French subject report

2023 cohort

January 2024

Contents

Introduction

Throughout 2023, schools and the Queensland Curriculum and Assessment Authority (QCAA) continued to improve outcomes for students in the Queensland Certificate of Education (QCE) system. These efforts were consolidated by three years of experience in teaching, learning and assessment of the current General and General (Extension) senior syllabuses, and school engagement in QCAA endorsement and confirmation processes and external assessment marking. The current evaluation of the QCE system will further enhance understanding of the summative assessment cycle and will inform future QCAA subject reports.

The annual subject reports seek to identify strengths and opportunities for improvement of internal and external assessment processes for all Queensland schools. The 2023 subject report is the culmination of the partnership between schools and the QCAA. It addresses school-based assessment design and judgments, and student responses to external assessment for this subject. In acknowledging effective practices and areas for refinement, it offers schools timely and evidence-based guidance to further develop student learning and assessment experiences for 2024.

The report also includes 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 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 internal and 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 highlights

52
schools
offered French

93.13%
of students
completed
4 units

99.3%
of students
received a C
or higher

Subject data summary
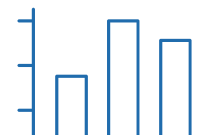
Subject completion

The following data includes students who completed the General subject.

Note: All data is correct as at January 2024. Where percentages are provided, these are rounded to two decimal places and, therefore, may not add up to 100%.

Number of schools that offered French: 52.

Completion of units	Unit 1	Unit 2	Units 3 and 4
Number of students completed	611	600	569

Units 1 and 2 results

Number of students	Satisfactory	Unsatisfactory
Unit 1	603	8
Unit 2	588	12

Units 3 and 4 internal assessment (IA) results

Total marks for IA

IA1 marks

IA1 total

IA1 Criterion: Analysing French texts in English
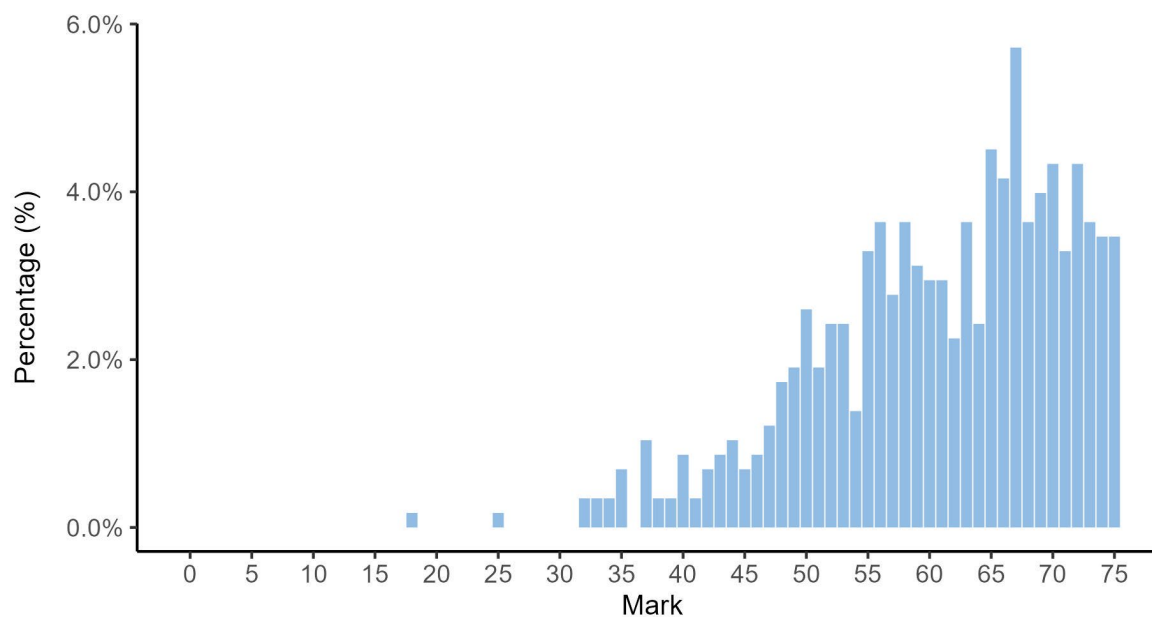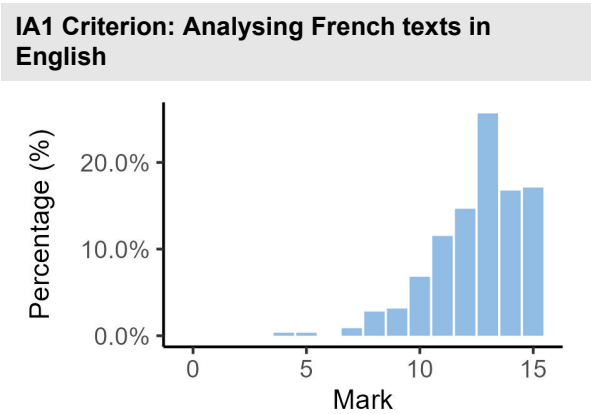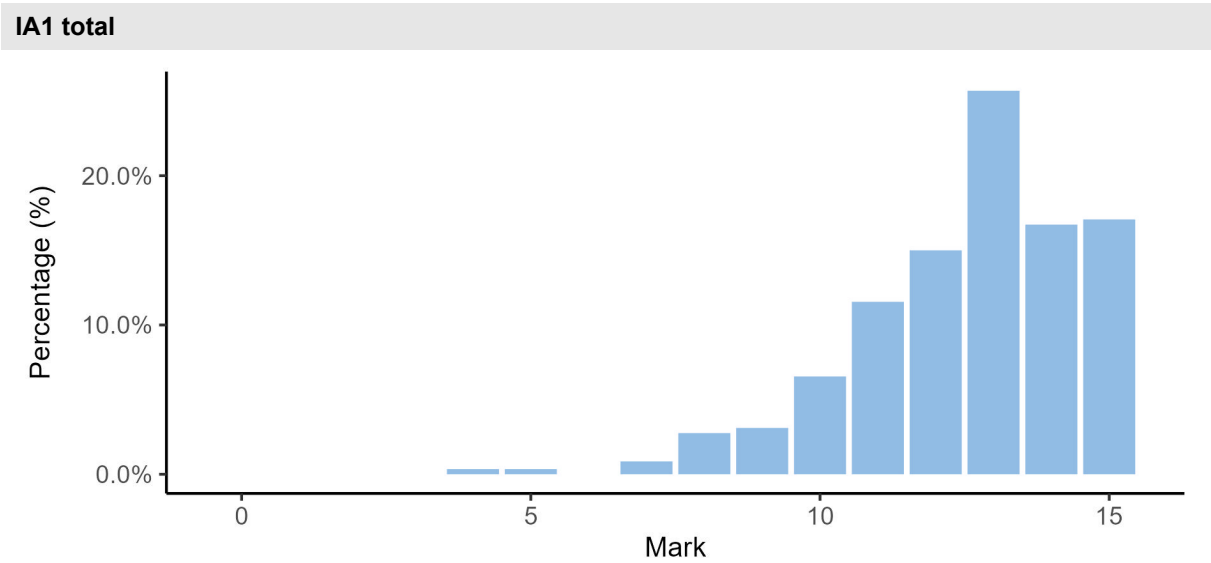
IA2 marks

