

# French subject report

2025 cohort

January 2026





© State of Queensland (QCAA) 2026

**Licence:** <https://creativecommons.org/licenses/by/4.0> | **Copyright notice:** [www.qcaa.qld.edu.au/copyright](http://www.qcaa.qld.edu.au/copyright) — lists the full terms and conditions, which specify certain exceptions to the licence. |

**Attribution** (include the link): © State of Queensland (QCAA) 2026 [www.qcaa.qld.edu.au/copyright](http://www.qcaa.qld.edu.au/copyright).

Other copyright material in this publication is listed below.

1. Unless otherwise indicated, and with the exception of any personal information (e.g. images of people) or third-party material, student responses in this report are licensed under the CC BY 4.0 licence.

Queensland Curriculum & Assessment Authority  
PO Box 307 Spring Hill QLD 4004 Australia

Phone: (07) 3864 0299

Email: [office@qcaa.qld.edu.au](mailto:office@qcaa.qld.edu.au)

Website: [www.qcaa.qld.edu.au](http://www.qcaa.qld.edu.au)

# Contents

<b>Introduction</b>	<b>1</b>
Audience and use.....	1
Subject highlights.....	1
<b>Subject data summary</b>	<b>2</b>
Unit completion .....	2
Units 1 and 2 results .....	2
Units 3 and 4 internal assessment (IA) results .....	2
Total marks for IA .....	2
IA1 marks.....	3
IA2 marks.....	4
IA3 marks.....	5
External assessment (EA) marks .....	6
Final subject results .....	6
Final marks for IA and EA.....	6
Grade boundaries .....	7
Distribution of standards.....	7
<b>Internal assessment</b>	<b>8</b>
Endorsement .....	8
Confirmation .....	8
<b>Internal assessment 1 (IA1)</b>	<b>9</b>
Examination — short response (15%).....	9
Assessment design .....	9
Assessment decisions .....	10
<b>Internal assessment 2 (IA2)</b>	<b>13</b>
Examination — combination response (30%).....	13
Assessment design .....	13
Assessment decisions .....	14
<b>Internal assessment 3 (IA3)</b>	<b>19</b>
Extended response (30%).....	19
Assessment design .....	19
Assessment decisions .....	20
<b>External assessment</b>	<b>23</b>
Examination — combination response (25%).....	23
Assessment design .....	23
Assessment decisions .....	23

# Introduction



The annual subject reports seek to identify strengths and opportunities for improvement of internal and external assessment processes for all Queensland schools. The 2025 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 General and General (Extension) subjects. 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 2026.

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
- important considerations to note related to the revised 2025 syllabus (where relevant).

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 senior subjects.

## Subject highlights

**47**

schools offered  
French



**95.45%**

of students  
completed  
4 units

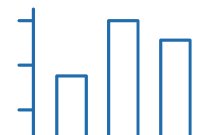


**0.15%**

increase in enrolment  
since 2024



# Subject data summary



## Unit completion

The following data shows students who completed the General subject.

**Note:** All data is correct as at January 2026. 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: 47.

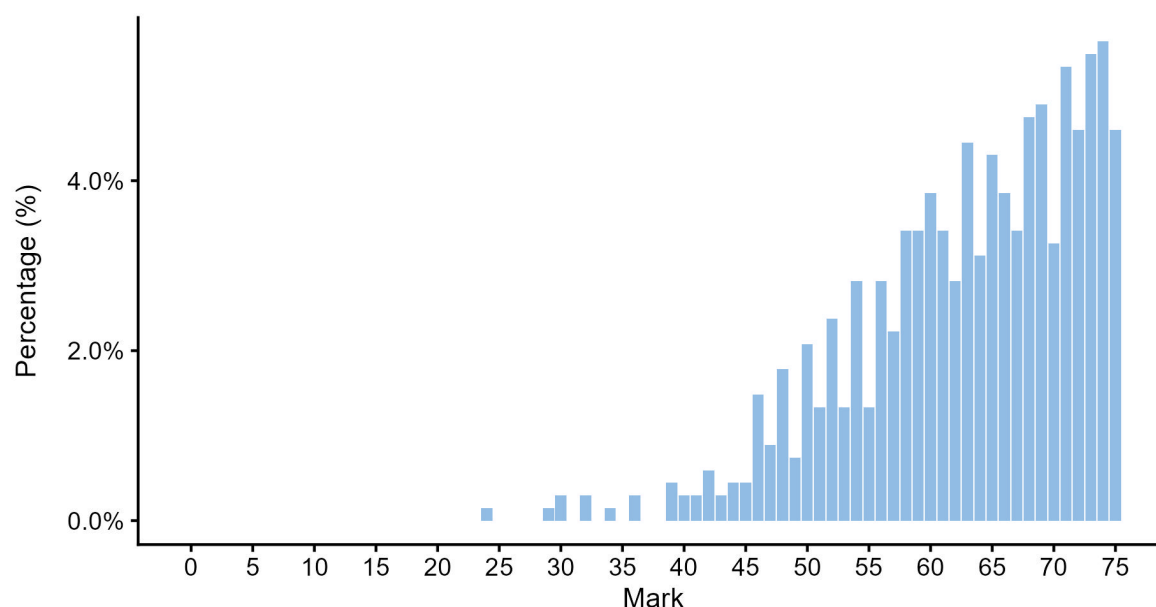
Completion of units	Unit 1	Unit 2	Units 3 and 4
Number of students completed	704	681	672

