French Extension subject report

2025 cohort

January 2026

Contents

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 2026 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

6
schools offered French Extension

94.64%
of students completed 4 units

20.45%
increase in enrolment since 2024

Subject data summary
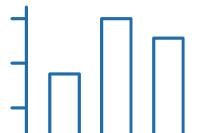
Unit completion

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 Extension: 6.

Completion of units	Units 3 and 4
Number of students completed	53

Units 3 and 4 internal assessment (IA) results

Total marks for IA
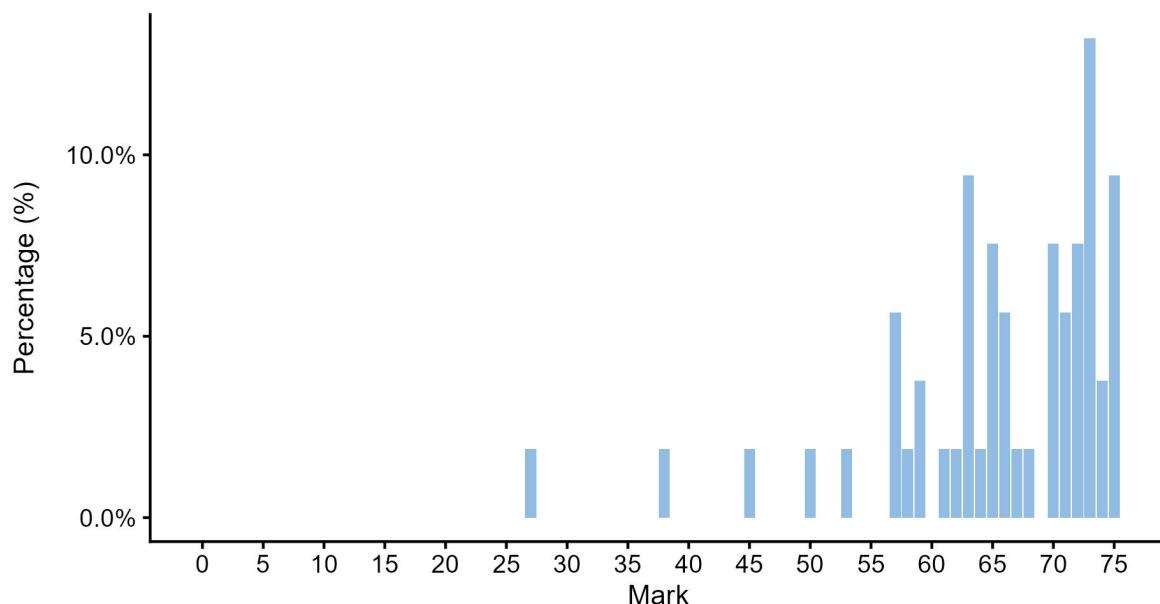
IA1 marks

IA1 total
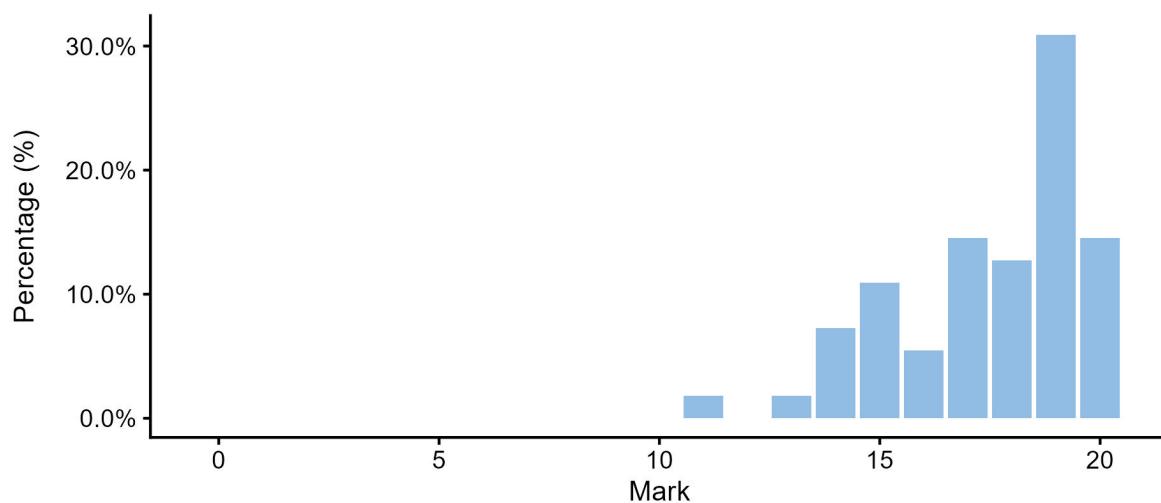
IA1 Criterion: Analysing French texts
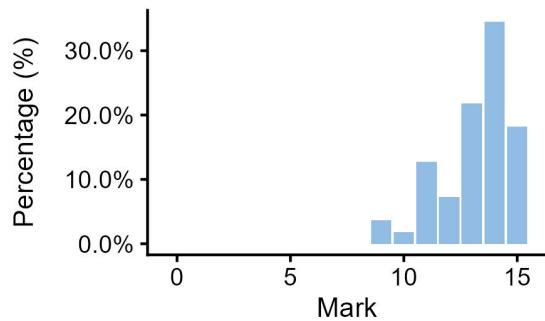
IA1 Criterion: Creating French texts
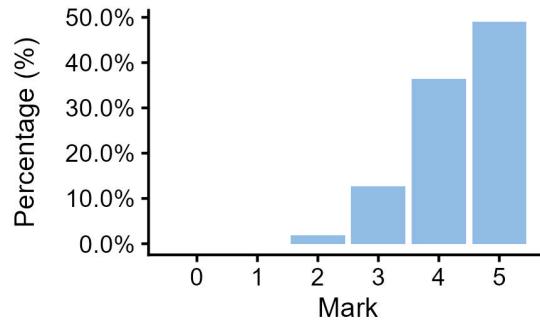
IA2 marks

IA2 total
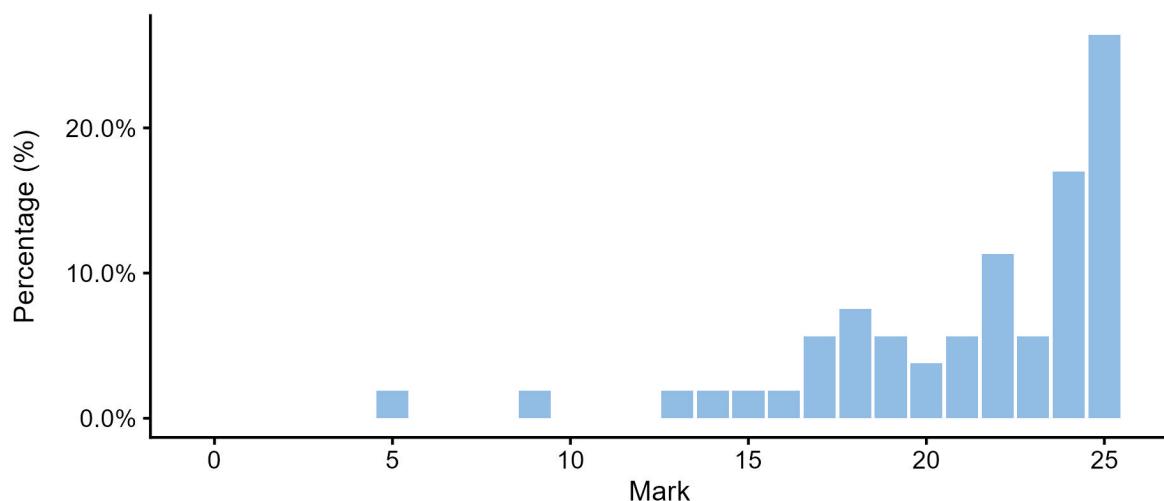
IA2 Criterion: Analysing French texts
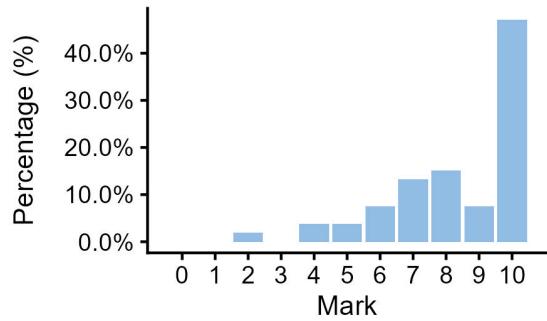
IA2 Criterion: Creating French texts
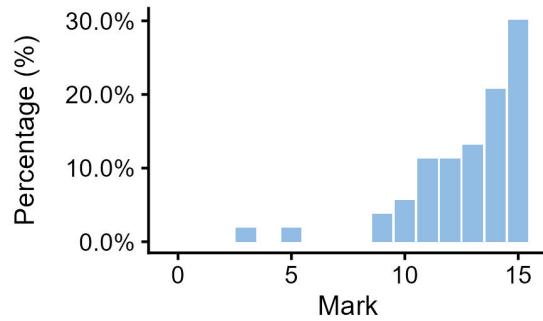
IA3 marks

