

French 2025 v1.2

IA3: Sample assessment instrument

This sample has been compiled by the QCAA to assist and support teachers in planning and developing assessment instruments for individual school settings.

Student name	sample only
Student number	sample only
Teacher	sample only
Issued	sample only
Due date	sample only

Marking summary

Criterion	Marks allocated	Provisional marks
Creating a multimodal presentation in French — Multimodal presentation	3	
Creating a multimodal presentation in French — Responding (language elements)	6	
Creating a multimodal presentation in French — Responding (communication)	6	
Exchanging information and ideas in French — Creating and responding	5	
Exchanging information and ideas in French — Language elements	5	
Exchanging information and ideas in French — Communication	5	
Overall	30	

Conditions

Technique	Multimodal presentation and interview
Unit	Unit 4: Mon présent; mon avenir — My present; my future
Topic/s	Topic 1: The present and/or Topic 2: Future choices
Duration	5 weeks (in-class and out-of-class time)
Mode/length	Multimodal presentation in French: up to 7minutes Interview in French: up to 7 minutes (unprepared) Dictionaries not permitted in the interview component of this task.
Individual/group	Individual
Other	Multimodal presentation may be delivered live or be pre-recorded. Interview may be assessed at a separate time to the multimodal presentation.

Context

In this unit, you have focused on the topics of the present and future choices. You will respond to three teacher-provided stimulus texts, one of which has been explored in class. The other two are unseen that you will work on individually.

Task

You are representing your school at a Youth Futures Forum, which will explore how young people contribute to their communities now and how they prepare for the future. Prepare and deliver a multimodal presentation in French that shares your reflections and opinions on this topic.

You must refer to all three stimulus texts, clearly and thoughtfully, and show how they connect to your ideas and experiences.

Synthesise the ideas in Stimulus 1, 2, and 3 to develop a multimodal presentation in French up to 7 minutes. You will identify different perspectives including your personal perspective in your response. Your presentation is to be submitted as a video file containing both audio and visual components.

To complete this task, you must:

- develop an understanding of the information, ideas, opinions and experiences in the stimulus texts
- demonstrate your own perspectives using evidence from all the three stimulus texts
- draw your own personal conclusions
- construct a structured, sequenced and synthesised multimodal presentation
- justify your response using relevant information from all three stimulus texts.

Checkpoints

- ☐ Term 2 Week 1: Negotiate with your teacher about perspective and content before developing response and/or conducting supplementary research.
- ☐ Term 2 Week 3: Develop a draft for feedback. Your teacher will provide advice but not corrections.
- ☐ Week 5: Submit a final copy of your multimodal on or before the due date.

Authentication strategies

- You will be provided class time for task completion.
- Your teacher will observe you completing work in class.
- You will produce sections of the final response under supervised conditions.
- Your teacher will collect copies of your response and monitor at key junctures.
- Your teacher will collect and annotate a draft.
- You must acknowledge all sources.
- You must submit a declaration of authenticity.

- You will produce summaries during your response preparation.
- Your teacher will conduct interviews or consultations as you develop the response.
- Your teacher will conduct interviews after submission to clarify or explore aspects of your response.
- Your teacher will compare the responses of students who have worked together in groups.
- Your teacher will ensure class cross-marking occurs.
- When working as part of a group, your individual response is assessed by your individual performance in the assessment technique/task.
- You will each produce a unique response by identifying how this is achieved, e.g. selecting personal perspectives using information and ideas from the teacher provided stimulus texts.
- You will use plagiarism-detection software to submit your response.
- You will provide documentation of your progress at the third week after receiving the assessment task.

Scaffolding

- Use a range of resources including the Unit 4 Language elements list and class notes to prepare for your multimodal presentation.
- Use teacher provided stimulus texts to plan and choose your personal perspectives.
- Find the evidence in the stimulus texts that supports and/or doesn't support your perspective/s relevant to the context, task and text type for the multimodal presentation.
- Draft/plan how to link the information together by structuring your information and insights in an organised way.
- Submit draft for feedback.
- Be familiar with your technology and allow plenty of time to check all is working.
- Practise prior to presenting. You might choose to deliver your multimodal presentation live or pre-record your multimodal presentation.

