can respond to the questions at the highest performance levels within 100 words.

## 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 text in English	92.45%	5.66%	1.89%	0%
2	Creating French texts with French stimulus	71.7%	9.43%	5.66%	13.21%
3	Exchanging information and ideas in French	77.36%	7.55%	1.89%	13.21%

### Effective practices

Accuracy and consistency of the application of the ISMG for this IA was most effective when:

- students demonstrated their understanding of language and details from within the texts, rather than drawing generalised conclusions based on background knowledge or visual images alone, especially when students provided quotes translated into English or paraphrased examples (Session 1, Part 1)
- students incorporated and/or referenced details from the stimulus texts when creating their personal response (Session 1, Part 2)
- student responses specifically and directly referred to both the unseen stimulus from Session 2 and the topics identified in the stimulus texts from Session 1 (Session 2).

### Samples of effective practices

The following excerpt illustrates the provision of a cohesive and detailed personal response in relation to topics identified in stimulus texts.

**Note:** The characteristics identified may not be the only time the characteristics have occurred throughout a response.

#### Excerpt 1

Personnellement, je ne suis pas trop resté en contact avec mes amis pendant la pandémie parce que j'ai trouvé que l'utilisation excessive de la technologie était démoralisante et j'ai préféré me concentrer sur les choses que j'étais capable de faire sans l'aide d'un écran ~~ou d'un appareil~~. <sup>ainsi, je ne suis d'accord avec</sup> Néanmoins, je doute <sup>le deuxième stimulus.</sup> fortement qu'un adolescent aurait survécu le confinement sans envoyer de temps en temps des textos à leurs amis. Lela dit, j'ai à peine parlé à ~~te~~ mes amis sur les réseaux sociaux et par e-mail, en bref, j'ai ~~le~~ essayé d'éviter tout moyen de communication virtuelle car ~~ce n'était pas sincère~~.

The following excerpt illustrates discerning selection, sequencing and syntheses of details

### Excerpt 2

À mon avis, réduire mon empreinte écologique en conservant de l'énergie de petites manières ~~comme disant dans le troisième stimulus.~~ Par exemple, j'ai toujours éteint les lumières et débranché mes appareils électriques qui ne sont pas utilisés. En outre, au lieu des bouteilles à usage unique ~~et des canettes~~, j'utilise maintenant des gourdes pour empêcher de brûler plus de déchets et d'emballages plastiques. ~~Inévitablement~~ <sup>comme évoquée dans le premier stimulus</sup> j'utilise également ~~à éviter~~ <sup>à utiliser</sup> le chauffage ou la climatisation et à la place, j'habille convenablement en fonction de la météo. À ce sujet, les médias ont montré que les parents ont été informés par leurs enfants ~~et les leurs~~ <sup>jeunes</sup> que 'qu'ils avaient leur chance de faire changer les choses mais qu'ils l'ont ratée'. Dorénavant, ~~en tant que jeune de la nouvelle génération~~, j'envisage de préserver la planète en utilisant les transports en commun ; en mangeant moins de viande ~~et en demandant aux adultes de faire passer des lois pour forcer les usines et les voitures à moins polluer. et en participant dans~~ à plus de démonstrations. Il faut qu'on soit tous éclos !

*Handwritten notes:*

- ↖ sans aucun doute, aidera à protéger la planète.
- ↗ comme évoquée dans le premier stimulus

## Practices to strengthen

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

- for *discerning* selection, sequencing and synthesis of details, responses carefully select and incorporate information and ideas from stimulus texts (Session 1, Part 2)
- responses to questions are spontaneous. Responses that are delivered verbatim in response to anticipated questions should not be considered as generating and maintaining communication (Session 2).