## Units 1 and 2 results

Number of students	Unit 1	Unit 2
Satisfactory	689	674
Unsatisfactory	15	7

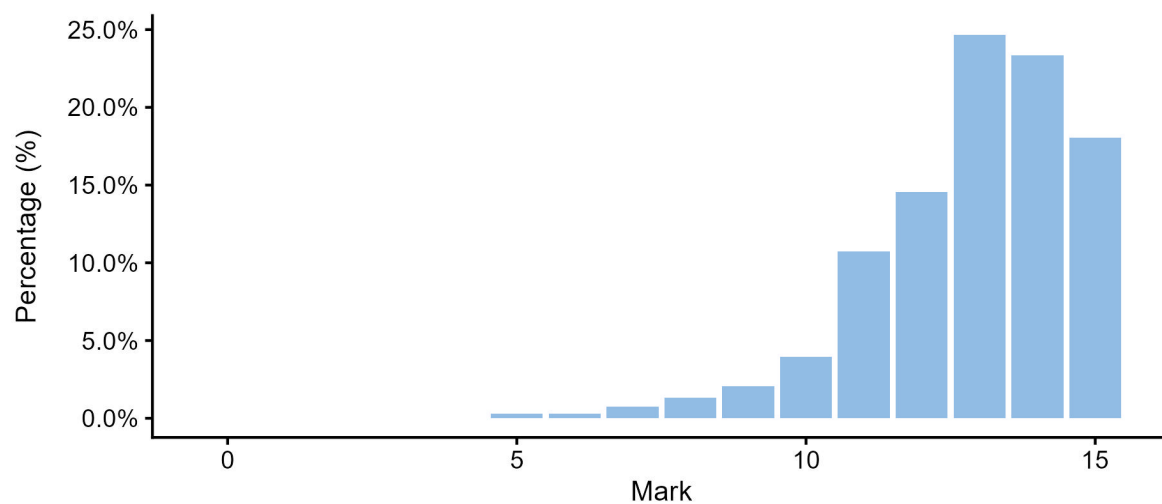
## Units 3 and 4 internal assessment (IA) results

### Total marks for IA

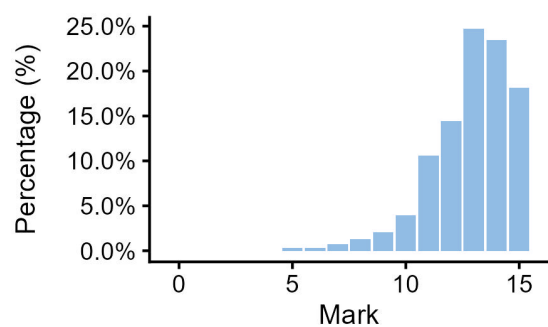


## IA1 marks

### IA1 total

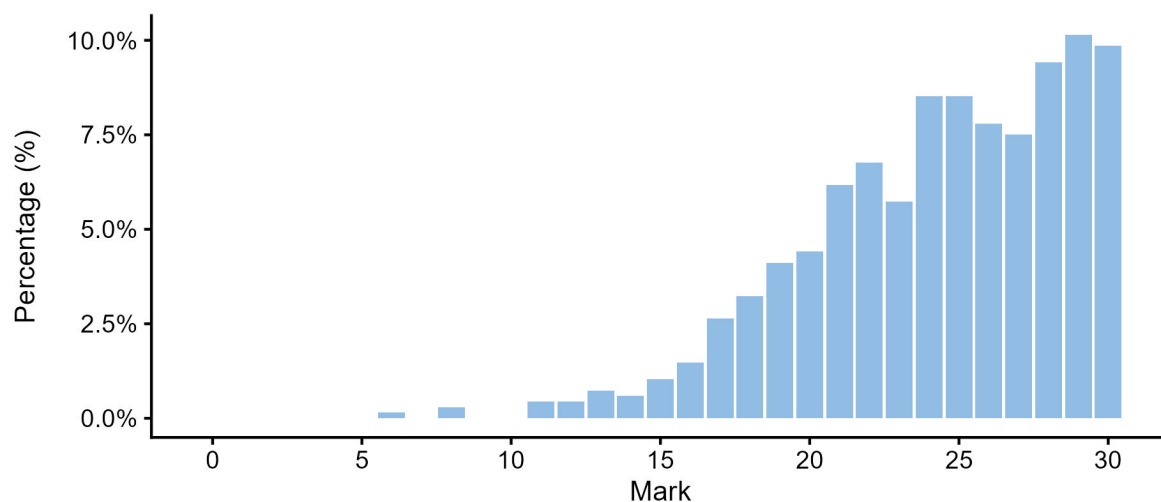


### IA1 Criterion: Analysing French texts in English

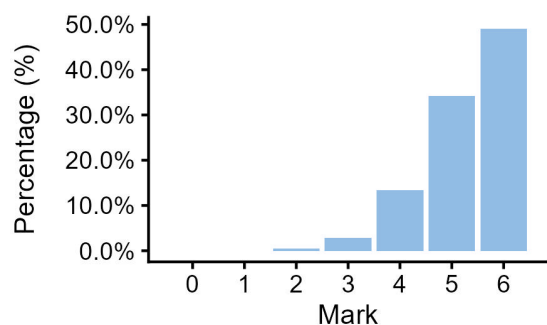


## IA2 marks

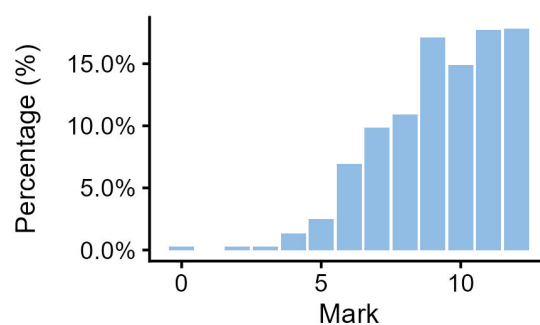
### IA2 total



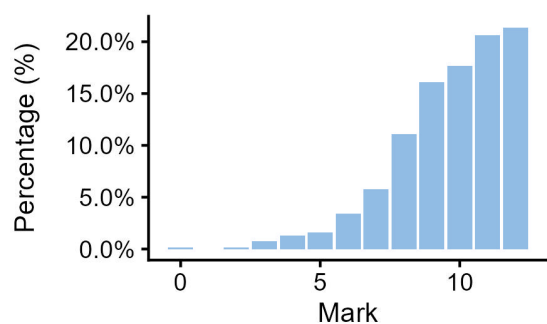
### IA2 Criterion: Analysing French texts in English



