

French Extension subject report

2022 cohort

February 2023



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Introduction

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

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

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

- how schools have applied syllabus objectives in the design and marking of internal assessments
- how syllabus objectives have been applied in the marking of external assessments
- patterns of student achievement.

The report promotes continuous improvement by:

- identifying effective practices in the design and marking of valid, accessible and reliable assessments
- recommending where and how to enhance the design and marking of valid, accessible and reliable assessment instruments
- providing examples, including those that demonstrate best practice.

Schools are encouraged to reflect on the effective practices identified for each assessment, consider the recommendations to strengthen assessment design and explore the authentic student work samples provided.

Audience and use

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

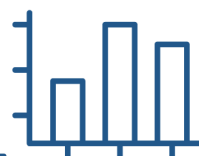
- inform teaching and learning and assessment preparation
- assist in assessment design practice
- assist in making assessment decisions
- help prepare students for external assessment.

The report is publicly available to promote transparency and accountability. Students, parents, community members and other education stakeholders can use it to learn about the assessment practices and outcomes for General subjects (including alternative sequences (AS) and Senior External Examination (SEE) subjects, where relevant) and General (Extension) subjects.

Report preparation

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

Subject data summary



Subject completion

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

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

Number of schools that offered the subject: 5.

Completion of units	Units 3 and 4
Number of students completed	34

Units 3 and 4 internal assessment (IA) results

There were insufficient student enrolments in this subject to provide useful analytics.

External assessment (EA) marks

There were insufficient student enrolments in this subject to provide useful analytics.

Final subject results

There were insufficient student enrolments in this subject to provide useful analytics.

Grade boundaries

The grade boundaries are determined using a process to compare results on a numeric scale to the reporting standards.

Standard	A	B	C	D	E
Marks achieved	100–82	81–65	64–46	45–17	16–0

Distribution of standards

There were insufficient student enrolments in this subject to provide useful analytics.

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 v4.0*, Section 9.5.

Percentage of instruments endorsed in Application 1

Number of instruments submitted	IA1	IA2	IA3
Total number of instruments	5	5	5
Percentage endorsed in Application 1	60%	80%	20%

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 (ISM), and are used to make decisions about the cohort's results.

Refer to *QCE and QCIA policy and procedures handbook v4.0*, Section 9.6.

The following table includes the percentage agreement between the provisional marks and confirmed marks by assessment instrument. The Assessment decisions section of this report for each assessment instrument identifies the agreement trends between provisional and confirmed marks by criterion.

Number of samples reviewed and percentage agreement

IA	Number of schools	Number of samples requested	Number of additional samples requested	Percentage agreement with provisional marks
1	5	22	0	100%
2	5	22	0	100%
3	5	22	0	100%



Examination — combination response (20%)

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

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

The examination relates to one area of study, chosen by the school, that has been covered in Unit 3.

Schools may deliver this instrument over consecutive sessions but must ensure that the integrity of the examination is not compromised. Examination specifications describe the relationship of the components to each other. Both components should be completed within five school days.

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

*Each priority might contain up to four assessment practices.

Total number of submissions: 5.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- aligned questions closely with the cognitions specified in the ISMG cueing students to demonstrate thorough comprehension of language elements, structures and/or textual conventions
- asked students specifically to analyse how a text's meaning, attitudes, perspectives and/or values influenced its audience
- included questions requiring conclusions and justification when analysing and evaluating.

Practices to strengthen

It is recommended that assessment instruments:

- align closely with the subject matter of the unit
- require students to analyse the texts in question, rather than drawing on external knowledge to achieve analysis.

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	0
Layout	0
Transparency	0

*Each priority might contain up to four assessment practices.

Total number of submissions: 5.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- proofread tasks to model accurate spelling, grammar, punctuation and other textual features
- used bold, italics and other formatting features only where relevant.

Practices to strengthen

There were no significant issues identified for improvement.

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	100%	0%	0%	0%
1	Creating French texts	100%	0%	0%	0%

Effective practices

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

- student responses articulated how audiences were influenced by meaning, attitudes, perspectives, and/or values in the stimulus texts
- student responses in French showed analytical technique and were justified using a range of language elements.