IA2 total
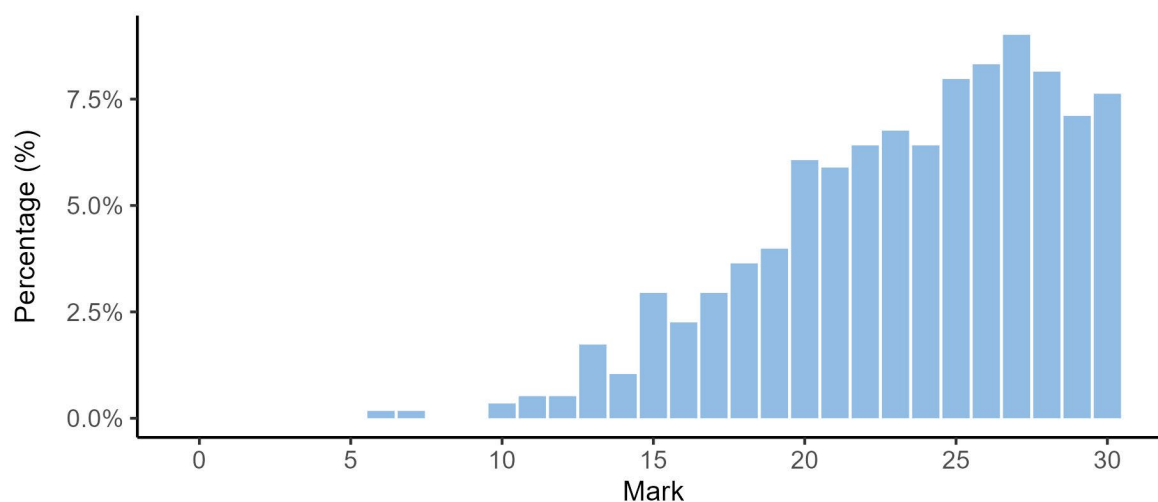
IA2 Criterion: Analysing French texts in English
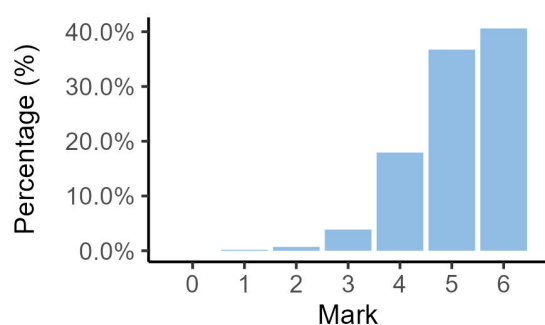
IA2 Criterion: Creating French texts with French stimulus
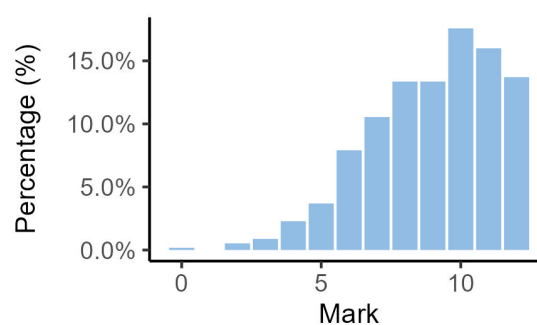
IA2 Criterion: Exchanging information and ideas in French
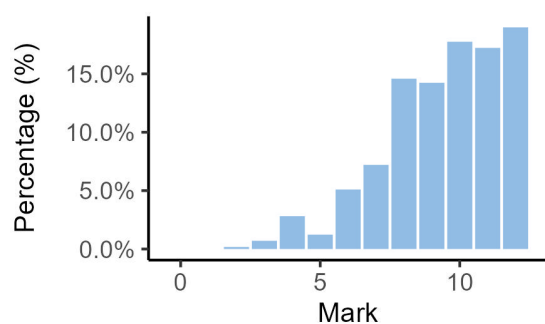
IA3 marks