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

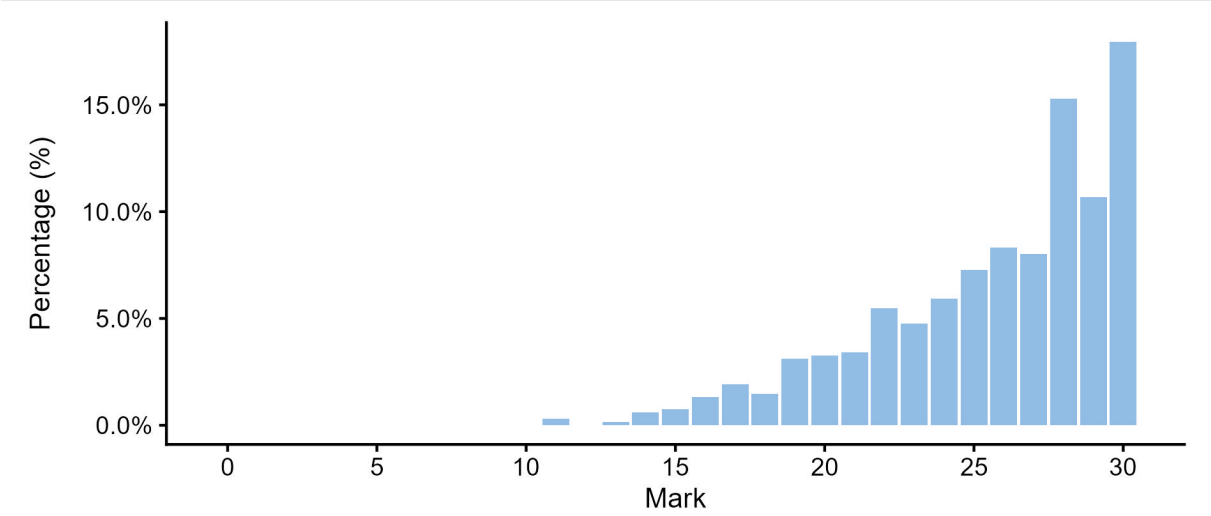


### IA2 Criterion: Exchanging information and ideas in French

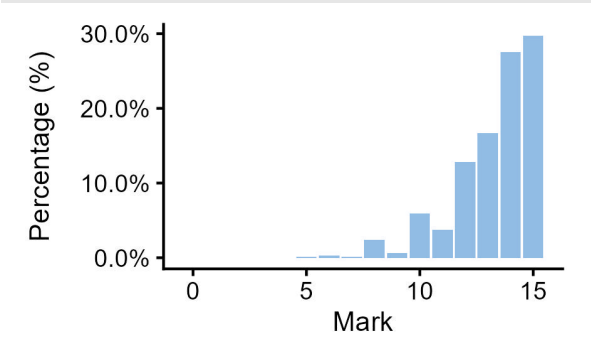


IA3 marks

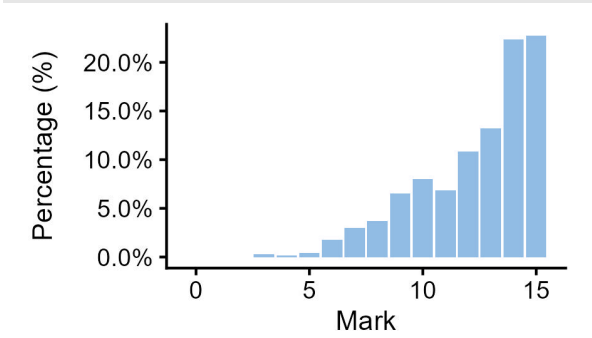
IA3 total



IA3 Criterion: Analysing French texts in French

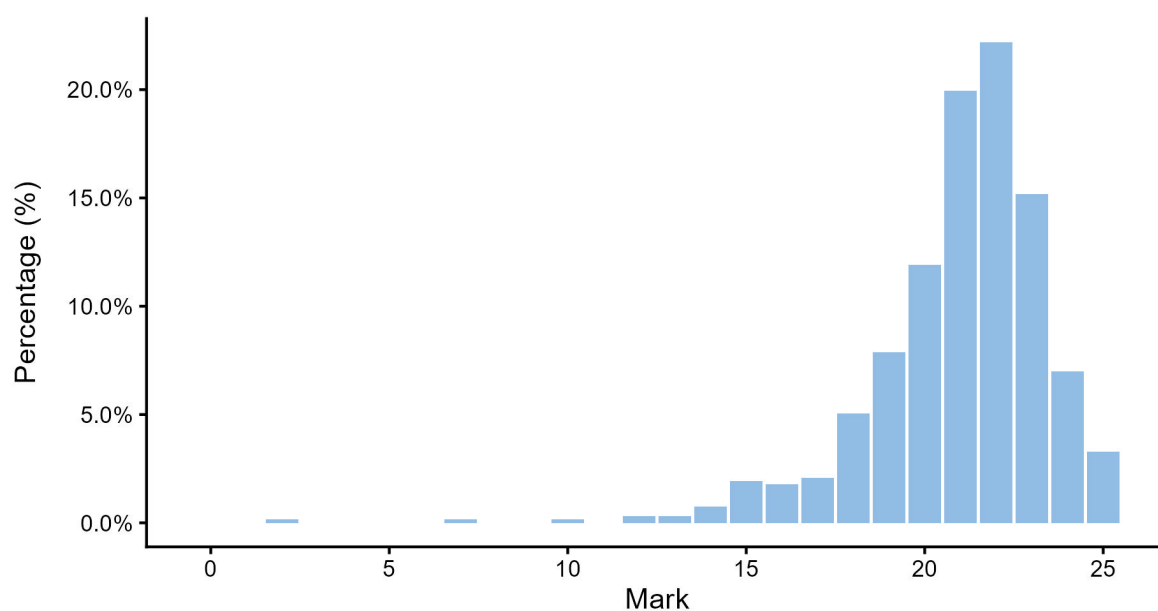


IA3 Criterion: Exchanging information and ideas in French



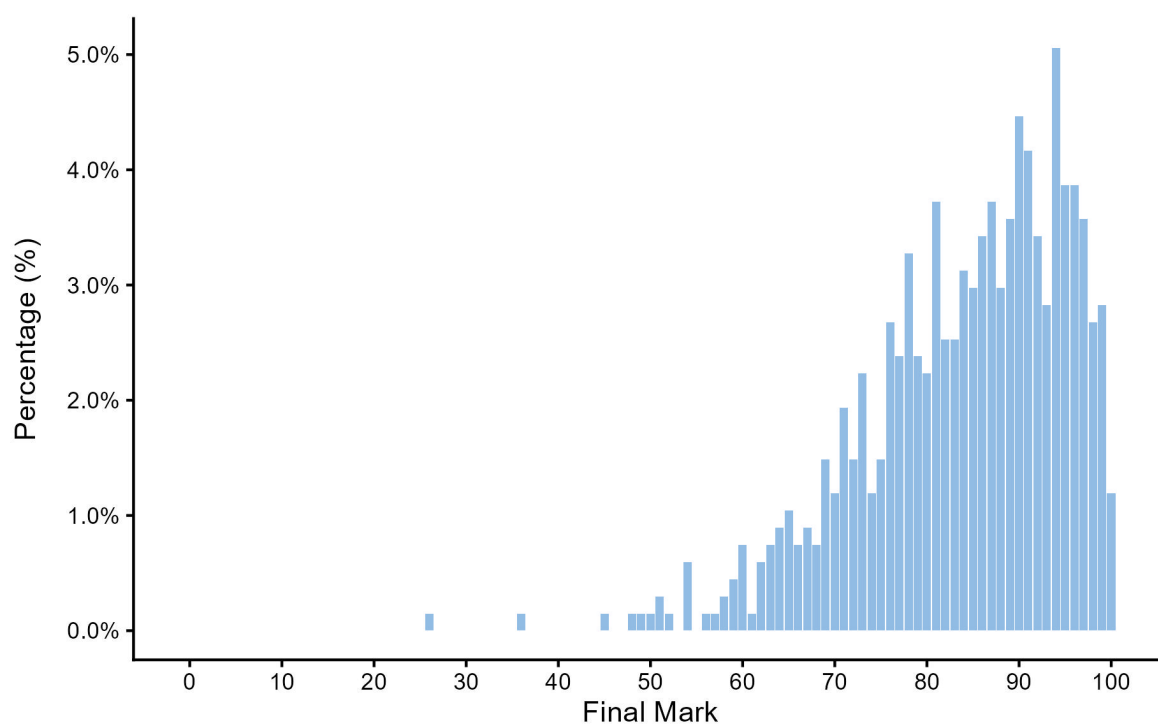


## External assessment (EA) marks



## 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	100–84	83–66	65–46	45–19	18–0

## Distribution of standards

Number of students who achieved each standard across the state.

Standard	A	B	C	D	E
Number of students	388	236	45	3	0
Percentage of students	57.74	35.12	6.70	0.45	0.00

# Internal assessment



This 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 assessment. 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 v7.0*, Section 9.5.

### Percentage of instruments endorsed in Application 1

Internal assessment	IA1	IA2	IA3
Number of instruments	48	48	47
Percentage endorsed in Application 1	60	56	68

## 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 v7.0*, Section 9.6.

The following table includes the percentage agreement between the provisional marks and confirmed marks by assessment instrument. The Assessment decisions section 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	46	310	7	89.13
2	47	316	0	91.49
3	47	314	7	85.11

# 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	8
Authentication	0
Authenticity	1
Item construction	0
Scope and scale	5

### Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- included stimulus texts covering a range of different aspects of syllabus-related subject matter with rich opportunities for analysis and evaluation
- elicited responses that avoided duplication of evidence from the stimulus texts
- posed questions where purpose, audience, context and tone elements could be thoroughly elicited from stimulus texts.

### Practices to strengthen

It is recommended that assessment instruments:

- ensure stimulus texts include a range of syllabus-related subject matter and evidence to allow students to demonstrate the highest ISMG performance levels.

### 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	4
Language	5
Layout	1
Transparency	9

## Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- labelled stimulus consistently across examination instructions and questions
- included audio stimulus that was clear and comprehensible.

## Practices to strengthen

It is recommended that assessment instruments:

- provide transparent and consistent instructions aligned with individual questions
- model accurate use of French and English grammar and spelling to ensure clarity for students
- avoid using subject matter which demonstrates bias and/or inappropriate references.