Instrument-specific marking guide (IA3): Multimodal presentation and interview response (30%)

Creating a multimodal presentation in French — Multimodal presentation	Marks
The student response has the following characteristics:	
comprehension of ideas in three stimulus texts in French related to the present and/or future choices	3
comprehension of ideas in two stimulus texts in French related to the present and/or future choices	2
some comprehension of ideas in one stimulus text in French related to the present and/or future choices.	1
The student response does not match any of the descriptors above.	0

Creating a multimodal presentation in French — Responding (language elements)	Marks
The student response has the following characteristics:	
- constructs meaning by applying comprehensive and complex knowledge of language elements in a multimodal presentation with minor errors in the use of - wide range of vocabulary - wide range of grammar - pronunciation - consistent register - intonation	6
- constructs meaning by applying comprehensive knowledge of language elements in a multimodal presentation with minor errors in the use of - wide range of vocabulary - wide range of grammar - pronunciation - register - intonation	5
- constructs meaning by applying knowledge of language elements in a multimodal presentation with minor errors in the use of - range of vocabulary - range of grammar - pronunciation - register - intonation	4
- constructs meaning by applying some knowledge of language elements with some errors in a multimodal presentation in the use of - vocabulary - grammar - pronunciation - register - intonation	3

Creating a multimodal presentation in French — Responding (language elements)	Marks
• repetitive use of French language elements and vocabulary in a multimodal presentation	2
• fragmented use of French.	1
The student response does not match any of the descriptors above.	0

Creating a multimodal presentation in French — Responding (communication)	Marks
The student response has the following characteristics:	
• communicates with discerning selection, sequencing and synthesis of information from the stimulus texts to justify conclusions, ideas and perspectives appropriate to the task and text type of the multimodal presentation	6
• communicates with effective selection, sequencing and synthesis of information from the stimulus texts to justify conclusions, ideas and perspectives appropriate to the task and text type of the multimodal presentation	5
• communicates with selection, sequencing and synthesis of information from the stimulus texts to justify conclusions, ideas and perspectives appropriate to the task and text type of the multimodal presentation	4
• communicates with some selection and sequencing of information from the stimulus texts with some justification of conclusions/ideas/perspectives appropriate to the task of the multimodal presentation	3
• a multimodal presentation with some selection and sequencing of information/ideas from the stimulus texts	2
• disjointed use of French.	1
The student response does not match any of the descriptors above.	0

Exchanging information and ideas in French — Creating and responding	Marks
The student response has the following characteristics:	
• thorough and discerning responses to the open, unseen interview questions	5
• thorough responses to the open, unseen interview questions	4
• relevant responses to the open, unseen interview questions, with some errors	3
• mostly relevant responses to the open, unseen interview questions, with errors	2
• fragmented engagement with the questions posed.	1
The student response does not match any of the descriptors above.	0

Exchanging information and ideas in French — Language elements	Marks
The student response has the following characteristics:	
- constructs meaning in an interview by applying comprehensive knowledge of language elements with minor errors in the use of - wide range of vocabulary - wide range of grammar - pronunciation - consistent register - intonation	5
- constructs meaning in an interview by applying knowledge of language elements with minor errors in the use of - range of vocabulary - range of grammar - pronunciation - register - intonation	4
- constructs meaning in an interview by applying some knowledge of language elements with some errors in the use of - vocabulary - grammar - pronunciation - register - intonation	3
- uses some French language in an interview, including repetitive use of - vocabulary - grammar	2
fragmented use of French in an interview.	1
The student response does not match any of the descriptors above.	0

Exchanging information and ideas in French — Communication	Marks
The student response has the following characteristics:	
demonstrates discerning selection and sequencing of ideas in an interview with proficiency and spontaneity	5
demonstrates effective selection and sequencing of ideas in an interview with proficiency and spontaneity	4
demonstrates selection and sequencing of ideas in an interview with some proficiency	3
demonstrates fragmented selection and sequencing of ideas in an interview, or delivers a set of rehearsed responses	2
disjointed use of French.	1
The student response does not match any of the descriptors above.	0

Stimulus

Three stimulus texts of differing text types and modes:

- Stimulus 1 — the film *Bigger than us* (2021) studied in class
- Stimulus 2 — an unseen written text
- Stimulus 3 — an audio text

Stimulus 1: In class stimulus

Film: *Bigger than us* (2021)

The film follows young activists from around the world, including French-Indonesian Melati Wijsen, as they commit themselves to major global causes such as climate change, human rights, and social justice.

Stimulus 2: Written text

Après le bac, un passeport solidaire : pourquoi de plus en plus de jeunes partent « apprendre ailleurs »

La remise du diplôme à la main et la toge à peine rangée dans le placard, ils sont des milliers, chaque année, à échanger leur cartable contre un sac à dos. Selon l'Observatoire franco-australien de la Jeunesse (rapport 2025), **28 %** des lycéens australiens et **32 %** de français envisagent un « une année sabbatique » à l'étranger dont **les deux tiers incluent au moins trois mois de volontariat**.

Lucie, 18 ans, originaire de Clermont-Ferrand, vient de passer six semaines dans une ONG péruvienne qui forme de jeunes femmes à l'artisanat textile durable : « Ma cérémonie de fin d'études m'a donné l'impression de tourner une page. Partir juste après, c'était écrire le premier chapitre de ma nouvelle vie en tant qu'adulte — en espagnol ! ».