Samples of effective practices

The following excerpt illustrates discerning analysis and evaluation of relevant information and ideas in French texts to draw well-constructed and valid conclusions with well-substantiated justification and thorough comprehension of language elements, structures and/or textual conventions to identify gist and extensive details in the stimulus text.

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

Excerpt 1

la fin d'enfance, le rite du passage, l'indépendance. Ce sont les valeurs sociales représentées ^{au} ~~dans le~~ film « la famille Bélier », par Eric Lartigau. Tout au long du film on suit le passage à l'âge adulte du personnage principal - Paula. Paula - jouée par Louane Emera - se sent obligée de s'occuper ses parents sourds. ^{malgré} ~~la~~ famille est ~~est très évident dans~~ ~~stimulus 2~~ indispensable pour elle, Paula doit quitter ses parents pour trouver sa propre vie. ^{La bande-annonce} ~~est clair dans~~ ~~stimulus 2~~ du stimulus 2 montre la scène où Paula découvre un don - une voix tellement incroyable qu'elle chante plus forte que les ~~autres~~ autres ~~en~~ ^{des} choral. ~~Le film parle de~~ ^{Pendant le}

film, les valeurs (de) famille et l'indépendance sont démontrées. L'histoire du film est summarisée avec les paroles «mes cher parents, je pars... je vous aime, mais je pars!!» Concluding sentence

The following excerpt illustrates discerning analysis and evaluation of relevant information and ideas in French texts to draw well-constructed and valid conclusions in English with well-substantiated justification and thorough comprehension of language elements, structures and/or textual conventions to identify gist and extensive details in the stimulus text.

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

Excerpt 2

In Stimulus 2, the speaker presents a very positive tone when discussing the production. They use words and phrases such as "elegant costumes", "thoughtful use of space" and "very funny" to indicate this perspective. These adjectives clearly show the speaker's enjoyment of the play. Furthermore, they discuss the character of Argan, played by the director, by juxtaposing his traits in the lines, "he suffers, is ridiculed and lets himself be fooled, but he is worried/caring and pathetic also". By describing Argan in this way, the speaker implies that the character has a great depth and was thus a great success of Auteuil.

Practices to strengthen

There were no significant issues identified for improvement.

Additional advice

- Schools should ensure that students are equipped to demonstrate evidence within 150 words for responses in French and, for the Creating texts component, within the specified 5 minutes.
- School assessment policy should be implemented when managing response length concerns and clearly annotated on the student response and/or ISMG.



Examination — extended response (25%)

This assessment focuses on the analysis and evaluation of ideas and information. It is a stimulus response to a particular task or question, for an area of study not examined in the summative internal instrument 1 (IA1). While students may undertake some research in the writing of the extended response, it is not the focus of this technique. Students may use class time to engage with the stimulus provided by the teacher.

The response will 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	1
Authentication	0
Authenticity	0
Item construction	1
Scope and scale	0

*Each priority might contain up to four assessment practices.

Total number of submissions: 5.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- included stimulus texts offering points of view and arguments for analysis (Analysing French texts)
- included stimulus texts that allowed for the development of ideas (Creating French texts)
- offered stimulus texts that facilitated the opportunity for students to demonstrate their use of analytical essay language elements, structures and/or textual conventions
- offered a task question and stimulus texts that allowed students to respond personally, critically and/or creatively.

Practices to strengthen

It is recommended that assessment instruments:

- include stimulus texts that meet the word count specified in the syllabus.

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	0
Layout	0
Transparency	0

*Each priority might contain up to four assessment practices.

Total number of submissions: 5.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- contained no bias or inappropriate content
- contained no inappropriate language use, while avoiding unnecessary jargon, specialist language or colloquial language.

Practices to strengthen

There were no significant issues identified for improvement.

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
2	Analysing French texts	100%	0%	0%	0%
2	Creating French texts	100%	0%	0%	0%

Effective practices

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

- students analysed texts and identified a common theme
- students structured their analysis clearly and logically, with justification of their points of view

- the elements of tone, purpose, context and audience were clearly identified and supported the analysis.