## Additional advice

When developing an assessment instrument for this IA, it is essential to consider key differences between the 2019 and 2025 syllabuses. To best prepare students for the 2025 syllabus:

- The stimulus specifications (p.19) have been revised. Assessment instruments must include unseen stimulus texts that are authentic, relate to Unit 3 Topic 1 subject matter and are not drawn from materials previously used in class.
- The syllabus now requires that three stimulus texts with a combined length of up to 1,000 words must be provided — one must be written and one an audio/audiovisual. They should address Topic 1 subject matter.
- The revised questions specifications require students to answer Questions 1, 2 and 3 in English, and Questions 4 and 5 in French. This should be specified in the assessment instrument instructions.

Schools should also:

- provide indicative responses for each question. These responses are not endorsed. Their purpose is to support validity and reliability in the design and marking of these assessment instruments.

## Assessment decisions

### Reliability

Reliability 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	89.13	10.87	0.00	0.00

## Effective practices

Reliable judgments were made using the ISMG for this IA when:

- annotations on responses clearly aligned with the performance-level descriptors in the ISMG, supporting transparent and accurate application of the criterion
- responses included specific, correct and relevant paraphrased examples from the stimulus texts to justify conclusions, demonstrating a clear link between evidence and interpretation.

## Practices to strengthen

When making judgments for this IA for the 2025 syllabus, it is essential to consider the following key differences between the ISMGs in the 2019 and 2025 syllabuses:

- The best-fit approach should be applied correctly when awarding the final marks. To be awarded a mark of three, evidence in the response must match both characteristics in the mark range. If there is evidence of any misunderstandings or misinterpretations of the stimulus a mark of three cannot be awarded.
- Specific numbers of examples with distinctions between valid, well-substantiated, and relevant responses are required to appropriately support conclusions.
- Evidence must be detailed, relevant and paraphrased from the stimulus in both French and English responses to achieve the highest-performance levels of the ISMG.
- For the Analysing French texts in English criterion, responses must be written in English. Any examples or responses provided in French will not attain marks.
- When 'to inform' is provided as the stated purpose, it should be clearly supported by evidence in the text. If 'to inform' is not the primary purpose, and a more precise purpose can be concluded, students should be guided to determine the purpose that the stimulus most strongly supports.