IA3 total
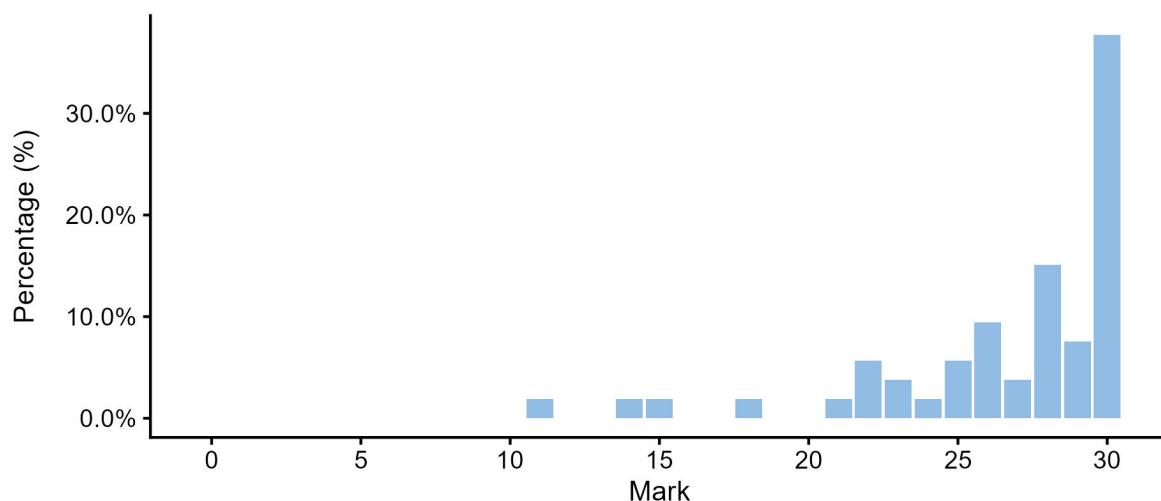
IA3 Criterion: Analysing French texts
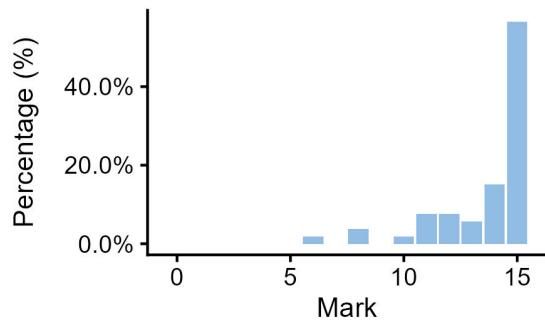
IA3 Criterion: Creating French texts
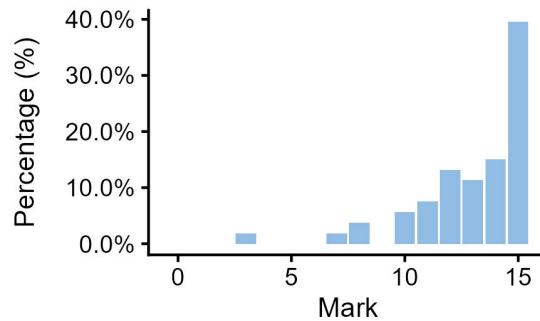
External assessment (EA) marks
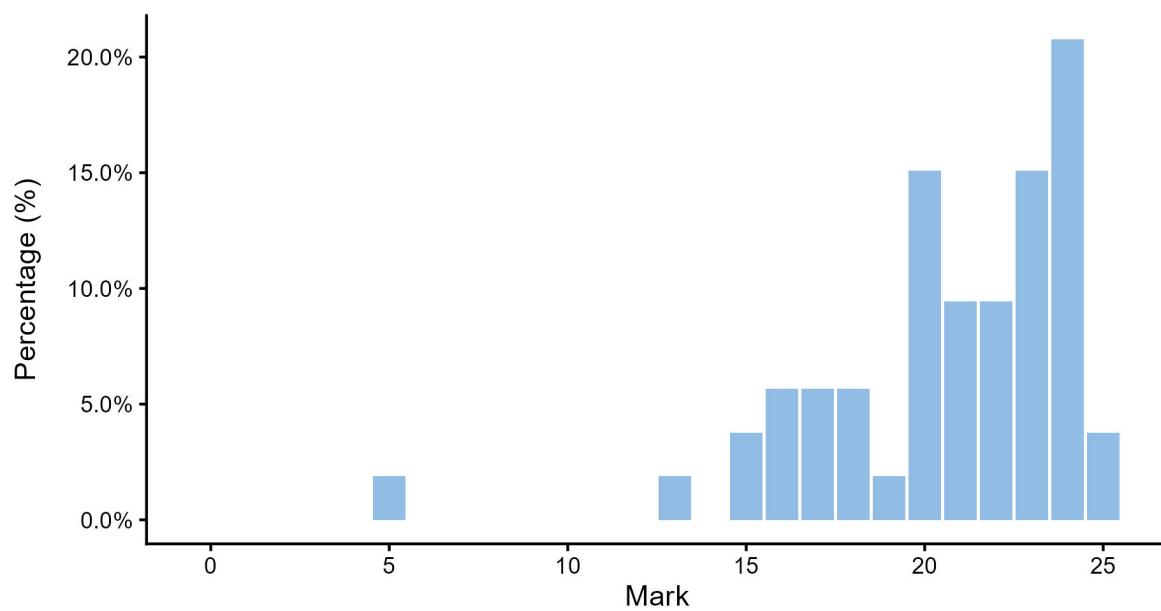
Final subject results