## Additional advice

- ISMG and assessment instruments should always be printed from the QCAA Endorsement app to ensure that the correct ISMG (referring to the topics being assessed) is being used.
- When matching responses to the ISMG, teachers should clearly indicate how responses exceeding syllabus specifications have been managed in accordance with the school's assessment policy.
- Task instructions and questions should direct students to refer to the information and ideas in all stimulus texts when creating texts and exchanging information and ideas in French. The syllabus and ISMG require students to refer to stimulus texts.
- Assessment conditions require students to complete Session 1 assessment in one sitting, within the syllabus-specified time constraint. Following the conclusion of the session, if a response length exceeds syllabus specifications, the teacher is to indicate and annotate the portion of the response that was considered in marking.
- Teachers should vary conversation questions for each student to ensure that students are involved in an authentic conversation and can maintain and generate the conversation. Questions should reflect an exchange of information and ideas, rather than an interview situation (Session 2).
- Students can maintain and generate conversation without necessarily posing questions. Generation of conversation could come through a well-developed elaboration or by taking initiative, e.g. moving the conversation into different areas or providing examples of alternate perspectives to their own on the given topic.
- Ensure the ISMG marks are accurately awarded using the best-fit approach.
  - For criteria with two-mark range performance levels, if all characteristics of the performance level descriptor fit the response, award the higher mark, otherwise award the lower mark of that performance level, e.g. if all characteristics within the 11–12 mark performance level have been matched to the student response, it must be awarded a mark of 12.
  - If the response has characteristics from across three different performance levels, the response must be awarded the lower mark of the middle performance level, e.g. if there are characteristics identified across the 11–12 mark performance level, the 9–10 mark performance level, and the 7–8 mark performance level, the best fit is the 9–10 mark performance level, and the lower mark (9) must be awarded for this criterion.

# Internal assessment 3 (IA3)



## Extended response (30%)

Summative internal assessment 3 assesses subject matter selected from:

- Unit 4 Topic 1: Finishing secondary school, plans and reflections
- Unit 4 Topic 2: Responsibilities and moving on.

This assessment focuses on the communication and exchange of ideas and information. It is an open-ended task responding to three French stimulus texts. While students may undertake some research when developing the extended response, it is not the focus of this technique.

Student responses must be completed individually and in a set timeframe.

Students may choose to support their response with additional resources; these do not form part of the stimulus for the task.

This assessment occurs over an extended period of time. Students may use class time and their own time to develop a response. Some parts of the preparation time for the response may 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	34
Authentication	2
Authenticity	0
Item construction	2
Scope and scale	3

\*Each priority might contain up to four assessment practices.

Total number of submissions: 54.

### Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- provoked student thinking and critical and creative cognitions through the selection of engaging stimulus texts



- created a platform of a range of perspectives through the selection of stimulus texts and a task question that served as a springboard for students to synthesise their own perspectives
- prompted students to showcase cognitive skills by synthesising their extended response seamlessly into a well-integrated task question, task situation and stimulus text analysis
- prompted students, in Part 2, to elaborate with fresh ideas or information, on their Part 1 response.

### Practices to strengthen

It is recommended that assessment instruments:

- provide opportunities to students to cover all the assessable objectives and performance level descriptors of the ISMG by including instructions to analyse and evaluate information and ideas and to identify tone, purpose, context and audience
- include a clearly labelled and numbered in-class text, which is selected from the text types listed in the syllabus, and two clearly labelled and numbered unseen stimulus texts of 400–700 words when combined
- use clearly labelled and numbered audio/audiovisual texts without subtitles
- include, to constitute a series of visual texts, at least two visual texts of up to 60 words each with clear labelling and numbering for each visual in the series.

### 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	5
Language	3
Layout	0
Transparency	2

\*Each priority might contain up to four assessment practices.

Total number of submissions: 54.

### Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- conveyed perspectives accessible to Year 12 students at their stage of life, in language delivered at an accessible speed for Year 12 students of the language.

### Practices to strengthen

It is recommended that assessment instruments:

- avoid bias by including unseen audio/audiovisual texts with no subtitles or language on screen
- provide instructions for students for both Part 1 and Part 2 of the assessment within the task instructions section.



## Additional advice

- Where audiovisual text is either a specific scene or a trailer, subtitles are not to form part of the stimulus text.
- When considering a film for the in-class stimulus text, ensure students can synthesise analysis with their own perspectives and meet the assessment conditions.
- If selecting a website for the in-class stimulus text, submit a PDF with a selected website page and the link to the website.