## Additional advice

It is essential to consider the following key differences between the 2019 and 2025 syllabuses:

- Analysis is separated into two criteria — Analysing French texts in English and Analysing French texts in French.
- There are five questions — three to be answered in English and two to be answered in French where:
  - Question 3 focuses on evaluation and must be answered in English. It is a school-based decision whether to pose the question using more than one stimulus text
  - an ISMG is provided for each question, including transparent specifications allowing for discerning decision-making for each individual question.

- The syllabus conditions no longer include word length for examinations. The *QCE and QCIA policy and procedures handbook v7.0* (Section 8.2.6) provides guidance about managing response length. This guidance applies to more open-ended assessment techniques, such as essays, reports and presentations. By specifying a maximum length for student generated work for these techniques, the expected scope of the task is appropriately limited. Managing response length does not apply to examinations. For examinations, the syllabus assessment conditions specify the time allocated, including any perusal or planning time. Schools should design examinations with an appropriate number of questions, and provide suitable space or lines for responses, to guide students in completing the examination within the allowed time. A required or recommended word length must not appear on IA1 instruments.
- The endorsed assessment must be printed (including Comparable Assessment) directly from the QCAA Endorsement app in the QCAA Portal with lines provided for students to write their responses under each question. This practice supports clarity and accessibility and is applicable for both the 2019 and 2025 syllabuses as part of consistent assessment delivery.
- Teachers should refer to QCAA resources and participate in familiarisation training to ensure consistent understanding and application of key terms when making judgments.

## Sample

The following excerpt illustrates the application of thorough comprehension to perceptively identify the text's context and tone. The text type and the reason this text exists — to explore the changing role of fathers and to share one man's personal experience — are identified. It also recognises contrasting tones, using emotive adjectives like 'motivational' and 'disheartening', and supports these with relevant and correct evidence.

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

100 words

2. The context is a daily radio podcast on 'France Info' discussing the experience of Michel, a stay-at-home father with 3 children. This podcast is ~~designed~~ for French-understanding couples who are looking to understand the evolving role of fathers and equality in households. This is because ~~it~~ <sup>Michel</sup> discusses ~~his~~ his wife's support in this couple decision ~~and his positive experience~~. The tone ~~is~~ of the host is ~~inquisitive~~ and ~~slightly~~ motivational as she asks rhetorical questions and states that ~~these~~ <sup>now</sup> fathers are <sup>now</sup> more present in birth and early childhood. Michel's tone is uplifting in general, disheartened when mentioning his in-laws <sup>13</sup> and motivational when ~~he~~ speaking of adapting ~~and standing by his~~ <sup>to</sup> ~~his~~ decision.

10/12

# 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	25
Authentication	0
Authenticity	0
Item construction	0
Scope and scale	4

### Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- directed students to create an extended written response in French using a specified text type
- provided opportunities for students to convey their own perspective/s on the task and demonstrate proficient and complex use of French language elements
- selected stimulus for the conversation that was context or cohort specific and age appropriate
- included stimulus texts meeting syllabus specifications for word length.

### Practices to strengthen

It is recommended that assessment instruments:

- include stimulus texts that provide a different perspective across Session 1 and Session 2.



## 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	1
Language	3
Layout	0
Transparency	15

### Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- provided transparent instructions clearly aligned with syllabus conditions.

### Practices to strengthen

There were no significant issues identified for improvement.

## Additional advice

When developing an assessment instrument for this IA, it is essential to consider key differences between the 2019 and 2025 syllabuses. To best prepare students for the 2025 syllabus:

- The question specifications have been revised. The written extended response question/task in English must include three focus areas in French.
  - The stimulus specifications have been revised and now require that the unseen topic-related questions used during the conversation must provide opportunities for students to construct spontaneous and unrehearsed responses
  - the unseen stimulus for the conversation section must contain different or varied subject matter from Unit 3, Topic 2 and/or Topic 3 and different perspectives from the written extended response focus areas
  - either one unseen visual stimulus (up to 60 words in French) or a short-written stimulus (up to 80 words in French) must be selected as stimulus for the conversation. Open-ended sample questions referring to the stimulus should be included. Questions should provide students opportunities to exchange meaning and communicate spontaneously.

## Assessment decisions

### Reliability

Reliability 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	100.00	0.00	0.00	0.00
2	Creating French texts with French stimulus	91.49	8.51	0.00	0.00
3	Exchanging information and ideas in French	97.87	2.13	0.00	0.00

## Effective practices

Reliable judgments were made using the ISMG for this IA when:

- for the Creating French texts criterion
  - students used complex and accurate French, incorporating a wide range of mandatory language elements (2019 Syllabus, pp.13–18) to present a well-organised and well-justified personal response related to peer groups and/or societal issues
  - students integrated relevant, logically sequenced details from stimulus texts, demonstrating discerning use of language conventions and cohesive devices to support their personal perspectives
- for the Exchanging information and ideas in French criterion
  - a mark of 11–12 for Characteristic 3 was awarded when students were engaged in authentic conversations by elaborating beyond initial questions, offering personal opinions and examples, and/or responding meaningfully to teacher prompts. They demonstrated the ability to pivot and maintain topics, as well as interact spontaneously when justifying their perspectives
  - students involved in question–answer exchanges were considered to maintain communication, rather than generate and maintain.

## Practices to strengthen

When making judgments for this IA for the 2025 syllabus, it is essential to consider the following key differences between the ISMGs in the 2019 and 2025 syllabuses:

- The 2025 ISMG separates the key elements of language use, communication, and task relevance into distinct sub-criteria, enabling clearer and more targeted judgments. For instance
  - for the Creating an extended response in French criterion, 15 marks are awarded across three criteria: Responding and creating (3 marks), Responding — Language elements (6 marks), Responding — Communication (6 marks)
  - for the Exchanging information and ideas in French (conversation) criterion, 10 marks are awarded across two criteria: Language elements (5 marks) and Communication (5 marks).