Final marks for IA and EA
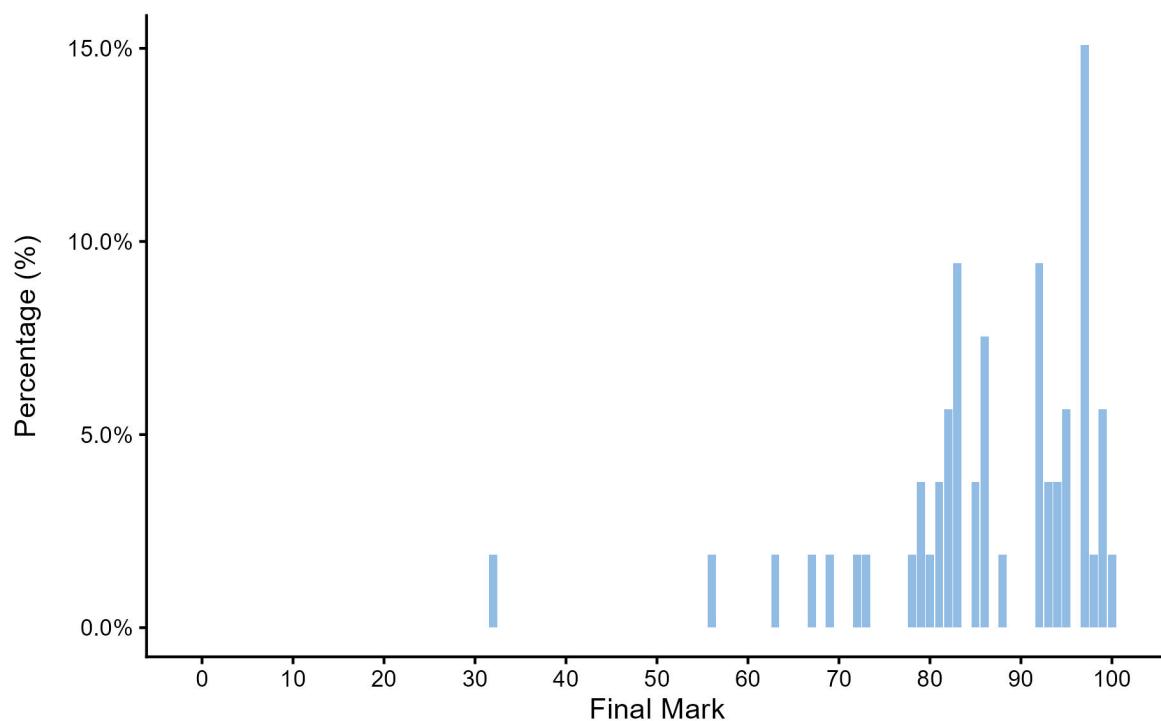
Grade boundaries

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

Standard	A	B	C	D	E
Marks achieved	100–83	82–64	63–44	43–19	18–0

Distribution of standards

Number of students who achieved each standard across the state.