IA3 total
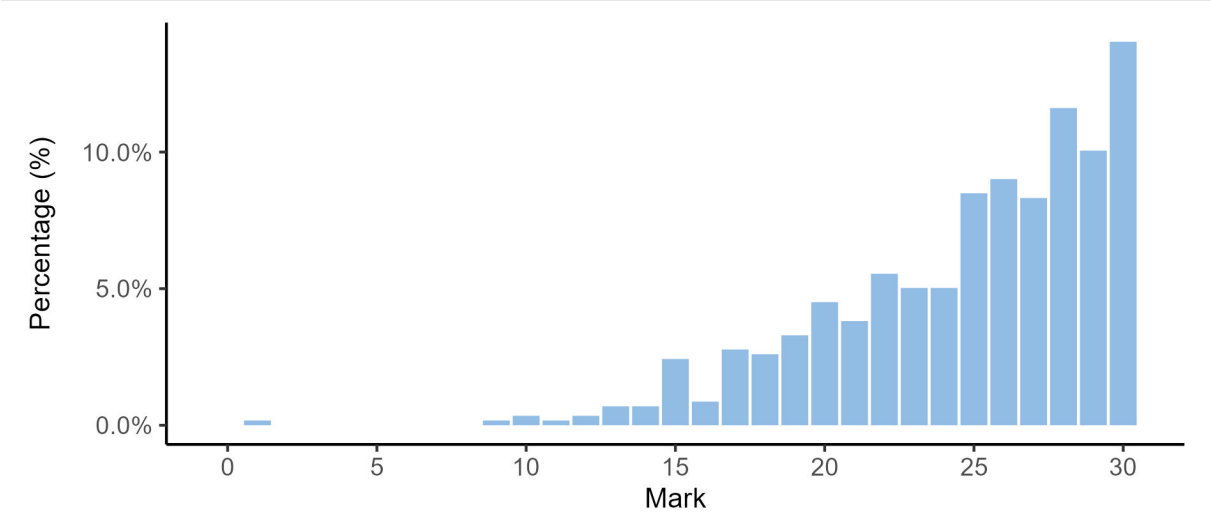
IA3 Criterion: Analysing French texts in French
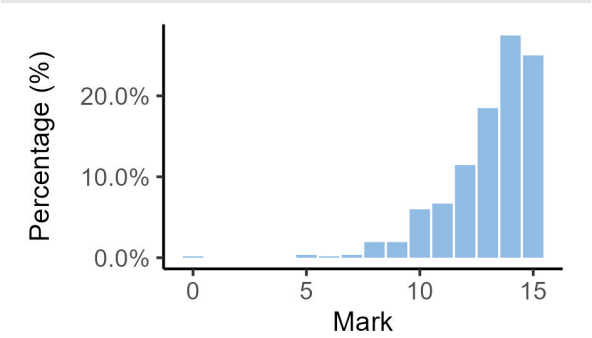
IA3 Criterion: Exchanging information and ideas in French
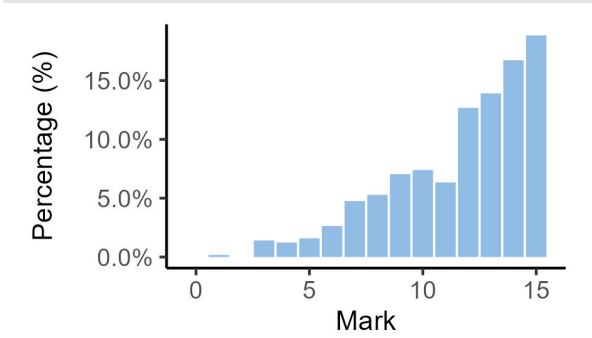
External assessment (EA) marks
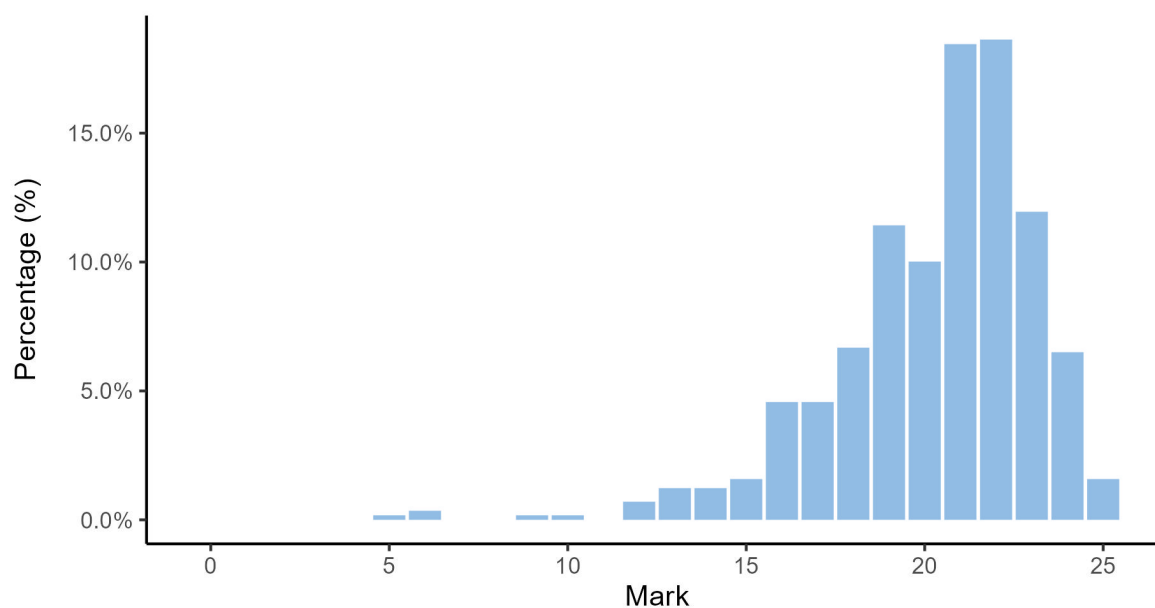
Final subject results

Final marks for IA and EA
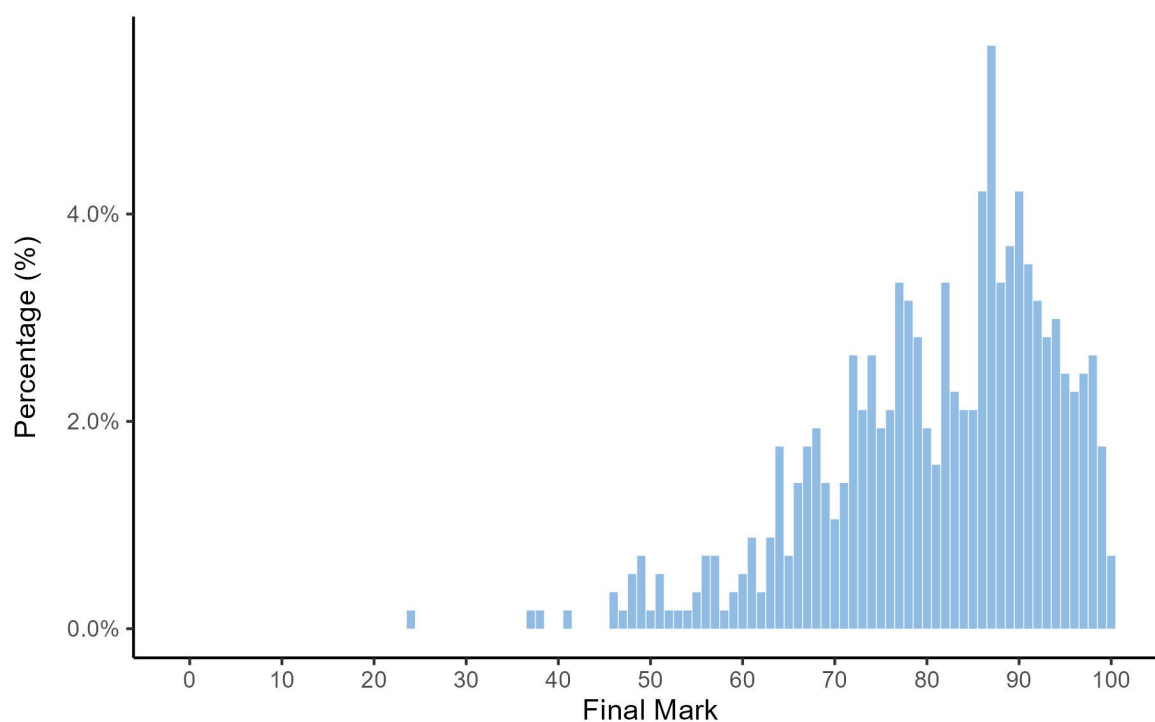
Grade boundaries

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	100–83	82–66	65–46	45–18	17–0

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	298	208	59	4	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 *QCE and QCIA policy and procedures handbook v5.0*, Section 9.6.

Percentage of instruments endorsed in Application 1

Number of instruments submitted	IA1	IA2	IA3
Total number of instruments	52	52	51
Percentage endorsed in Application 1	51%	32%	37%

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 v5.0*, Section 9.7.