To further ensure reliable judgments are made using the ISMG for this IA, it is recommended that:

- language elements should be assessed with attention to both scope and complexity appropriate for this stage. For instance, alongside simpler structures, in Unit 3 students should demonstrate control of a range of verb tenses, moods, and more complex structures, e.g. conditional and conditional perfect, future and future perfect, and pluperfect, as well as sentences that include passive voice, verb chains, si clauses, conjunctions requiring the subjunctive, and/or comparative adverbs
- teachers should ensure that all parts of the descriptor are evident before awarding a mark. Partial evidence should result awarding the next lower-performance level, as outlined in the ISMG.

## Additional advice

It is essential to consider the following key differences between the 2019 and 2025 syllabuses:

- The short response in English has been removed. The 2025 syllabus IA2 ISMG focuses solely on creating and exchanging in French, rather than comprehension and analysis.
- In the extended written response in French, students are required to respond with relevance to the task. They must address a given context and text-type, and three stimulus bullet points in French. The extended written response aligns more closely with the extended response requirements in the external examination.
- In the conversation in French, the ISMG places greater emphasis on fluency and spontaneity, with rehearsed responses receiving lower marks.
- It is no longer a requirement that students refer to the Session 1 stimulus when exchanging information and ideas in Session 2.
- Teachers must actively encourage students to engage in spontaneous, unrehearsed conversations rather than delivering prepared monologues. Marking should reflect students' ability to respond naturally in real-time interactions.

## Samples

The following excerpt illustrates synthesis of stimulus material, with proficient and complex French incorporating a wide range of tenses and language elements, despite minor errors in more complex structures. The student draws clear comparisons between their own experiences and those of individuals in the stimulus texts, offering a well-integrated personal perspective.

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

selon radio «chez nous» , beaucoup de bénévoles en France sont ~~des~~ jeunes ! ~~comme~~ ~~la~~ ~~représentation~~ ~~de~~ ~~jeunes~~ Les jeunes donnent leur temps gratuitement dans des différents façons , <sup>comme</sup> dans les organisations locales, <sup>qui collecte de la nourriture pour les personnes dans le besoin</sup> ~~comme~~ ou même dans le parlement européen des jeunes ! Ils ont aussi un nouveau formidable outil ~~les réseaux~~ pour sensibiliser : les réseaux sociaux ! N'importe ~~comment~~ comment les jeunes s'engagent , ils ont tous le sentiment d'être utile .

Il y a plusieurs avantages de rejoindre une organisation de service civique , et ils ne sont pas seulement pour les gens qu'on aide . Particulièrement pour les jeunes , comme la jeune fille qui a parlé sur radio «chez nous» , c'est difficile de savoir comment faire une différence toute seule . Les organisations peuvent nous ~~aider~~ , montrent comment donner un coup de main , ~~et~~ ~~et puis on se sent~~ ~~on~~ ça enseigne nous <sup>fait</sup> ~~rend~~ ~~heureux~~ et ~~se~~ se sentir utile . Personnellement , j'en trouve vraiment agréable d'être partie d'une grande organisation remplie des personnes chaleureuses ~~qui~~ dans mon club d'Interact . Hachmya a partagé dans «my Bonjour»

européen des jeunes. c'est en fournissant aide aux personnes plus démunies ~~qu'on~~ que nous pouvons savoir à quel point on avait de la chance dans la vie.

Avant j'étais en cinquième je me suis engagée dans mon club d'Interact. maintenant, six années plus tard, je suis la présidente du club. Jusqu'à présent, cette année, on a construit des liens avec un orphelinat orphelinat en Timor oriental, ~~et~~ on les a récoltés

# 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	15
Authentication	0
Authenticity	0
Item construction	0
Scope and scale	0

### Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- designed open-ended questions allowing students to synthesise their own point of view in response to stimulus.

### Practices to strengthen

It is recommended that assessment instruments:

- include both the multimodal presentation and interview requirements
- develop stimulus within required scope, scale, word limit and conditions that is clearly and accurately labelled and numbered
- include open-ended sample questions that relate to both the student's presentation and Unit 4 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	0
Language	3
Layout	0
Transparency	1

### Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- included subject matter appropriate for Year 12 students.

### Practices to strengthen

It is recommended that assessment instruments:

- model accurate, error-free French and English to provide students with clarity.

## Additional advice

When developing an assessment instrument for this IA, it is essential to consider key differences between the 2019 and 2025 syllabuses. To best prepare students for the 2025 syllabus:

- The identification of purpose, audience, context and tone is no longer a requirement of the multimodal presentation.
- The stimulus specifications have been revised. When selecting stimulus texts
  - if selecting a series of visual texts as an option for one of the two unseen stimulus texts, it must consist of at least three visual images with up to 60 words in French for each image
  - audiovisual stimulus materials must not include any subtitles or written words in either French or English.
- The assessment conditions have been revised. Students should receive both the seen and unseen stimulus for study at the beginning of the five-week assessment period.
- The response requirements now include a spoken interview component. Teachers should include and practise interview strategies to sustain communication and exchange meaning within this genre.

## Assessment decisions

### Reliability

Reliability 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	95.74	4.26	0.00	0.00
2	Exchanging information and ideas in French	87.23	12.77	0.00	0.00

## Effective practices

Reliable judgments were made using the ISMG for this IA when:

- the multimodal presentation demonstrated discerning and detailed evaluation of stimulus texts, with perceptive and well-substantiated identification and integration of purpose, audience, context, and tone at least once across the three texts
- students drew valid inferences about values and attitudes presented in stimulus texts and incorporated these to clearly justify personal perspectives and conclusions that were integrated across the response in a way that remained relevant to the task context and outline
- judgments were based only on evidence presented in the syllabus-specified conditions — up to 8 minutes for the multimodal presentation and 7 minutes for the interview (2019 syllabus, p. 46). Any part of the response beyond this duration was not considered.