Standard	A	B	C	D	E
Number of students	37	13	2	1	0
Percentage of students	69.81	24.53	3.77	1.89	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	6	6	6
Percentage endorsed in Application 1	67	67	100

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	6	30	0	100.00
2	6	29	0	100.00
3	6	30	0	100.00

Internal assessment 1 (IA1)

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	2
Authentication	0
Authenticity	0
Item construction	0
Scope and scale	0

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- aligned with the syllabus conditions in complexity, scope and scale allowing students to demonstrate the highest performance levels of the ISMG.

Practices to strengthen

It is recommended that assessment instruments:

- provide stimulus texts that avoid information duplication and allow students to demonstrate their analytical processes.

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

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- provided clear instructions using cues aligned to the specifications, objectives and ISMG.

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 the following key differences between the 2020 and 2026 syllabuses:

- The revised ISMG requires teachers to provide unseen stimulus texts and questions that
  - include opportunities for students to paraphrase in French their understanding of texts
  - include subject matter and evidence to allow students to interpret how audiences are influenced
  - include evidence for students to demonstrate their knowledge and understanding of tone, in addition to context, purpose, audience and/or cultural conventions
  - are aligned to the revised syllabus specifications and conditions.
- The discussion section questions should now be open-ended and provided at the beginning of planning time to allow students to demonstrate their responses and elaborate to the highest levels of performance in the ISMG.

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	100.00	0.00	0.00	0.00
2	Creating French texts	100.00	0.00	0.00	0.00

Effective practices

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

- for Analysing French texts

    – responses demonstrated clear understanding of language elements to interpret meaning and explore how texts reflect attitudes and values and influence audiences

    – students applied analytical techniques to justify viewpoints and draw conclusions in French

    – responses included complex language features and text structures to identify and examine detailed information in stimulus texts

- for Creating French texts

    – responses demonstrated discerning application of language elements to convey meaning, and adaptability in engaging with unseen stimulus and answering questions

    – students integrated purpose, audience and context to create a fluent and discerning response.

Practices to strengthen

When making judgments for this IA for the 2026 syllabus, it is essential to consider the following key differences between the ISMGs in the 2020 and 2026 syllabuses:

- For Analysing French texts

    – guide students to interpret and synthesise to draw extensive detail and construct meaning, not just extract information

    – provide opportunities for students to engage deeply with all stimulus texts to perceptively interpret how and why meaning is conveyed, not just identify information

    – include correct and relevant evidence from all stimulus texts to analyse and evaluate subject matter with well-substantiated justifications.

- For Creating French texts

    – prepare students for a discussion to integrate language elements, structures and purpose, audience, context and tone (PACT) in response to unseen stimulus texts and teacher-led questions allowing students to demonstrate adaptability in an unrehearsed and spontaneous interactive exchange in French.

Additional advice

It is essential to consider the following key differences between the 2020 and 2026 syllabuses:

- The inclusion of tone means students need to interpret the emotional and stylistic features of the stimulus texts, understanding how tone influences meaning and audience.

- Refine student understanding and application of the language elements such as verb conjugation and spelling conventions to improve comprehension, fluency and clarity in French.

Samples

The following excerpt demonstrates a discerning analysis and evaluation of relevant information and ideas, as well as perceptive identification of how attitudes, perspectives and values underpin texts that show, despite gender-stereotypes, an individual can succeed, inspire others and instigate change.