## 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 in French	81.13%	11.32%	1.89%	5.66%
2	Exchanging information and ideas in French	73.58%	13.21%	1.89%	11.32%

### Effective practices

Accuracy and consistency of the application of the ISMG for this IA was most effective when, at the highest performance levels:

- responses were organised in a logical, systematic structure that clearly demonstrated the assessment objectives (Part 1)
- the response showed explicit analysis and evaluation of relevant information and ideas in the stimulus texts, with students drawing clear and justified conclusions
- the presentation included a formal conclusion and a personal conclusion
- the presentation related back to the task outline and context
- pronunciation and proficiency/fluidity of the presentation were evaluated within Characteristic 2 of the Analysing French texts in French criterion
- students were engaged in the conversation and not an interview, responding to and elaborating on questions in order to maintain and generate communication (Part 2)
- students provided their own opinions and perspectives, relating their responses back to the ideas and information from the Part 1 stimulus texts (Part 2).

## Practices to strengthen

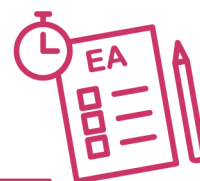
To further ensure accuracy and consistency of the application of the ISMG for this IA, it is recommended that:

- when matching responses to the ISMG, teachers clearly indicate and annotate how responses exceeding syllabus specifications have been managed in accordance with the school's assessment policy
- for Characteristic 2, responses have addressed purpose, audience, context and tone at least once for each element across the presentation (Part 1)
- for Characteristic 3, analysis and evaluation should address opinions, ideas and perspectives in each of the three stimulus texts, along with the students' personal conclusions and justifications
- transcripts are not to be considered when matching multimodal presentation responses to the ISMG.

## Additional advice

- Teachers should encourage students to structure their response clearly to facilitate demonstration of each of the assessment objectives, e.g. introduction, analysis/evaluation of each stimulus, conclusion (Part 1).
- Students are encouraged to convert their Powerpoint to MP4 or an alternate accepted video format so that they can easily verify that the response is within the specified time limit before submitting it. This also allows teachers to easily check timings when marking and facilitates access for confirmation (Part 1).
- Teachers should limit their input during the 3–7 minute conversation so that responses are student-centred (Part 2).
- Conversation questions are varied for each student and based around student responses, rather than read from the sample question list. This will facilitate the opportunity for students to engage in an authentic conversation, and to maintain and generate the conversation (Part 2).
- Teachers should guide students through the conversation to ensure that the ISMG characteristics for the criterion of Exchanging information and ideas in French can be demonstrated at the highest performance-level descriptors within the syllabus-specified time limits (Part 2).
- Schools should ensure that the correct and appropriate number of files are uploaded for each student.
- Teachers should verify the audio quality of all files when uploading for submission.

# 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 — (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:

- Paper 1, Section 1 consisted of short response questions (17 marks)
- Paper 1, Section 2 consisted of short response questions (16 marks)
- Paper 1, Section 3 consisted of an extended response question (21 marks).

The examination assessed subject matter from Unit 4. Questions were derived from the context of Topic 1: Finishing secondary school, plans and reflections and Topic 2: Responsibilities and moving on.

The assessment required students to analyse French stimulus texts in both English and French, and to create a written extended response in French.

The stimulus text for the Section 1 short response in French was an audio text in French with two associated questions. The stimulus texts for the Section 2 short response in English consisted of two written texts in French with four associated questions.

### Assessment decisions

Assessment decisions are made by markers 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 to:

- the information and textual conventions requirements of the extended response.

## Short response in French: Question 1

This question required students to identify the three prizes mentioned in the audio and describe how they could each be won in French with few errors.

Effective student responses in the receptive mode:

- stated there were three prizes to win on the radio. The first prize was a return trip to New Caledonia. To win it, listeners had to call the radio station and answer three questions correctly. The second prize was an online K-pop concert. To win it, listeners had to respond correctly to two questions. The prize for answering one of the three questions correctly was an album chosen by the listener.

Effective student responses in the productive mode:

- conveyed meaning relevant to the question with few errors.

Sample of effective practices

This excerpt has been included:

- to demonstrate responses clearly addressing all requirements of Question 1 and with close reference to the stimulus through paraphrasing and well-chosen brief quotations
- to illustrate meaning conveyed in French with few errors.