Samples of effective practices

The following excerpt illustrates discerning analysis and evaluation with well-constructed conclusions and substantiated justification of points of view and arguments, discerning application of language elements, structures and/or textual conventions to create meaning in proficient and complex French texts, and discerning integration of purpose and audience.

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

Excerpt 1

Saint-Exupéry illustre les voyages du petit prince comme un voyage à travers les défauts les pires dans notre société. Chaque « grande personne » que le petit prince rencontre pensent que le monde tourne autour de lui. Stimulus 3 montre un bon exemple de ce phénomène sur la planète où vit le vaniteux.

Quand le petit prince lui rencontre, le vaniteux demande des applaudissements et il se décrit, « l'homme le plus beau, le mieux habillé, le plus riche et le plus intelligent de la planète. » C'est une représentation triste mais réelle de beaucoup d'entre nous qui, par l'admiration, perpétuent un monde qui nous force à remplacer l'imagination par l'égoïsme. Le vaniteux est une sorte de fenêtre qui nous permet de voir le matérialisme qui s'est emparé dans la société. À travers le vaniteux, Saint-Exupéry critique le fait que les objets et les apparences sont des choses vides qui, contrairement aux relations et l'amour, n'ont pas de vraie valeur. Hélas, le vaniteux vit seul sur la planète, donc, personne ne l'acclame. Alors, le vaniteux peut devenir une représentation parfaite de l'adulte, l'antithèse de l'enfant qui vit dans nos cœurs.

Practices to strengthen

There were no significant issues identified for improvement.

Additional advice

- Students should be encouraged to select a different text-type from the stimulus selected by the teacher.
- When matching responses to the ISMG, teachers should clearly indicate and annotate how responses exceeding syllabus specifications have been managed in accordance with the school's assessment policy.

Internal assessment 3 (IA3)



Project — investigative folio (30%)

Internal assessment 3 focuses on a student-led investigation that requires the application of cognitive, technical and creative skills and theoretical understandings in relation to an area of interest not studied in Unit 3. IA3 requires students to analyse and create French texts, and assesses Objectives 1–6. Part 1 is an 8–10-minute multimodal presentation, or equivalent digital media production, in French, on a personal focus and/or topic of interest. The presentation requires an analysis and evaluation of a collection of student-selected authentic French texts not previously studied in French or French Extension and covering a range of text types. Part 2 is a 10–12-minute individual spontaneous student-centred conversation about the presentation from Part 1.

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

*Each priority might contain up to four assessment practices.

Total number of submissions: 5.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- were constructed to allow students to demonstrate complex thought processes and to formulate independent conclusions.

Practices to strengthen

It is recommended that assessment instruments:

- include details of Part 2 within the assessment instructions for clear alignment with the syllabus specifications
- stipulate that students can submit only one draft for teacher feedback to ensure authentication.

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	0
Layout	0
Transparency	0

*Each priority might contain up to four assessment practices.

Total number of submissions: 5.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- contained no bias or inappropriate content
- contained no inappropriate language use, while avoiding unnecessary jargon, specialist language or colloquial language
- proofread tasks to model accurate spelling, grammar, punctuation and other textual features
- used bold, italics and other formatting features only where relevant.

Practices to strengthen

There were no significant issues identified for improvement.

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
3	Analysing French texts	100%	0%	0%	0%
3	Creating French texts	100%	0%	0%	0%