En Australie, des écoles secondaires comme Newtown High (Sydney) invitent d'anciens élèves à témoigner lors du **du dîner de remise des diplômes**, **Jackson**, 19 ans, y a présenté son expérience au Sénégal : « J'ai enseigné l'anglais le matin, planté des manguiers l'après-midi. Mon français scolaire s'est transformé en français courant; maintenant je prépare un double diplôme commerce-développement durable à Brisbane. »

Les raisons qui poussent ces jeunes à partir sont multiples : certains veulent aider les autres, d'autres cherchent à vivre une expérience enrichissante ou à développer des compétences appréciées dans le monde du travail. « Aujourd'hui, les employeurs accordent une grande importance à la capacité des candidats à travailler efficacement dans des environnements multiculturels », explique le docteur Dufour, expert en ressources humaines à Lyon.

Mais le volontariat comporte aussi des défis. Coût du billet d'avion, choc culturel, gestion de la distance avec les amis restés au pays — autant d'obstacles qui demandent préparation et résilience : « Sans mes cours de français, communiquer avec l'équipe locale aurait été quasi impossible », reconnaît Jackson.

Pour Lucie, le bilan est clair : « J'ai compris qu'en parlant une langue étrangère, on appartient en partie à une autre culture. » Sa prochaine étape ? Entrer à Sciences Po à Reims, campus Europe-Amérique, pour approfondir son anglais et retourner, plus tard, encadrer d'autres volontaires.

Se mobiliser à l'étranger après le bac ne remplace pas l'université ; il la prépare autrement. Entre compétences linguistiques, autonomie et réseau international, ces jeunes reviennent transformés — et déterminés à construire l'avenir, ici comme là-bas.

Stimulus 3: Audio text

Titre du podcast: Paroles de globe-volontaires

Animateur : Bonjour à tous ! Pour cet épisode spécial « Fin d'études et nouveaux horizons », nous accueillons Zoé, 18 ans, diplômée d'un lycée de Marseille, et Riley, 18 ans, tout juste sorti d'un lycée de Brisbane. Tous deux rentrent d'une mission de volontariat de trois mois au Laos.

Animateur : Zoé, ta cérémonie de remise de bac était à peine terminée. Pourquoi partir si vite ?

Zoé : J'avais besoin de donner un sens concret à tout ce qu'on avait appris en classe : la solidarité, le développement durable... Construire des toilettes bio dans un village isolé, c'est tout sauf théorique !

Animateur : Riley, toi tu étudies le français depuis quatre ans. En quoi cela t'a aidé ?

Riley : Après les cours de construction au Laos, on jouait au foot avec les enfants. Beaucoup parlaient un peu français grâce aux volontaires des années précédentes. Pouvoir rigoler et expliquer les règles dans leur langue, c'était magique — et ça a créé une vraie connection avec les enfants du village.

Animateur : Quelles compétences avez-vous gagnées ?

Zoé : L'adaptabilité : quand les briques de construction n'arrivent pas, il faut improviser ! Et j'ai aussi appris travailler en équipe, avec des bénévoles belges, laotiens et australiens.

Riley : La gestion de projet. On avait un budget, un calendrier, des imprévus. C'est comme un stage de chef de chantier !

Animateur : Des difficultés ?

Zoé : Être loin de mes amis. On organisait des appels vidéo, mais il y a un décalage de cinq heures, c'était pas évident...

Riley : Pareil, pour moi ! Ah, et Internet super lent : on apprend vite à déconnecter.

Animateur : Et la suite pour l'avenir ?

Zoé : Moi je vais entreprendre une Licence de langues puis peut-être travailler pour une ONG.

Riley : Moi, double diplôme génie civil et français ; je veux construire des infrastructures durables en Afrique francophone.

Animateur : Un conseil aux terminales qui hésitent ?

Zoé : Allez-y, mais préparez-vous : formez-vous en langue étrangère et en interculturalité.

Riley : Et n'oubliez pas que votre choix aujourd'hui peut devenir l'opportunité de demain — pour vous et pour la communauté que vous servez.

[fin]

(Recording duration: 3min. and 373 words)

Interview — sample teacher questions

Question 1 Pourquoi certaines personnes choisissent-elles de quitter leur pays après le lycée ? Qu'est-ce qu'on peut apprendre en vivant à l'étranger ?

Question 2 Qu'est-ce que tu aimerais faire après le lycée ? Est-ce que tu veux voyager, faire du bénévolat ou commencer des études tout de suite ?

Question 3 À ton avis, quelles sont les causes les plus importantes pour les jeunes aujourd'hui ? Pourquoi ?

Question 4 Quels sont, selon toi, les avantages et les défis de s'engager dans une cause sociale ou écologique quand on est jeune ?

Question 5 Penses-tu que les réseaux sociaux aident ou gênent les jeunes dans leur engagement pour des causes importantes ? Pourquoi ?

All stimulus texts are created by the QCAA.



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