### Excerpt 1

#### QUESTION 1 (10 marks)

Identify the three prizes mentioned in Stimulus 1 and describe how each prize can be won.

les trois prix mentionnés dans l'audio sont un voyage aller ~~et~~-retour pour la Nouvelle-Calédonie d'une <sup>valeur de</sup> 1200 euros, un billet pour un concert en ligne de K-pop et un album des choix de Séline d'artiste en vogue. Il faut qu'elle réponde correctement à toutes les trois questions pour gagner le premier prix, mais seulement à la deuxième question pour gagner le deuxième prix. Pour gagner le troisième prix, il faut qu'elle réponde correctement à une question. La première question était «peux-tu nommer une langue parlée en Nouvelle-Calédonie?», la deuxième était «comment s'appelle l'ambassadeur de France en Australie?» et la troisième «qui a gagné le concours de la meilleure chanson?»

## Short response in French: Question 2

This question required students to identify the context of the stimulus and to justify the response with two examples from the stimulus in French with few errors.

Effective student responses in the receptive mode:

- stated that the context was a radio game show and gave supporting examples, such as 'Selina called the radio to participate in the competition', 'Call Radio Nationale Trois now if you want to have the chance to win one of three prizes', and 'Tell me, Selina, would you like to travel?'.

Effective student responses in the productive mode:

- conveyed meaning relevant to the question with few errors.

Sample of effective practices

This excerpt has been included:

- to demonstrate responses clearly addressing all requirements of Question 2 with close reference to the stimulus through paraphrasing and well-chosen brief quotations
- to illustrate meaning conveyed in French with few errors.

### Excerpt 1

#### QUESTION 2 (7 marks)

What is the context of Stimulus 1? Justify your response with two examples from the stimulus.

Le contexte du premier stimulus est une conversation <sup>par l'intermédiaire d'un téléphone</sup> entre <sup>une auditrice de la radio</sup> ~~une~~ Selina, <sup>qui écoute</sup> et l'hôte de Radio National Trois. <sup>concernant une compétition</sup> C'est clair car au début du texte, l'homme dit ~~que~~ que l'audience peut ~~appeler~~ appeler la station afin de gagner un des trois prix. <sup>C'est ce que</sup> ~~De plus,~~ Selina fait. De plus, à la fin du stimulus, l'homme dit qu'il y a une autre occasion (demain) pour gagner un prix et participer à la compétition.

Do not write outside this box.

### Short response in English: Question 3

This question required students to name a plausible audience for Stimulus 2 and to justify the response with two examples from the stimulus.

Effective student responses:

- identified the audience as parents/carers of high school students with a child sitting the Baccalaureate, as they would be interested in reading this blog
- provided two different examples in English justifying their decision, such as 'the title reads, "How can you support your teenager?"', and 'The writer says they could not find anything to support parents during their own child's exam period'.

Sample of effective practices

This excerpt has been included:

- to exemplify the naming of a plausible audience justified with two discrete examples.

#### Excerpt 1

##### QUESTION 3 (3 marks)

Who is a plausible audience for Stimulus 2 in the stimulus book? Justify your response with two examples from the stimulus.

A plausible audience for stimulus 2 in the stimulus book is the parents of year 12 students studying for and undergoing the Bac. This is evident when the author of the text writes that "you [as parents] have an essential role to play for your child" and that "you must have confidence in your child", targeting the audience of parents.

### Short response in English: Question 4

This question required students to identify two reasons for writing Stimulus 2 and to justify the response with an example from the stimulus for each reason.

Effective student responses:

- distinguished two different reasons for the writing of the stimulus. The first reason for writing this piece came from the author's own experiences with their child. The second reason for writing this piece was to help other caregivers
- linked clearly, and in English, two different examples from the stimulus with the two different reasons. Supporting examples for the first reason include that the author did not know how to support their own child during the exam period and were unable to find any information during this time. To support the second reason, the author stated, 'I want to offer advice on how you can help your child with the exam period' and then provided a set of practical strategies, including cooking meals and sharing conversation.

Sample of effective practices

This excerpt has been included:

- to showcase the naming of reasons synthesised with their pertinent supporting examples in English as justification.

#### Excerpt 1

##### QUESTION 4 (4 marks)

Identify two reasons for writing Stimulus 2. Justify your response with an example from the stimulus for each reason.