Effective practices

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

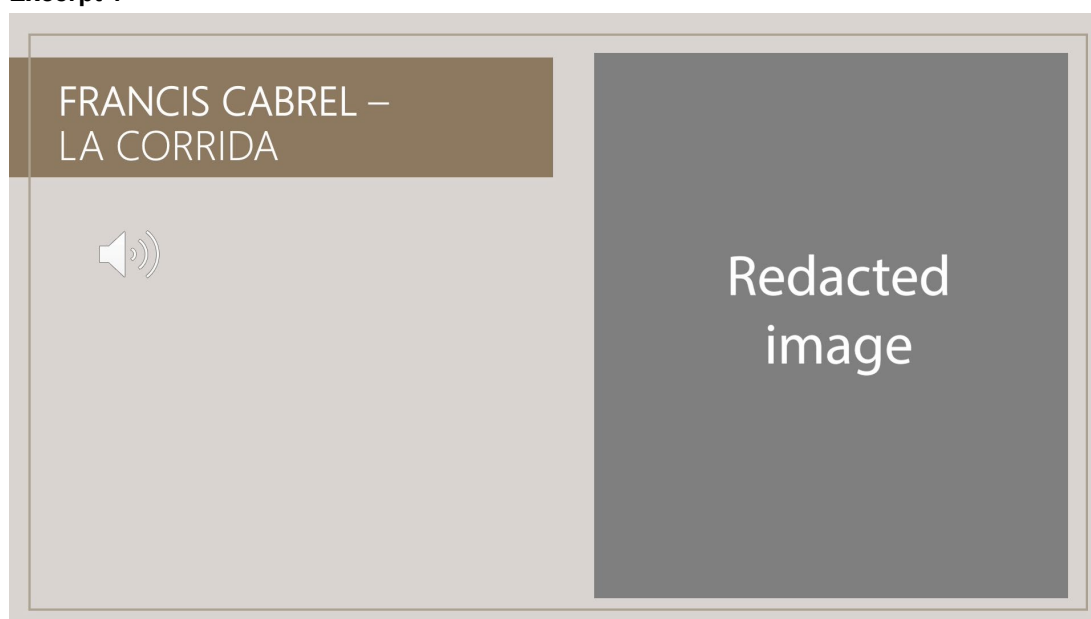
- students provided the script of their multimodal presentation
- responses analysed and evaluated the relevant information in the stimulus to draw substantiated conclusions based on further investigation
- student responses in the spoken conversation synthesised relevant information in a spontaneous yet cohesive and coherent manner to create meaning in French.

Samples of effective practices

The following excerpt illustrates evidence of a match to all three characteristics of the highest performance level for the Analysing French texts criterion.

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

Excerpt 1

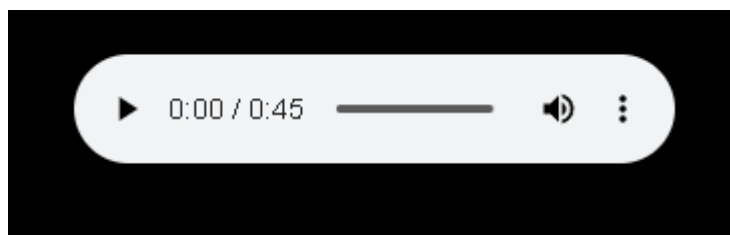


Video content: (1 min, 22 secs) https://youtu.be/xrQZj_aWQik

The following excerpt illustrates evidence of a match to all three characteristics of the highest performance level for the Creating French texts criterion.

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

Excerpt 2



Video content: (45 secs) https://www.qcaa.qld.edu.au/downloads/senior-qce/languages/snr_french_22_subj_rpt_ia3.mp3

Additional advice

- When matching responses to the ISMG, clearly indicate and annotate how responses exceeding syllabus specifications have been managed in accordance with the school's assessment policy.
- Ensure that the correct and appropriate number of files are uploaded for each student.
- Students are encouraged to convert their PowerPoint to MP4 or an alternate accepted video format so that they can easily verify that the response is within the specified time limit before submitting it. This also allows teachers to easily check timings when marking, and facilitates access for confirmation.

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 summative external examination is an extended response using stimulus from a range of different text types and on topics from the areas of study. Students were asked to select one stimulus from the choice of provided materials. They responded in the form of an analytical essay, by providing perspectives on the ideas in the stimulus material and relating them to the topics studied in Units 3 and 4.

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.

The assessment required students to write an extended response to one of three stimulus materials related to each area of study identified in Unit 3. Students were asked to discuss how a selected stimulus related to their own focus/topic from Unit 4: Independent investigation. The question was derived from the context of Unit 4: Independent investigation.

The stimulus material was three written texts. They were designed to elicit an extended response which analysed one of the texts and also related to the student's own investigative response.