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	50	315	19	80%
2	50	325	4	76%
3	49	317	0	87.76%

Internal assessment 1 (IA1)

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	7
Authentication	0
Authenticity	0
Item construction	3
Scope and scale	4

*Each priority might contain up to four assessment practices.

Total number of submissions: 52.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- prompted students to identify purpose, audience, context and tone (PACT) and, therefore, to meet Assessment objective 2

- facilitated student identification of tone by providing stimulus material with tangible and specific feelings, emotions or expressions

- cued students to analyse and evaluate and, consequently, to meet Assessment objective 3 (Syllabus section 4.6.1)

- provided clear instructions about how students were expected to respond to each question, e.g. 'Use the three French stimulus texts provided to answer the following five questions, up to 100 words per question'.

Practices to strengthen

It is recommended that assessment instruments:

- include audio or audiovisual stimulus without subtitles or captions

- align stimulus texts with Unit 3 Topic 1 subject matter.

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	6
Language	3
Layout	1
Transparency	15

*Each priority might contain up to four assessment practices.

Total number of submissions: 52.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- numbered stimulus clearly so that students were able to match the stimulus with the relevant question/s

- modelled accurate spelling and grammar in the French stimulus and in the English questions and task instructions.

Practices to strengthen

It is recommended that assessment instruments:

- instruct students to respond to the short response questions in English (Syllabus section 4.6.1)

- provide clearly audible audio

- include distinct voices when there is more than one speaker in the audio stimulus.

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 English	80%	16%	0%	4%

Effective practices

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

- teachers and students understood the characteristics in each of the performance-level descriptors, including the qualifiers across different mark ranges, i.e. when teachers awarding marks for effective vs. perceptive clearly differentiated identifications of tone, understanding that a perceptive identification shows insight in the response

- students appropriately applied the glossary definitions of purpose, audience, context and tone (PACT) in order to demonstrate understanding of PACT, i.e. when students identified the social, historical and/or cultural context of a text from the stimulus rather than simply stating the text type and referring to genre conventions

- teachers awarded marks at the highest performance level for analysis and evaluation questions when responses were well constructed and provided considered justification, demonstrating thorough comprehension and discerning evaluation of information and ideas.

Samples of effective practices

The following excerpts illustrate well-synthesised responses that are thoughtfully articulated. Identifications of purpose, audience, context and tone (PACT) include valid and justifiable interpretations of inferences about meaning, values and attitudes whilst also demonstrating a thorough comprehension of information from texts. This is a 14–15 mark range response.

Note: The characteristic/s identified may not be the only time the characteristic/s has occurred throughout a response.

Excerpt 1

The[^Social] Context of this article is ~~made~~ clear in the introduction, where ~~the the~~ traditional but ~~still~~ prevelant gender role norms are outlined, particularly with the ~~mother~~[father] earning money while the "mother hen" raises the children. As such, the goal of this text is to challenge the status-quo, as outlined by the title: "Father hen? Why not?", ~~as~~ while exploring alternative options[and their affects.] ~~to a stay at home mum~~ For example, having both parents ~~build~~[working] ~~careers~~ is an option, but impacts family life. ~~Alternatively, a stay at home dad can~~[raise the children] ~~tend the~~ ~~the~~ ~~text aims to challenge~~ ~~the idea~~ of "motherly ~~instinct~~ ~~and replace~~ ~~it with the gender neutral "parental instinct".~~ Exploring the trends of gender roles between the mother and the father, the likely audience of the text is heterosexual couples who balance finance with raising kids.

Excerpt 2

T. The text ~~takes~~[uses] a critical tone to analyse current social trends, ~~in~~ shedding light on ~~unjustified~~ disparities and challenging ~~accepted~~ norms. This is first seen in the title: "Father-hen? Why not?", which ~~directly~~ tackles the societal norm of the "mother hen", where the mother raises the children. ~~Plus~~ The text also tackles the notion of ~~a~~ "mother's instinct", replacing it with the gender neutral "parental instinct". ~~Finally, the~~

T- ~~the last paragraph~~ ~~the~~ The critical tone towards current trends is evident in the suggestion of a new future. ~~While acknowledging~~ ~~the difficulties in being maintaining~~ ~~household's function,~~ the author states that women are not neccesarily better at it maintaining the household[so] it would be a positive image for fathers to pionier adopting this role.

Practices to strengthen

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

- for the second descriptor

  - when awarding marks at the highest performance level, student responses contain information that is inferred from the social, historical and/or cultural context evidenced within the stimulus

  - teachers understand that, when student responses do not contain the words 'purpose, audience, context or tone' (PACT), these may still have been addressed in the response to that question, e.g. 'the text tries to ... ' or 'the stimulus is aimed towards ... '

  - when student responses identify an audience incorrectly but do provide relevant and accurate justification from the stimulus to support their decision, schools should consider whether the response has correctly inferred some meaning, values and attitudes, e.g. the response may identify an audience, albeit not effectively.

Additional advice

- Teachers should ensure that students are familiar with syllabus definitions of 'context' to facilitate students' ability to address questions relating to that element of PACT.

- Schools

  - should use a best-fit approach to determine a result where evidence in an assessment response matches descriptors at different performance levels in a criterion (Syllabus section 1.3). For further information and guidance, see

    - *QCE and QCIA policy and procedures handbook v5.0*, Section 9.7.1

    - *Making judgments* webinar resource, in the Syllabus application (app)

    - *Module 3 — Making reliable judgments*, in the Assessment Literacy app.

  - are responsible for ensuring the quality, accuracy and accessibility of the required files for confirmation, e.g. that responses to all questions are included and edges of pages are fully scanned to ensure whole words and sentences are visible (*QCE & QCIA policy and procedures handbook v5.0*, Section 9.7.3) and should refer to the *Confirmation submission information* for each subject (available in the Syllabuses app) to check the submission requirements.

Internal assessment 2 (IA2)

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	20
Authentication	0
Authenticity	1
Item construction	1
Scope and scale	4

*Each priority might contain up to four assessment practices.

Total number of submissions: 52.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- cued analysis in Session 1 Part 1 by instructing students to compare and/or contrast stimulus perspectives and, therefore, to meet Assessment objective 3

- enumerated the pieces of evidence from the stimulus required to respond to the short response questions

- instructed students to make reference to more than one stimulus from Session 1 in the Session 1 Part 2 extended response

- provided open-ended sample Session 2 questions that provided opportunities for students to demonstrate achievement at the highest performance levels of the ISMG for the criterion Exchanging information and ideas in French.

Practices to strengthen

It is recommended that assessment instruments:

- provide short response questions in a question format (e.g. 'How does the author feel about the situation?) or using a command (e.g. 'Evaluate how the speaker feels')
- devise short response questions so that new understanding is elicited from students and repetition across responses is avoided.