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

Dans l'entretien, Anne Fontaine exprime son point de vue que "c'est parce qu'elle était différente que nous avons des vêtements différente." Coco Chanel a ouvert la voie pour la mode des femmes. Elle était forte parce que malgré la différence entre les femmes et les hommes à cette époque, elle était courageuse de poursuivre ses rêves et ses idées. Elle était " un modèle pour les autres femmes." Le réalisateur la représente comme fière, courageuse, indépendante et ambitieuse. Au contraire des normes sociétales, Chanel "utilisait les hommes" pour avancer sa carrière. À cette époque les femmes ne travaillaient pas et il fallait que les femmes soient mariés. Mais elle créait une entreprise avec beaucoup de succès sans mari. Le point de vue d'Anne Fontaine influence les auditeurs parce qu'en regardant ce film, on se rendre compte jusqu'où la mode des femmes sont venues et c'est grâce à Coco Chanel.

Question 2   Up to 150 word response

The following excerpt demonstrates discerning application of language elements and textual conventions to create meaning in an authentic and spontaneous manner.

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

Coco Chanel est représentée comme une femme forte dans les stimulus 1 et 2. Par exemple, dans le stimulus 1 Fontaine dit qu'elle était "comme un garçon à l'époque". C'est évident aussi dans le stimulus 2. L'affiche 'd' souligne le contrast entre le style de Coco Chanel et les autres femmes. De plus, dans la première et troisième affiche, elle portait des vêtements des hommes comme des cravates, des pantalons et des chemises sans être influencée par les autres. Aussi, son chapeau était très simple sans les fleurs ou les plumes. Ce qu'elle n'aimait pas des vêtements féminins c'était les styles très excessifs et les corsets qui ne laissaient pas de bouger ni faire des activités quotidiennes. Chanel a libéré les femmes. L'esprit innovant de Chanel a changé l'industrie de la mode des femmes.

Internal assessment 2 (IA2)

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

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- provided detailed stimulus texts allowing students opportunities to apply analytical processes within the syllabus-specifications and conditions.

Practices to strengthen

There were no significant issues identified for improvement.

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	2

Accessibility priority	Number of times priority was identified in decisions
Layout	0
Transparency	0

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

* included stimulus texts with different subject matter from IA1 appropriate for high school age students.

Practices to strengthen

It is recommended that assessment instruments:

* model accurate, error-free use of French and English spelling and grammar to ensure clarity for students.

Additional advice

When developing an assessment instrument for this IA, it is essential to consider the following key differences between the 2020 and 2026 syllabuses:

* The specifications and conditions have been revised. Teachers should
  – carefully select stimulus texts with sufficient depth and complexity to ensure students can demonstrate their analysis and evaluation skills at the highest performance levels of the ISMG
  – design tasks that provide opportunities for students to analyse stimulus texts and create unique responses aligned to their chosen area of study
  – ensure task design and the stimulus texts provide opportunities for students to integrate all PACT (purpose, audience, context, tone) elements, including cultural conventions, into their response.

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	100.00	0.00	0.00	0.00
2	Creating French texts	100.00	0.00	0.00	0.00

Effective practices

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

- students responded to open-ended questions by interpreting and explaining the ideas in the texts, also offering their own thoughtful opinions and insights

- students showed strong understanding of the French texts by recognising different attitudes, traditions or social issues and by explaining how these shaped the way the texts might affect audiences and/or influence their own perspectives.

Practices to strengthen

There were no significant issues identified for improvement.

When making judgments for this IA for the 2026 syllabus, it is essential to consider the following key differences between the ISMGs in the 2020 and 2026 syllabuses:

- The 2026 ISMG uses more refined cognitive verbs such as *explore*, *interpret*, and *construct arguments*, replacing broader terms, e.g. *apply* and *identify*. Students will need to respond with depth and clarity, using language strategically to build and justify strong arguments to achieve at the highest performance levels.

- Tone is now explicitly assessed in the 2026 ISMG, requiring students to make thoughtful decisions about style and expression in their own writing.

- The 2026 ISMG expects students to **make decisions** about language elements and structures, rather than simply apply them. This means that they need to think carefully about how they select and use language to suit their purpose, shape their message, and influence the reader.

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

- teachers evaluate how well students synthesise ideas across multiple stimulus texts, especially in relation to context, purpose, audience, and cultural conventions.

- teachers focus on how students construct their arguments, not only justification of opinions. Judgments must reflect the student's ability to make intentional language choices, including register, tone, and structure.

Additional advice

It is essential to consider the following key differences between the 2020 and 2026 syllabuses:

- Tone is now included as a distinct descriptor in the Creating French texts criterion.