The purpose for writing stimulus 2 is to provide advice to adults about taking care of grade 12 students about to sit the BAC, and to reflect on the author's experience 2 years ago when their child was preparing for the BAC – and finding what worked for them. The advising nature of the text is consistently highlighted when the author states they "wish to offer <sup>the</sup> ~~your~~ audience] some advice" and then advises parents ~~to~~ that "[they] could help <sup>their kids</sup> ~~them~~] ~~and~~ revise their lessons, for example". Furthermore, the author states that "it's been 2 years since they were in [the audience's] place" and that they have reflected for a long time and "wish to offer advice to support [their] child as they approach exams". Audiences are advised to "stay



### Short response in English: Question 5

This question required students to analyse how language choices established the tone of Stimulus 3 and to justify the response with three examples from the stimulus.

Effective student responses:

- identified the positive tone of the text
- selected three specific examples from the stimulus to illustrate in English how tone had been inferred, e.g. the positive tone set up Africa as becoming the future 'powerhouse' of French. The reference in the title to Africa having a 'promising future' was a positive introduction to the article. Throughout the article terms such as 'the great news', 'crisp and delicious baguette' and the 'dramatic growth of French speakers in Africa' reinforced the excitement and positivity of the information imparted and made the reader feel excited about the possibilities offered for the growth of French language and culture.

Sample of effective practices

This excerpt has been included:

- to show how the identification of the inferred tone is supported by pertinent examples in English with close reference to the stimulus.

#### Excerpt 1

##### QUESTION 5 (4 marks)

Analyse how language choices establish the tone of Stimulus 3 in the stimulus book. Justify your response with three examples from the stimulus.

The tone of stimulus 3 is excitement for the future of French. It achieves this by outlining the significance of Africa as the "continent of the future" and shows how the population growth in Africa will result in the number of French speakers worldwide increasing. The stimulus also alludes to the rich French culture in Africa by mentioning that the first stop for Senegalese in the morning is for a crispy delicious baguette. This presents excitement for the future of French as the growth of Africa and its language gives French speaking people greater opportunities in the future as it could become the second most spoken language in the world.



### Short response in English: Question 6

This question required students to decide to what extent the author of Stimulus 3 achieved their purpose and to justify the response with three examples from the stimulus.

Effective student responses:

- named the author's purpose as allaying fears that the French language is dying
- contained a valid conclusion about the extent to which the author achieved their purpose, e.g. stating that the writer was very successful in allaying fears that the French language is dying
- itemised in English three specific examples from the stimulus and illustrated how the examples supported their conclusion. Examples include that the article gave information on the French influence in former African colonies, such as that Senegalese people buy baguettes from the bakery every morning, can go shopping at one of the French supermarkets and can withdraw cash from a French bank. The article also stated that Africa is currently the continent with the most French speakers and according to demographic predictions, the continent's population is expected to triple by 2050, and argued that French could become the world's second most spoken language by 2050.

Sample of effective practices

This excerpt has been included:

- to illustrate the articulation of a valid conclusion about the extent to which the author achieves their purpose, the clear identification of purpose and how examples are selected to substantiate the conclusion.

## Excerpt 1

## QUESTION 6 (5 marks)

To what extent does the author of Stimulus 3 achieve their purpose? Justify your response with three examples from the stimulus.

The purpose of this text is to inform readers about the french language <sup>and culture</sup> in Africa, as it is a very prominent language there. The author ~~ach~~ achieves this purpose to a significant extent as they communicate to the audience using facts, ~~an~~ statistics and imaginative writing – for example, the author lets the ~~the~~ reader imagine a bakery in Senegal, ~~an~~ where you can ~~the~~ buy a "delicious baguette," ~~the~~ as people from Senegal go ~~the~~ to the bakery every morning. ~~the~~ The author also informs the reader that <sup>parts of</sup> Africa ~~was~~ was colonised by the French, so some big ~~an~~ French companies are in "more than 20 African countries." This ~~an~~ shows that many parts of French culture are in Africa. Additionally, the author notes that "the manner of speaking (French) in Africa is different"

## Extended response in French: Question 7

This question required students to write an email of 200–300 words in French to a Tahitian friend considering combining part-time work with study and providing advice on how to find part-time work while at high school. In the email, students had to:

- explain how part-time work could help high school students prepare for the future
- examine the advantages and/or the disadvantages of part-time work for high school students
- give advice to the Tahitian friend on reconciling a part-time job with study.