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	3
Language	7
Layout	0
Transparency	21

*Each priority might contain up to four assessment practices.

Total number of submissions: 52.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- provided stimulus with a range of perspectives across both sessions of the examination to stimulate spontaneous and personal student responses
- prompted clear matching of evidence of student achievement with the ISMG by using syllabus cognitive verbs.

Practices to strengthen

It is recommended that assessment instruments:

- avoid sensitive subject matter that may cause distress or harm to students (*QCE and QCIA policy and procedures handbook v5.0*, Section 8.22)
- include a context and text type for the Session 1 Part 2 extended response to enable students to meet the highest performance levels of the ISMG, e.g. 'write an email to a friend … '
- include syllabus-specified response lengths for short response questions and for the extended response in the Session 1 instructions, e.g. 'Respond to the following three questions in English and in no more than 100 words'
- instruct students to refer to at least one Session 1 stimulus as well as the Session 2 stimulus during the Session 2 conversation, e.g. 'In your conversation with your teacher, refer to the stimulus from both Session 1 and 2'.

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 English	96%	2%	2%	0%
2	Creating French texts with French stimulus	82%	12%	0%	6%
3	Exchanging information and ideas in French	90%	4%	2%	4%

Effective practices

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

- in Session 1 Part 1: Analysing French texts in English

  - for the first descriptor, responses with marks awarded in the upper performance levels demonstrated evidence of thorough comprehension, with no misinterpretation of information or detail from the stimulus

  - for the second descriptor, responses with marks awarded in the top performance level perceptively identified each element of the purpose, audience, context and tone (PACT) characteristic. When one of these elements was generally or ambiguously identified (despite the other elements within PACT being perceptively identified), overall, the match of evidence would be 'effective', rather than 'perceptive'. As such, the second descriptor in the 5 mark performance level was the appropriate match.

  - for the third descriptor, responses with marks awarded in the upper performance levels included analysis and evaluation of all relevant information from the stimulus texts, by demonstrating understanding of the details and nuances of the stimulus.

Samples of effective practices

The following excerpts illustrate creating an extended response for the Creating French texts with French stimulus criterion, using conventions of the genre specified in the task (blog). These are high-level responses at the 11–2 mark range.

Note: The characteristic/s identified may not be the only time the characteristic/s has occurred throughout a response.

Excerpt 1

La blog de Julie

Ma vie en Australie

Bonjour à tous.

Je vais parler à ma vie en Australie.

Excerpt 2

Si vous avez des questions n'hésitez pas à me contacter.

The following excerpts illustrate creating an extended response using proficient and complex French in the Creating French texts with French stimulus criterion, including a wide range of grammar, tenses and vocabulary as well as astute cohesion of ideas between and within paragraphs. The responses synthesise relevant details from stimulus texts to support a detailed personal response.

Excerpt 1

J'aime rester en contact avec des amis de l'école primaire en allant parfois au restaurant. Le mois dernier, je suis allée au restaurant italien avec des amis de l'école. C'était fantastique de se retrouver. Aussi, j'utilse mon téléphone pour envoyer des textos à mes amis parce qu'ils me permettent de rester en contact. En fait, la semaine dernière j'ai envoyé des textos à mon amie française, pour lui informer des feux de brousse actuels en Australie car elle s'intéresse à l'environnement.

comme elle, j'essaie d'aider l'environnement. L'année dernière j'ai découvert que la viande est très mauvaise pour l'environnement, par exemple les vaches pètent et rotent du méthane. Alors pour réduire notre empreinte carbone, mes amis mangent moins de viande et quand j'aurai déménagé, je mangerai un régime végétarien. Aussi, ma famille essaie d'acheter nos aliments aux marchés locaux. Il faut qu'on soit écolo avant que ce soit trop tard!

Stimulus 3

Excerpt 2

> 200 c'est dangereux. Comment ~~tes~~ ados savent ce
> que les stars font? En général, c'est grâce
> aux réseaux sociaux! Mais est-ce qu'ils sont
> vraiment mals? Selon moi, non. Oui, il y a des
> désavantages, mais il y a plus d'avantages. En ligne,
> vous ~~on peut~~ [pouvez] rencontrer beaucoup de gens qui aiment
> 240 les mêmes choses que vous. ~~On peut~~ [Vous pouvez] trouver que vou[s]
> des opportunités sur les réseaux sociaux ~~qu'on~~
> n'~~auriez~~ [aurait] jamais ~~pa~~ dans le «vrais» monde. Selon
> moi, c'est impossible d'arrêter les réseaux sociaux,
> donc il faut que nous l'acceptions, et dans l'avenir,
> nous nous aurons [tous] amélioré grâce aux réseaux sociaux
> Merci d'avoir m'écouté, et bonne journée!

Excerpt 3

> Sans aucun doute, il faut que nous fassions du bénévolat
> dans des organismes de services communautaires et des groupes
> de soutien. Ça enseigne la solidarité, l'empathie, le respect, la
> reconnaissance des limites et, selon Léa, nous apprenons à
> parler en public. Pour moi, j'ai vu les impacts positifs du
> bénévolat sur ma communauté, donc, je le recommanderai
> certainement. Grâce au bénévolat, j'ai acquis de l'expérience et
> les compétences de la communication et je me suis sentie utile.
> ~~Aussi, je suis d'accord avec~~ Aussi, je ~~suis d'accord avec~~ Hachmya,
> ~~parce que j~~ comme Hachmya, j'ai fait ~~des~~ nouvelles rencontres
> qui partageaient les mêmes valeurs que moi. ✓

Practices to strengthen

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

- in Session 1 Part 2: Creating French texts with French stimulus

  – responses with marks in the upper performance level awarded are well-structured and organised into cohesive paragraphs, which include astute and seamless synthesis of information and ideas from stimulus texts to support the personal response

  – for the first descriptor

    ▪ responses that demonstrate a proficient degree of accuracy in the 11–12 performance level

      o respond to the task

      o write to the specified genre using the conventions required and integrate the ideas from the stimulus appropriately

      o use a variety of complex grammar, tenses, vocabulary and cohesive devices with a high degree of accuracy

    ▪ responses that include grammar, tenses and vocabulary with errors are more appropriately awarded marks in the 9–10 performance level

    ▪ responses that are simple, lacking variety in vocabulary, and do not include complex French but are written with enough control to convey meaning, are awarded marks in the 7–8 performance level

  – for the third descriptor

    ▪ written responses make reference to information and ideas from at least two stimulus texts

    ▪ responses awarded marks in the top performance level select, sequence and synthesise details from stimulus texts in a discerning manner, i.e. the responses are discriminating, making thoughtful and astute choices, selected for value or relevance. Responses that provide direct quotations are displaying adequate selection of details from stimulus texts (5–6 performance level). Responses that paraphrase information from the stimulus rather than give direct quotations are better matched to 11–12, if their personal response is discerning, and 9–10 if their personal response is effective

- in Session 2, Exchanging information and ideas in French

  ▪ responses demonstrate understanding of information, ideas and subject matter from within the unseen Session 2 stimulus and from at least one of the stimulus texts from Session 1

  ▪ students who require occasional and/or frequent prompting, repetition or clarification of questions to maintain communication are awarded marks in the 7–8 range if the prompting is occasional, or 5–6 if the prompting is frequent.