- The increased cognitive demand in the ISMG, require students to interpret, synthesise, and construct arguments and the shift from passive application of language features to active decision-making about language use.

Samples

The following excerpts demonstrate a sophisticated use of French language features, structures, and conventions to convey meaning clearly and effectively in an analytical essay. They present a well-developed thesis and personal perspective supported by strong justification and critical analysis. The response shows cohesive organisation, thoughtful synthesis of ideas, and well-substantiated conclusions drawn from relevant French stimulus texts.

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

Excerpt 1

Le clonage est un moyen qui permet de construire une copie génétique d'un organisme. Cela est déjà réalisé avec les animaux, et c'est théoriquement possible avec les humains aussi. Le premier animal cloné 'Dolly the sheep' est connu pour être un symbole de progrès de la technologie, mais a décédé prématurémment à cause des problèmes de santés. Cela montre que le clonage continue à être une technologie risquée. Les avantages et les inconvénients vont être ~~tisse~~ discutés en referrant aux trois stimili. Stimulus 1 et 3 sont des articles, et stimulus 2 est une bande desinée, tous sur le clonage. Ce clonge est expliqué comme << le moyen naturel ou ~~artic~~ artificiel par lequel s'accroît une population de cellules ou d'organismes vivants au départ d'une cellule ou d'un individu unique >>. (Stimulus 3) C'est une technologie qui peut être utile dans les cas comme le clonage thérapeutique, mais créer des problèmes éthiques complexes, avec des << implications sociales et environnementales.>>

Le clonage est un ~~su~~ sujet difficile parce que sa possède des problèmes éthiques et juridiques. C'est important de comprendre les possibilités et les conséquences, surtout pour le clonage reproductif des animaux et des humains.
Le clonage reproductif consiste de << produire un nouvel organisme identique à l'original>>. (Stimulus 3) Cette technique a beaucoup de problèmes, énonce Jean-Jacques Cassiman un généticien Belge dans stimulus 1. Il explique que << les bêtes clonnées... sont beaucoup trop grandre... meurent trop vite.>> Selon lui, le clonage a trop de risques, et ne s'améliorera pas dans cinquante ans. Cette technique met les animaux clonés en danger qui n'est pas éthique du point de vue de la cruauté envers les animaux. Ce n'est aussi encore pas assez efficace pour se servir de cette technologie en grande échelle.
discerning analysis and evaluation

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Excerpt 2

On' peut en déduire que le clonage peut être une technologie très utile si c'est maîtrisé. C'est acceptable dans quelque cas comme la production alimentaire. Le clonage thérapeutique a des avantages médicales et scientifiques importantés

qu'on ~~est~~ ne peut pas ignorer. Stimulus 1 et 3 montrent que cette technologie n'est pas toujours plein de négatifs, ~~mais~~peut aider les gens et la société.

well-substantiated justifications of points of view and argument
well-constructed, discerning conclusions

En conclusion, le clonage a ~~des~~ problèmes éthiques et juridiques. Je pense que le clonage reproductif des animaux et des humains devrait être interdit. A mon avis, le clonage ~~there~~ thérapeutique pourraient exister avec des restrictions strictes parce que ça offre des opportunités médicales et scientifiques. Cette technologie a des bonnes intentions ~~de~~ d'aider les gens malades, donc c'est acceptable. Il est important de comprendre les ~~avon~~ avantages et désavantages et decider les restrictions avec soin. Le clonage est une ~~techno~~ technologie qui évolue sous nos yeux, donc c'est essentiel de comprendre ~~les~~ les possibilités et les conséquences que ça peut nous offrir.

Well-structured, discerningly fluent, coherent and cohesive synthesis.

Internal assessment 3 (IA3)

Project — investigative folio (30%)

This assessment focuses on an investigative process that requires the application of a range of cognitive, technical and creative skills and theoretical understandings. Students document the iterative process undertaken to investigate a topic. The response is a coherent work that includes a multimodal presentation in French, followed by a discussion. This assessment occurs over an extended and defined period of time.

Students design their own investigation, in negotiation with their teacher, for an additional area of study. The unit ensures that students can pursue areas of special interest different from those previously studied in Unit 3. The focus of the project should present a challenge to the student in terms of linguistic development and must be negotiated and agreed on in advance with their teacher. It must not be an extension of a learning experience undertaken in the subject matter of Unit 3.