Criterion: Analysing French texts

This criterion requires students to:

- analyse and evaluate ideas in French texts
- draw conclusions and justify their points of view.

Criterion: Creating French texts

This criterion requires students to:

- provide a personal, critical and/or creative response to stimulus
- adhere to the conventions of the text types.

Conditions

- Time: 2 hours plus 20 minutes planning time.
- Length: an extended response of 500–700 words.
 - Other: French dictionaries are not allowed.
 - Notes are not allowed.

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:

- substantiate their evaluative judgment about attitudes and values in the chosen stimulus with their own ideas
- use a consistent register and a wide range of vocabulary, grammar and tenses
- create generally fluent sentences to convey meaning in French.

The following excerpts have been selected to illustrate effective student responses in one or more of the syllabus assessment objectives. The characteristics identified may not be the only time the characteristics have occurred throughout a response.

Samples of effective practices

Extended response

Criteria: Analysing French texts; Creating French texts

Question 1 required students to:

- identify, analyse and evaluate a perspective in the chosen stimulus
- justify their conclusions using evidence and insights from the stimulus, their independent investigation and/or their own ideas.

Effective student responses:

- stated a clear thesis in the opening paragraph of their essay
- identified both attitudes and values in the chosen stimulus and provided an analytical interpretation, with examples, of how they influenced audiences
- developed a personal, critical or creative argument to support their thesis across the response.

Excerpt 1 has been included:

- to show thorough understanding of stimulus text attitudes and values supported with selected references.

Excerpt 1

il est clair que l'auteur a une opinion positive ^{en ce qui} ~~en ce qui~~ concerne de Tintin parceque le titre donne l'impression très positive avec le choix de mots de «La joie de vivre», qui implique les connotations positives. Sans parler le champs lexical parmi le texte en expliquant le phénomène globale de Tintin. Par exemple, ~~as~~ il utilise les adjectives comme «une bonne source de culture générale», «une excellente introduction au monde de la littérature», «la fameuse série» et retera. Il est nécessaire de remarquer que l'auteur essaie ~~de~~ d'exprimer la pensée que la culture française et la culture francophone a contribué largement à ^{le succès mondial} ~~le succès~~ des bandes dessinées. L'auteur fait l'appel aux valeurs et aux sentiments de l'importance de respecter la contribution de la nourriture, la gastronomie, la mode ^{et bien sur la littérature} au monde français ainsi que la puissance culturelle partout du monde.

Excerpt 2 has been included:

- to demonstrate an authoritative interpretation of how stimulus text attitudes and values influence audiences.

Excerpt 2

Je vais analyser la perspective de l'auteur en deux parties: le fait que ça soit facile à trouver des gens en ligne, et les raisons pour lesquelles nous aimons les réseaux sociaux. Pour influencer ses lecteurs à être d'accord, l'auteur exagère ^{la valeur} ~~le~~ ^{culturel} ~~populaire~~ ^{que les} ~~populaire~~ ^{réseaux sociaux} ^{sont partout}, disant « à moins que vous ne viviez dans une caverne », vous connaisseriez les plateformes sociales. ~~Ceci est une valeur culturelle, utilisée~~ ~~que l'auteur utilise pour faire mieux passer son message.~~ Dans cette phrase, l'auteur éclaire ^{la} ~~la~~ facilité avec laquelle on peut accéder aux réseaux sociaux. De plus, ^{le stimulus} ~~l'auteur~~ fait référence aux « millions d'utilisateurs actifs », soutenant ainsi son attitude. Deuxièmement, l'auteur nous

Excerpt 3 has been included:

- to show well-substantiated evaluative conclusions linking the chosen stimulus with the student's own ideas.

Excerpt 3

On pourrait aussi dire que ceux qui critiquent Tinbin ont oublié ^{leur} ~~leur~~ enfance ^{série de} ~~des~~ ~~enfants~~, et la façon dont ~~ce~~ ^{ce} bandes dessinées peut coloniser la ^{vie} ~~simple~~ ^{simple} d'un enfant. Moi, comme quelqu'un qui a lu Les Aventures de Tinbin pendant toute ma jeunesse, je suis complètement d'accord ~~avec~~ ~~l'auteur~~ l'auteur, et il a bien réussi en ~~convaincant~~ convaincant le public ~~de~~ de l'importance ~~de~~ de Tinbin.