Additional advice

- In Session 1, French texts in English

  – teachers should remind students that tone refers to feelings and/or emotions conveyed and/or evoked. Words such as 'informative', 'educational', 'formal', 'casual' are not adequate descriptors for tone.

- In Session 2, Exchanging information and ideas in French

    – teachers should ensure questions that are asked relate to the Session 2 stimulus and more than one Session 1 text, thereby allowing students to achieve at the upper performance levels for the first descriptor

    – teachers need to ask open-ended questions that are responsive to student input, facilitating students' potential to generate and maintain conversation with spontaneity

    – students should be engaged in an unprepared student-centred conversation and assessed on their ability to provide a spontaneous personal response. Sample questions submitted at Endorsement are to be used as a guide only. They should not be provided to students prior to the examination and teachers should vary their questions based on student input to allow students to demonstrate conventions of a spoken conversation

    – teachers must provide a clean copy of at least one of the stimulus items from Session 1 in addition to the Session 2 unseen stimulus for students to refer to during planning time

    – teachers should test their recording device prior to recording to ensure clear and audible quality of the student-centred conversation. Devices should be close to the student, with the microphone facing the student.

- Schools

    – should ensure they have annotated the ISMG to indicate the characteristics they have found in the student's responses using the best-fit approach (*QCE and QCIA policy and procedures handbook v5.0*, Section 9.7.1), e.g.

        - when the majority of characteristics are highlighted in one performance level (e.g. in the 9–10 performance level) and one characteristic is highlighted in the level below (the 7–8 performance level), the lower of the two marks in the higher performance level must be awarded (in this case, a mark of 9)

        - when evidence is found within the response across three different performance levels, the final mark awarded should be the lower mark in the middle performance level, e.g. where there is one descriptor highlighted in the performance level for the 11–12 performance level, one in the 9–10 performance level and another in the 7–8 performance level, the final mark awarded should be 9. For further information and guidance about ISMGs, see

            o *Making judgments* webinar resource, in the Syllabuses app via the QCAA Portal

            o *Module 3 — Making reliable judgments*, in the Assessment Literacy app.

    – must indicate in the Student Management app on the individual student's learning account and in the Confirmation app if a comparable assessment instrument is administered to a sampled student. To assist with this, comparable assessments should be developed in the Endorsement app, to ensure the correct assessment is available for the confirmation review (see *QCE and QCIA policy and procedures handbook v5.0*, Section 7.4). Additionally, schools must ensure that all required documents are uploaded and clearly labelled (both as the file name and as a heading within the document).

    – are responsible for ensuring the quality, accuracy and accessibility of required files before submitting files for confirmation (*QCE & QCIA policy and procedures handbook*, Section 9.7.3) and should refer to the *Confirmation submission information* for each subject (available in the Syllabuses app) to check the submission requirements.

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	20
Authentication	0
Authenticity	1
Item construction	1
Scope and scale	4

*Each priority might contain up to four assessment practices.

Total number of submissions: 51.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- included stimulus offering a range of topic perspectives, thereby enabling students to access diverse springboards for development of their individual personal response in Part 1
- offered cognitively stimulating stimulus relevant to the students' lives and their level of proficiency in French, as expected of students at the end of their French senior studies
- constructed a cohesive instrument by connecting the task, the context of the task and the stimulus to each other.

Practices to strengthen

It is recommended that assessment instruments:

- include an in-class seen stimulus from the defined list included in the syllabus (Syllabus section 4.6.2) and ensure that it is labelled as the 'in-class seen stimulus' when submitted for endorsement

- include a series of visual stimulus (if selected) that contains at least two visuals, each with up to 60 words in French

- include task instructions for both Parts 1 and 2 task instructions within the assessment instructions section

- cue students to identify purpose, audience, context and tone (PACT), and to analyse and evaluate so that Assessment objectives 2 and 3 can be met.

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	3
Language	7
Layout	0
Transparency	21

*Each priority might contain up to four assessment practices.

Total number of submissions: 51.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- modelled transparent task instructions.

Practices to strengthen

It is recommended that assessment instruments:

- mirror accurate spelling and grammar, particularly in the French stimulus

- provide instructions to students that are clear and consistent across the whole instrument.

Additional advice

- For stimulus that is

  - visual, include only the words in the word count and not numerals, symbols or information in the *x*- and *y*-axes

  - a film to be viewed in class, include a link to its trailer or to the film listing on the Australian Classification website for endorsement purposes.

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	93.88%	2.04%	2.04%	2.04%
2	Exchanging information and ideas in French	91.84%	6.12%	0%	2.04%

Effective practices

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

- in Part 1, Analysing French texts in French

  – in matching student responses to the ISMG in the second descriptor

    ▪ responses were appropriately matched to the qualifiers at

      ○ the top performance level (14–15 marks) when each of the elements of purpose, audience, context and tone (PACT) had been perceptively identified. This also included the use of proficient and complex French with specific reference to discerning grammar and pronunciation. These responses included a wide range of complex grammar and vocabulary, used with proficiency

      ○ the 12–13 performance level when responses were mostly complex and proficient in nature. These responses often generalised an aspect of PACT and did not use the stimulus text well nor generate the response fluently, but were effective overall

      ○ the 10–11 performance level when responses were mostly proficient but did not include a range of complex language. These responses typically included regular errors that demonstrated a lack of proficiency in French, e.g. persistent pronunciation of silent verb endings and issues with structuring the phrasing

    ▪ responses used relevant information and ideas evident in the stimulus texts to demonstrate discerning analysis and evaluation and included

      ○ drawing valid and well-substantiated conclusions

      ○ reasonable personal opinions and perspectives.

Samples of effective practices

The following excerpt illustrates a clear spoken and fluent response that perceptively identifies tone, audience and context. The response analyses a metaphor as well as other lyrics from within the studied stimulus to evaluate and perceptively identify various elements of the tone. The context is also identified in terms of how the song is placed within the whole film and more perceptively in regard to the singer's place in the family context

Note: The characteristic/s identified may not be the only time the characteristic/s has occurred throughout a response.

JE VOLE « LE FAMILLE BELLIER » PACT

- "Je Vole" de "La Famille Bélier" : une chanson sur l'indépendance et le départ de la maison, exprimant diverses émotions liées à la transition vers l'âge adulte.