## Practices to strengthen

When making judgments for this IA for the 2025 syllabus, it is essential to consider the following key differences between the ISMGs in the 2019 and 2025 syllabuses:

- Though the IA3 is still assessed in two parts in 2025 (Multimodal presentation and interview), in the ISMG, clearly defined sub-criteria, mark allocations, and descriptors replace three broad characteristics, e.g.
  - for the Creating a multimodal response in French criterion, 15 marks are awarded across three criteria: Responding and creating (3 marks), Responding — Language elements (6 marks), Responding — Communication (6 marks)
  - for the Exchanging information and ideas in French (interview) criterion, 15 marks are awarded across three criteria: Creating and Responding (5 marks), Language Elements (5 marks), Communication (5 marks).

To further ensure reliable judgments are made using the ISMG for this IA, it is recommended that:

- written and spoken communication are appropriate to the task and text type. This includes register, tone, and relevance of ideas in relation to the context and question outlined
- in the interview, teachers vary questions and refer students to elements and ideas within their presentation and the stimulus texts. Teachers avoid awarding high marks to rehearsed responses that do not demonstrate communication of a responsive and spontaneous nature, even if grammatically accurate
- teachers engage with QCAA training webinars and syllabus resources to develop their understanding of specific terminology in the ISMG descriptors, e.g. minor errors, wide range, discerning, fragmented. Shared understanding of these terms will help to ensure consistency when making judgments across the state.



## Additional advice

It is essential to consider the following key differences between the 2019 and 2025 syllabuses:

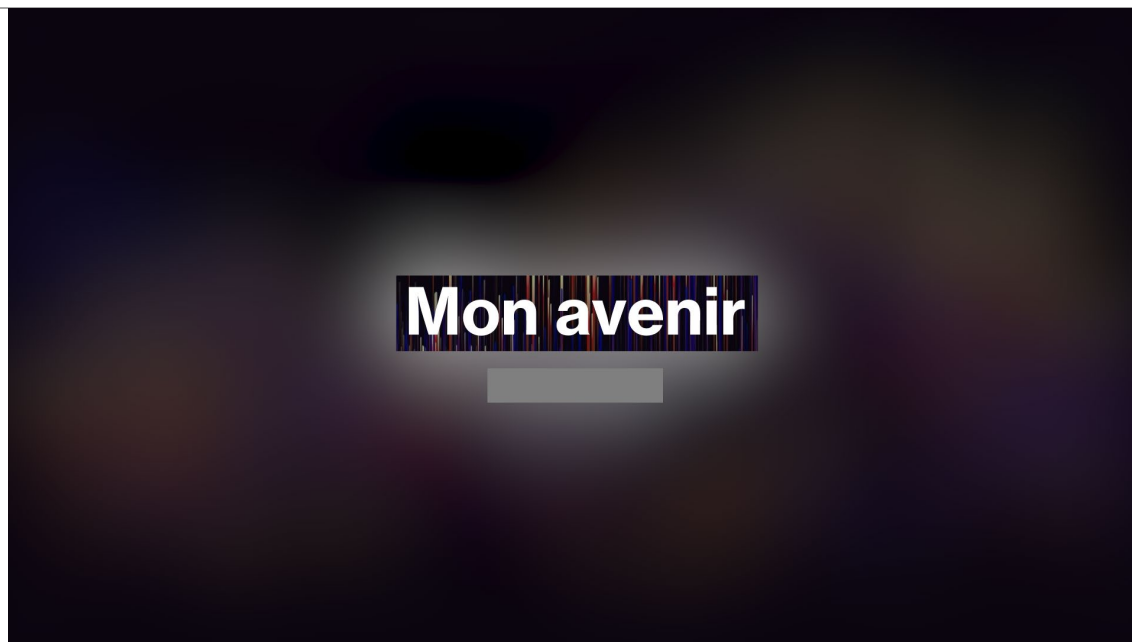
- The student-created multimodal response must incorporate at least two modes of communication (one written and one spoken) integrated so that each mode contributes significantly to the response, in accordance with the 2025 syllabus IA3 task specifications, Creating a multimodal presentation in French criteria requirements, and glossary definitions.
- The 2025 syllabus assesses only objectives 1, 4, 5, and 6.
- Objectives 2 (identifying purpose, audience, context and tone, and inferring meaning, values and attitudes) and 3 (analysing and evaluating ideas) are no longer assessed in the IA3. This streamlining shifts the focus toward comprehension, construction of meaning, justification, and communication.
- As with the IA2, the Exchanging information and ideas criteria now explicitly assesses spontaneous, unrehearsed responses to unseen, open-ended questions. This change emphasises authentic communicative competence over memorised or rehearsed responses.
- In the 2025 syllabus both the multimodal presentation and the spoken interview have a time limit of up to 7 minutes.

## Samples

The following excerpt illustrates strong alignment with the task context and outline. The student introduces the response using rhetorical questions directed at the hypothetical audience, establishing a clear sense of purpose and audience.

Analysis of Stimulus 1 includes detailed identification of context alongside insightful and justified interpretation of tone. These elements are synthesised with the student's personal perspective about how similar experiences of travel and volunteer work in high school have shaped their own outlook.

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



Video content: (1 min, 58 secs)

[https://youtu.be/\\_5SjaUNdIGI](https://youtu.be/_5SjaUNdIGI)

# 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. The external assessment papers and the external assessment marking guide (EAMG) are published in the year after they are administered.

## Examination — combination response (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:

- Section 1 consisted of short response questions (14 marks)
- Section 2 consisted of short response questions (15 marks)
- Section 3 consisted of extended response questions (21 marks).

The assessment required students to analyse three stimulus texts in both English and French.

The stimulus for Section 1 short response in French was an audio text in French with two associated questions.

The stimulus text 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 by matching student responses to the EAMG.

### Effective practices

Overall, students responded well to:

- Question 1
- Question 3
- Question 4
- Question 7.

### Practices to strengthen

When preparing students for external assessment, it is recommended that:

- students practise responding succinctly to short response items in French where marks are awarded for evidence of receptive understanding and the accurate productive application of French
- students practise providing examples in English rather than French in short response in English items

- students practise, in both short response in French and in English items, constructing a clear conclusion followed by the specified number of signposted and discrete examples that connect with their conclusions
- students practise elaborating with further detail when providing information for all three of the individual extended response in French prompts.