Excerpt 4 has been included:

- to model a clear thesis at the beginning of the essay.

Excerpt 4

stimulus et ma recherche. ~~Je vais~~ En utilisant ma recherche, je vais démontrer que des attitudes et ~~votre~~ valeurs qu'on trouve dans le stimulus sont utilisés par l'auteur afin de convaincre ses lecteurs à s'aligner avec ^{sa} ~~la~~ perspective que les réseaux sociaux sont très populaires parce qu'ils permettent aux gens de découvrir une communauté et donc ~~d'exprime~~ de s'exprimer. Je vais analyser, premièrement, le stimulus

Excerpt 5 has been included:

- to exemplify the purposeful use of a wide range of cohesive devices.

Excerpt 5

bande dessinée. D'abord, l'article ~~littéraire~~^{littéraire} permet l'auteur d'exprimer sa vision aux lecteurs alors le premier ligne, l'auteur sous-entend qu'il a beaucoup d'admiration pour la bande dessinée, qui s'appelle Tintin. Il est évident quand il dit que « La fameuse série de bandes dessinées de Tintin... reste pertinente pour des raisons historiques, littéraires et sociales ». Ici, il nous invite d'accepter que Les Aventures

Excerpt 6 has been included:

- to showcase the creation of fluent sentences to convey meaning.

Excerpt 6

L'auteur exprime que, « la littérature influence les gens de manière différente », ce que j'ai compris comme l'importance de la perspective. Marie-Antoinette est le parfait exemple de ~~ce~~^{cette} idée. Quand on considère sa métamorphose d'image depuis de l'époque ~~révolutionnaire~~^{de la révolution} à nos jours - de la femme la plus hainée à une icône - c'est en effet la perspective qui ~~est~~^a ^{le} pouvoir ^{de changer} sur son image.

Excerpt 7 has been included:

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

Excerpt 7

communautés». ~~Il dit que~~ ceci montre que ~~les humains~~
 les réseaux sociaux sont même ~~déjà~~ créés afin de
 cultiver des groupes de personnes. ~~¶~~ L'auteur fait réfléchir
 ses lecteurs à leurs propres tendances dans la phrase
 émotive, que nous avons une «aspiration profonde à
 partager nos expériences». Ici, l'auteur réussit à convaincre
 son audience qu'en tant que créature sociale, nous avons tous
 une inclination humaine à former des communautés
 pour ~~par~~ qu'on puisse s'exprimer librement et se
 sentir entendus. Le message que passe l'auteur est
 simple: on aimerait tous trouver notre communauté,
 et les réseaux sociaux sont donc populaires parce
 que nos messages peuvent être facilement transmis de
 l'un à l'autre, et les gens sont facile à découvrir.

Excerpt 8 has been included:

- to demonstrate the textual convention of a conclusion.

Excerpt 8

dès la première phrase. Ce n'était pas juste
un séries de BDs iconique et révolutionnaire
pour l'industrie des BDs, mais son effet sur
notre société et nos vies quotidiennes reste
encore. «Les Aventures de Tinbin» continue à
être ~~une~~ une source d'inspiration pour nos jeunes
et ~~mes~~, selon moi, ne perdra jamais
~~son~~ son statut comme un œuvre littéraire
fondamental.

Practices to strengthen

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

- encouraging students to develop and substantiate clear thesis statements
- supporting students in the naming of both relevant attitudes and relevant ideas
- supporting students in demonstrating their understanding with seamlessly blended stimulus text references that are short or paraphrased (as opposed to lengthy quotations)
- providing students with opportunities to develop time-sensitive editing skills to showcase a wide range of vocabulary, grammar and tenses purposefully and accurately
- encouraging students to apply the textual conventions of an analytical essay structure to include a defined introduction and conclusion and at least two body paragraphs with paragraph breaks.