- Visé a les parents et ceux qui peuvent se rapporter à l'expérience de départ post-lycée. Le ton de la chanson est émotionnel et mélancolique, explorant tristesse, peur, et excitation.

Video content: (2 min, 11 secs) www.qcaa.qld.edu.au/curriculum-assessment/portal/media/sr-2023/snr_french_ia3_e1.mp4

Practices to strengthen

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

- responses in Part 2, Exchanging information and ideas in French

  – that demonstrate the application of language conventions (i.e. conversation) with use of language features evident are awarded the upper performance level. In this case, the response should be a student-centred conversation that is spontaneous, with teacher input reactive to student responses, e.g. asking a question to generate conversation or generating and maintaining the conversation in a discerning manner to include students responding to teacher interjections

  – that are rehearsed and/or rely heavily on prompts and cues to communicate are awarded the 2–3 performance level for the second descriptor. Responses need to be unrehearsed and not rely on prompts, e.g. where a student responds with a single word such as 'oui' or 'non' and is prompted by the teacher for further information is best matched at the lower performance level.

Additional advice

- In Part 1, Analysing French texts in French

  – schools and students are reminded that increasing the speed of a recording in order to fall within syllabus response length conditions does not meet the parameters of academic integrity. Schools should apply appropriate strategies for managing response lengths (*QCE and QCIA policy and procedures handbook v5.0*, Section 8.2.6)

– students are encouraged to convert their PowerPoint to an MP4 or MOV file type so that they can easily ensure the response is within the syllabus response length conditions before submitting it. This also allows teachers to easily check timings when marking and facilitates access for confirmation (see the Confirmation submission information for French (available in the Syllabuses app for submission requirements).

- Schools
    – are responsible for ensuring the quality, accuracy and accessibility of the required files before submitting files for confirmation, including any audio files (*QCE & QCIA policy and procedures handbook v5.0*, Section 9.7.3)
    – should use a best-fit approach to determine a result where evidence in an assessment response matches descriptors at different performance levels in a criterion (Syllabus section 1.3). For further information and guidance, see
        ▪ *QCE and QCIA policy and procedures handbook v5.0*, Section 9.7.1
        ▪ *Making judgments* webinar resource, in the Syllabus app
        ▪ *Module 3 — Making reliable judgments*, in the Assessment Literacy app.

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 in English (13 marks)

- Paper 1, Section 2 consisted of short response questions in French (15 marks)

- Paper 1, Section 3 consisted of an extended response question in French (21 marks).

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 with seven short response questions and one extended response question (49 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 texts for the Section 1 short response in English consisted of two written texts in French with four associated questions. The stimulus text for the Section 2 short response in French was an audio text in French with two associated questions.

Assessment decisions

Assessment decisions are made by markers by 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:

- understanding the new and unfamiliar language in the stimulus texts including vocabulary and grammar

- providing short responses in French that had minimal errors in either spelling and/or grammar

- the context and the task, including the three dot points specified in the extended response, by synthesising the associated ideas across the whole response.

Samples of effective practices

Short response in English

This section required students to respond in English to four questions referring to two written stimulus: These constituted Questions 1, 2, 3 and 4 of the paper.

Question 1

This question required students to identify the context for the program in Stimulus 1 and to justify their response with two examples from the stimulus.

Effective student responses:

- identified that the Stimulus 1 article was about the reintroduction of compulsory national service for young people in France

- justified their response with two different examples in English from the stimulus, such as

  - national service brings young people from a variety of social and cultural backgrounds together and encourages inclusivity

  - young people from a variety of occupations, professions or social positions wear the same uniform and come together in the same setting.

This excerpt has been included:

- to demonstrate the identification of context with two clearly defined supporting examples from the text.

The context for the program was sparked by the elected president Macron, who wanted to iniate a 'obligatory national service program after the suppression of Jacques Chirac, 20 years ago.' This was put through as more than '74%' of the french were in favour of this iniative'. This idea is what started the reestablishment of national service in france, in 2019.

Question 2

This question required students to conclude why the program in Stimulus 1 would interest young French people and to justify their conclusion with two examples from the stimulus.

Effective student responses:

- concluded that this program would interest young French people in the senior years of schooling because it would have a direct impact on their lives

- provided two different examples in English justifying their conclusion, such as

  - the article explains how young people can develop useful competencies — getting a driver licence and learning about trades — before starting their working life

  - encourages social inclusion.

These excerpts have been included:

- to exemplify a well-judged conclusion with two discrete examples which support the conclusion.

Excerpt 1

This program would interest french young people
~~both~~ because it allows development, growth, encourages
inclusion and has benefits on their future.
Everyone involved is placed in the same environment
                                            there
wearing the same uniform meaning ~~their~~ is no
              therefore   helping
division ~~of finance~~, it also ~~will have~~ social intergreation'.
'More than 73% of young people who have
participated in this service have found work' which
means   therefore have a
~~allows~~ young people to gain experience and ~~a head~~ head start
into the real world, which gives different benefits to
just school life.
        ^regular

Excerpt 2

The audience of Stimulus 1, ~~to~~ young French people, would be interested because they would be impacted the most by the re-establishment of National Service. Firstly, any French person aged 18 to 21 will be obliged to serve the French military for a 6 month period. Also, young people would be interested as it speaks of the benefits of military service. ~~like~~ This includes, improving skills, encouraging inclusivity and gaining experience which allows more than 73 percent of people who participate in the military to find work, as found in a study in 2015 on ~~th~~ people who volunteered for the military for 6 to 12 months.

Question 3

This question required students to identify the purpose of Stimulus 2 and justify their response with three examples from the stimulus.

Effective student responses:

- identified that the purpose of the advertisement was to promote a student exchange program run by an organisation

- provided three different examples in English justifying their decision, such as

    - participants stay with several families during the exchange, helping them make more friends and have culturally varied experiences

    - participants learn to become independent, including managing their own money

    - the organisation's hosts are very welcoming, so students will have a worry-free exchange with good experiences.

This excerpt has been included:

- to illustrate three different supporting examples which link directly to the accurate identification of purpose.

The purpose of Stimulus 2 is to encourage and persuade ~~school-leavers to~~ students to go on school exchange overseas, and specifically to use the organisation writing the text to do the exchange. The text says that if a student wants to take a gap year, they would advise that the student does a school exchange. The text also says that the advantage of their particular program is that they frequently change the schools and families one can visit so that they ~~experien~~ have different experiences. And finally the text asserts that it is not a question of "should I do an ~~ex~~ exchange?", but rather which organisation should I choose to which the text says, "It is us!".

Question 4

This question required students to evaluate how successful the writer of Stimulus 2 was in encouraging their audience and to justify their conclusion with two examples from the stimulus.