### Additional advice

- It is recommended that students develop broad French vocabulary knowledge relevant to all Unit 4 topics in order to access information in short response stimulus texts and information in extended response prompts.
- It is recommended that students practise paraphrasing text references rather than using direct quotes for short response items in French.
- It is recommended that students avoid copying from short response written stimulus texts into the extended written response.

### Samples

#### Short response In French

##### Question 1

This question required students to identify an intended audience for Stimulus 1 text and to justify their response with two examples from the text.

Effective student responses:

- identified the intended audience as young people between 15–25 years of age who can speak French and dance, e.g. the person says, 'Do you speak French?' and 'Can you dance?'.

This excerpt has been included:

- as it identifies the intended audience with two examples to justify the decision.

#### QUESTION 1 (7 marks)

Identify an intended audience for Stimulus 1. Justify your response with two examples from the stimulus.

Ce stimulus est destiné aux jeunes qui ont «entre quinze et vingt-cinq ans» et qui aiment la musique, parlent le français, et qui savent danser. ~~Spécifiquement~~ Surtout des jeunes qui ~~se~~ s'intéressent «à de faire parti d'un clip de musique». L'homme qui ~~part~~ parle, il dit aussi « invites tes copains qui parlent français et qui dansent », donc ce public est évident.

## Question 2

This question required students to identify the purpose of Stimulus 1 text and to provide two examples from the stimulus to justify their response.

Effective student responses:

- identified that they were looking for young people to take part in a music clip. The young people were to meet on Saturday 21 November at 11 am in a pedestrian zone in the city to dance and film the clip.

## Short response In English

## Question 3

This question required students to identify the context of written Stimulus 2 and to justify their response with two examples from the stimulus.

Effective student responses:

- identified the context of Stimulus 2, as an International Student Forum post, where a returned exchange student wants to highlight the differences in culture and schooling between France and Australia for potential exchange students. The differences include, Australia has both public and private schools, and in Australia, uniform hats, and bags with logos are required to be worn.

This excerpt has been included:

- because it identifies the context as the situation of the text rather than solely the text type. The decision is supported with discretely articulated examples.

**QUESTION 3 (3 marks)**

What is the context of Stimulus 2 in the stimulus book? Justify your response with two examples from the stimulus.

The context of Stimulus 2 is an online forum/discussion board about international students and their experiences <sup>with</sup> ~~at~~ school exchanges. The author writes a blog-like entry about "sharing [their] personal experience" with the rest of the discussion group so that "you can learn about the ~~different~~ cultural and schooling differences in Australia". The speaker ~~enjoy~~ uses this forum to encourage fellow students (particularly other French students) to follow in her footsteps and go on exchange. She does this by speaking about what she gained during her trip, and all the positives, such as "Participating in sport" and "making close friends easily".

#### Question 4

This question required students to analyse how the experience had changed the writer of the Stimulus 2 text and to justify their conclusion with three examples from the text.

Effective student responses:

- identified that the writer became a more confident, independent person because of their stay in Australia. At first, they were nervous to stay with a family in Australia, but they made close friends easily during their year abroad and the host family was nice. They became more independent and self-confident as they were exposed to different subjects in Australia. This was something they may not have done in France. Finally, they mention how they have achieved their dream of becoming an international citizen. All this has changed the writer as they were exposed to new experiences in Australia.

#### Question 5

This question required students to compare Yvonne's attitude with Marie's in Stimulus 3 justifying their conclusion with one example of attitude for each friend.

Effective student responses:

- identified that the two speakers have very different attitudes. On the one hand, Yvonne is disappointed that she must re-sit her driver's licence practical exam. She mentions she only missed passing the practical exam by two points. On the contrary, Marie, who also needs to re-sit the practical exam is pragmatic about the situation and uses a variety of strategies to comfort her friend who is disappointed. She tells Yvonne she is sure she will get the driver's licence next time and not to worry about not getting it after the first attempt.

#### Question 6

This question required students to explain the next steps the friends in Stimulus 3 will take to have a successful trip and justify their response with three examples from the stimulus.

Effective student responses:

- identified that, after their driver's licence practical exams were unsuccessful, the two girls will focus on getting ready to re-sit the exam because they said they had made plans for a car trip. First, they will need to re-enrol as soon as possible as it takes about two months until they can sit it again. They could use this time to work with their driving instructor on the more specific manoeuvres that are required for the exam. Finally, they will need to do as much driving as possible before the exam.

### Extended response in French

#### Question 7

This question required students to write a diary entry of 200–300 words in French reflecting on the experience of auditioning with a friend for a French reality television show in Tahiti but not getting through.

In their diary entry, students had to address:

- what they did during their studies to prepare for this audition
- the importance for them of participating
- what they are going to do in the future to cultivate their talent.

## Effective student responses:

- demonstrated clear understanding of the three bullet point prompts by crafting responses that addressed them, elaborating with information relevant to the task.
- created meaning by selecting ideas relevant to the task, organising ideas logically into paragraphs, and synthesising information and ideas with connectors to create a cohesive and coherent response
- used a wide range of vocabulary, grammar and tenses purposefully and with a high degree of accuracy, applying register appropriately.
- included an appropriate opening and closing for the diary entry.

## This excerpt has been included:

- as it shows an appropriate diary entry opening
- as it addresses the task prompt and elaborates
- as it demonstrates the logical sequencing of ideas into paragraphs and the cohesive synthesis of information across paragraphs
- as it illustrates instances of the highly accurate application of a wide range of language elements.

Le 12 novembre, 2025

Cette année, ~~je~~ j'ai fait une audition pour une émission de télévision réalité française en Tahiti avec mon ami, Luc.

Malheureusement, ~~je viens~~ nous n'avons pas été invités à participer à l'émission, et maintenant, je suis vraiment déçue.

~~J'ai fait beaucoup pour~~ Pendant mes études pour me préparer à cette audition, j'ai pratiqué mon français en écoutant de la musique ~~françaises~~ française et ~~je~~ en regardant des films français. Chaque semaine, ~~je~~ j'allais chez Luc pour lui parler en français. ~~Je crois que~~ Par ailleurs, nous avons parlé ~~à~~ au ~~le~~ père de Luc, qui est acteur, <sup>et</sup> ~~notre enseignant de théâtre à l'école,~~ qui nous a donné des conseils pour l'audition.