Effective student responses:

- addressed all three of the points required in the task and provided elaboration on each point
- used an informal salutation and farewell with a consistent register for the informal nature of the task
- generated a cohesive response that conveyed advice to the Tahitian friend and showcased the accurate application of a range of language elements.

## Samples of effective practices

These excerpts have been included:

- to demonstrate the addressing and elaboration of required information
- to illustrate how meaning is conveyed astutely through the insightful selection, sequencing and synthesis of information
- to demonstrate the accurate application of a wide range of language elements
- to exemplify the use of an informal salutation/farewell.

**Excerpt 1**

This excerpt has been included:

- to highlight the clear identification of required information and its elaboration.

J'ai des conseils pour ~~aider~~ concilier petit boulot et études. Il est essentiel que tu aies un plan ~~le~~  
~~De plus, quand tu fais un plan,~~ Je recommanderais que tu parles avec tes parents et n'oublies pas que tes études sont plus importants. De plus, la chose la plus importante est tu peux quitter si tu trouves que tu es trop stressé. Cependant, je recommanderais que tu ~~choisies~~ as un petit boulot que tu aimes et que <sup>te permettra</sup> ~~tu penses que tu~~ <sup>te pourra</sup> ~~apprendre~~ apprendras beaucoup tous les jours. J'espère que c'est meilleure pour toi et n'hésité pas de me poser beaucoup de questions!

This excerpt has been included:

- to illustrate an astutely synthesised and cohesive personal response to the task.

### Excerpt 2

Malgré, il y a des inconvénients avec le travail ~~à la tra~~  
pour les lycéens. C'est stressant de trouver le balance avec  
les études et, honnêtement, il y aura des défis. Quand  
j'avais un petit boulot, j'ai dû jongler jongler mes  
responsabilités et j'ai dû quitter ma zone de confort. De plus,  
j'ai mis beaucoup de pression de réussir <sup>mes études et le</sup> ~~avec tous les~~  
travail  
choses et ~~par conséquent~~ à cause de la stress, j'en ai marre  
avec les deux. Ce n'est pas facile, mais, c'est possible.  
Si tu peut trouver une vie équilibré, tu réussiras.

Alors, je vais te donner les conseils pour réussir avec ton  
petit boulot et tes études en même temps.

This excerpt has been included:

- to model the application of a wide range of vocabulary, grammar and tenses with few errors.

### Excerpt 3

Savais-tu qu'en ayant un ~~petit~~<sup>so</sup> travail à temps-partiel, tu  
pourras non seulement gagner de l'argent pour les sorties, mais aussi  
développer des compétences pour entrer dans le monde réel? C'est vrai!  
Quand j'avais un petit travail, c'était essentiel que je développe la  
flexibilité quand il y avait <sup>des difficultés</sup> ~~un problème~~, que j'apprenne comment parler  
~~cordialement~~ cordialement et effectivement avec les autres, et que  
je sache comment résoudre les problèmes. ~~Ce s'avère~~<sup>xx</sup> ~~réellement utile~~  
à l'avenir

### Practices to strengthen

It is recommended that when preparing students for external assessment, teachers consider:

- for the short response questions in English, ensuring students are practised in providing examples from the stimulus in English
- for short response questions eliciting tone, ensuring students are practised in applying a well-chosen adjective or two that describe an emotion/feeling rather than incongruously describing tone as 'informative' or identifying register (formal/informal). The selected adjective should be justifiable with examples from the stimulus
- for short response questions, ensuring that students are practised in responding to all requirements of the questions
- for extended response questions in French, ensuring that students separate key ideas into different paragraphs and connect ideas and information with a variety of cohesive devices
- for extended response questions in French, reminding students to showcase their accurate application of a wide range of vocabulary, grammar and tenses
- reminding students not to rely on exam stimulus material when generating the extended response.

### Additional advice

- Teachers are encouraged to teach students explicit strategies for paraphrasing and synthesising evidence from a stimulus text into a short response in French.
- Teachers are encouraged to remind students to transfer their practice from internal assessments to the external assessment, e.g. when naming tone, purpose, context or audience.
- Teachers are encouraged to reinforce the expectation of a high level of accuracy in spelling, verb conjugations and tenses, particularly for basic language.
- Teachers are encouraged to challenge students to showcase the application of complex language selected from the mandatory language elements (Syllabus section 1.2.5).