Effective student responses:

- decided the writer was most successful in encouraging the reader to follow in their footsteps and to participate in the program

- provided two different examples in English justifying their decision, such as

    - referring to their own (the writer's) experience with the company and stating they knew little French at the start but were still able to participate

    - identifying that they sometimes missed their family and friends, but the company's host families were so welcoming that they forgot about their sadness.

This excerpt has been included:

- to illustrate a clear evaluation supported by two different examples closely referencing the text and synthesised into the response.

Short response in French

This section required students to respond in French to two questions, Questions 5 and 6, that referred to one audio stimulus. Marks were given separately for receptive and productive mode.

Question 5

This question required students to identify the interviewer's tone towards the applicant in Stimulus 3 and justify their response with three examples from the stimulus in French with few errors.

Effective student responses:

- in the receptive mode

  - identified the interviewer's tone as critical, disdainful, and unenthusiastic, or provided another valid and justified identification based on the text

  - provided three different examples, based on a valid interpretation of the text, such as

    - the interviewer used negative vocabulary, like 'unfortunately', and rhetorical questions, like 'do you realise what the responsibilities of an assistant director/artistic director/stage manager/floor manager are?'

    - the interviewer thinks the interviewee is not the right person for the job as, although loving the theatre, he does not have enough experience to work for the company

    - the interviewer explains that passion is not always enough and advises the interviewee to boost their CV by volunteering with a theatre company.

- in the productive mode

  - conveyed meaning relevant to the question with few errors.

This excerpt has been included:

- to show valid identifications of tone and distinct supporting examples from the stimulus in French with few errors.

Question 6

This question required students to identify the role the applicant is applying for in Stimulus 3 and justify their response with two examples from the stimulus in French with few errors.

Effective student responses:

- in the receptive mode

    – identified that Lucas wanted to work as either an assistant director, artistic director, stage manager or floor manager in a theatre company

    – provided two examples to justify their decision, such as

        ▪ Lucas has applied for a job at the company

        ▪ Lucas has just finished Year 11 and his parents want him to find a job before beginning Year 12

        ▪ he seems to love the theatre and Drama is his favourite subject at school

        ▪ his leisure activities are also creative

        ▪ in the future, he would like to study Drama and work in the theatre so this job would be good experience

- in the productive mode

    – conveyed meaning relevant to the question with few errors.

> There are no student response excerpts because either the student/s did not provide permission or there were third-party copyright issues in the response/s.

Extended response in French

Question 7

This question required students to write a chat message in French to their family after their recent arrival in Paris for a gap year working as a language assistant at a local lycée. The message in their family chat was to be about the student's final year of school and their expectations for the coming year, specifically addressing the following sub-questions:

- How did your final year of school go?

- Why are you optimistic about this gap year?

- What will this year's greatest challenges be?

Effective student responses:

- addressed all three of the points required in the task and provided an elaboration for each sub-question

- used an appropriate and consistent register for addressing family

- created a synthesised response and applied a wide range of French vocabulary, grammar and tenses with a high degree of accuracy.

This excerpt has been included:

- to exemplify how the student clearly addressed and elaborated on each of the three sub-questions stipulated by the task description: 6/6 marks

- to model a student text that shows good judgment about what to include, given that ideas are selected, sequenced and synthesised based on their relevance and value towards achieving the task: 5/5 marks

- to show how a student may achieve the textual conventions requirements of the EAMG: 2/2 marks

Please note this response did not receive the maximum of 8 marks for language elements.

(Noé, mardi 31 octobre, 22h08)

Salut maman et papa!

~~jnanbien respo~~ tes

Merci pour les ~~messages~~. Je l'ai bien reçu. Quelle journée! ~~Buljuar~~ ~~Aryanetral~~ Ce sera une année très difficile, ~~Bljacol~~ ~~sa qua~~ ~~un lannée~~ ~~Mbertique serait trop difficile ja nhannn~~ ~~janner patron Austenir~~ Mais ~~ne NMAnsera~~ ~~me~~ Mais je dirais que l'année dernière

(Noé, mardi 31 octobre, 22h08)

Salut maman et papa!

~~j'ai bien vega tes~~

Merci pour les ~~nr~~ messages. Je l'ai bien
reçu. Quelle journée! ~~Aujourd'hui maintenant~~
~~maintenant~~ Ce sera une année très
difficile, ~~Et j'aurai sa que une année~~
~~obligatoire serait très difficile, ja savais~~
~~jamais passer Austrein~~ Mais ~~me se Measure~~
~~me~~ Mais je dirais que l'année dernière

Je pensais ^{'toujours} que l'école était barbant. Mais
si j'avais su que terminale serait si difficile,
j'aurais étudier plus dur. Mais j'ai
beaucoup de ^{bon} souvenirs. ^{aussi} Mes souvenir préféré serait
"musique mercredi." Tous les mercredi, mes amis
et moi avons chanté nos chantons préféré
pendant le français. ^{comme}*. Ils ^{sont} ~~avant~~ me manqué.
~~autrement.~~ J'ai adoré bavarder avec eux
pendant déjeuner aussi. Cependant, ~~j~~ nous
~~bavardons personnai~~ avons bavardé quelquefois
en classe.

* comme "Alors on danse," et, "Où t'été,"

> en France.
>
> Célèbre. ✓ En plus, ✓ Je pense que ~~marsera~~ c'est une bonne idée à gagner un peu de l'argent avant je entre l'université ~~aussi~~ Je connais que je fera beaucoup de amis qui m'aideront avec le quotidien de vivre en France.
>
> Cette année sera un chemin très ~~ordinaire~~ difficile. D'abord, ~~mes~~ je ne parle bien pas le français. ~~Mais~~ ~~autre pour mes nouveaux amis, j'espère que jamais personne~~ En plus, le travail ~~sera~~ sera très complique. Mais j'ai hâte ~~de~~ à commencer et j'ai hâte pour l'avenir!

Practices to strengthen

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

- for short response questions

    – ensuring students are practised in applying a well-chosen adjective or two in French, when the question is eliciting tone, that describes an emotion/feeling rather than incongruously describing tone as 'informative' or identifying register (formal, informal or professional)

    – reminding students to provide an answer to the question posed and, when elicited, connect the stated number of examples within the answer. Students should provide clearly differentiated examples as required by the question. Different, rather than repeated, supporting examples must be provided for different questions

- for the extended response

    – practising the application of a wide range of cohesive devices and sentence starters

    – practising identifying and applying the verb tense prompted by different elements of the question

    – reminding students not to rely on examination stimulus material when generating the extended response.

Additional advice

Teachers are encouraged to

- reinforce the expectation of a high level of accuracy in spelling, verb conjugations and tenses, particularly for basic language

- challenge students to showcase the application of complex language selected from the mandatory language elements (Syllabus section 1.2.5).