The student's progress in their special interest study should be monitored regularly and culminate in a multimodal presentation.

In their independent special interest investigation, students will:

- determine a topic for investigation, i.e. choose a topic that they are interested in and negotiate with the teacher to research it

- conduct an investigation to identify suitable texts, e.g. research various appropriate texts on their selected topic

- analyse and evaluate chosen texts to determine the suitability of a range of text types

- assess the validity of selected texts in consultation with the teacher to determine the author's authority on their selected topic

- synthesise information and justify their conclusions in French, i.e. develop a point of view based on the range of text types and justify it

- create a multimodal presentation in French based on their conclusions to outline the results of their investigation

- discuss their conclusions in French to explain how they reached their findings.

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	0
Authentication	0
Authenticity	0

Validity priority	Number of times priority was identified in decisions
Item construction	0
Scope and scale	0

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that

- enabled students to reflect on and evaluate the investigative experience and process.

Practices to strengthen

There were no significant issues identified for improvement.

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

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- modelled accurate use of French spelling and grammar in stimulus texts for investigation and analysis.

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 the following key differences between the 2020 and 2026 syllabuses:

- The cognitions in the ISMG have been revised. Stimulus texts and questions must include opportunities for students to demonstrate comprehension by paraphrasing in French their understanding of texts. They should also include evidence to allow students to interpret how audiences are influenced.

Schools should:

- ensure students consult with teachers during the investigative process so they can critically examine the validity of their stimulus text/s and author credentials on their teacher-negotiated topic

- ensure task design and the stimulus texts provide opportunities for students to integrate all PACT (purpose, audience, context, tone) elements, including cultural conventions, into their response.

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	100.00	0.00	0.00	0.00
2	Creating French texts	100.00	0.00	0.00	0.00

Effective practices

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

- students clearly explained their investigative process and how it related or led to the development of their personal perspective or point of view

- students analysed and evaluated their selected French texts, identifying how meaning, attitudes, perspectives, and values influenced different audiences

- students used a wide range of vocabulary, grammar, and tenses accurately, showing purposeful selection of language elements to create meaning across both written and spoken components

- students responded to unseen, open-ended questions related to the student's investigative folio in a spontaneous interview-style conversation.

Practices to strengthen

There were no significant issues identified for improvement.

When making judgments for this IA for the 2026 syllabus, it is essential to consider the following key differences between the ISMGs in the 2020 and 2026 syllabuses:

- The 2026 ISMG now requires consideration of tone and cultural conventions in both written and spoken components. There is also increased emphasis on personal, critical, and/or creative responses, with an overall focus on originality and depth of engagement.

- The ISMG expects students to structure, sequence and synthesise information more explicitly, across modes, meaning responses need to show logical organisation and integration of ideas.

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

- teachers evaluate spontaneous spoken French, including fluency, interaction, and appropriateness of tone in the interview component of the task

- judgments consider how well students organise and connect ideas across both the multimodal presentation and the interview, ensuring coherence and synthesis

- teachers support students in developing original and personally meaningful responses that reflect greater critical or creative engagement with their topic

- teachers look for evidence of intentional language choices, including how students adapt vocabulary, grammar, and cultural conventions to suit both mode and audience.

Additional advice

It is essential to consider the following key differences between the 2020 and 2026 syllabuses:

- Tone is now a distinct descriptor in the Creating French texts criterion, requiring students to demonstrate stylistic awareness in both written and spoken responses.

- The ISMG places greater emphasis on the synthesis of ideas, meaning students must integrate information from multiple sources into a coherent and carefully organised response.

- The shift from applying language features to making decisions about language use reflects a higher level of intentionality expected from students.

Samples

The following excerpts demonstrate discerning analysis and evaluation of information related to the investigative topic of Asterix & Obelix and its representation through film. The multimodal presentation incorporates rhetorical devices and conversational overtones reflective of the theme to engage the audience. The student perceptively analyses the use of music, among other devices, to shape audience perception and infer values and attitudes, explaining how musical cues establish character identity prior to visual introduction.

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

ASTÉRIX ET OBÉLIX: LE COMBAT DES CHEFS

Image redacted for copyright

Image redacted for copyright

Image redacted for copyright

Excerpt 1

Video content: (1 min, 42 secs)

https://youtu.be/Vp7KxMKj53A

Images redacted for copyright
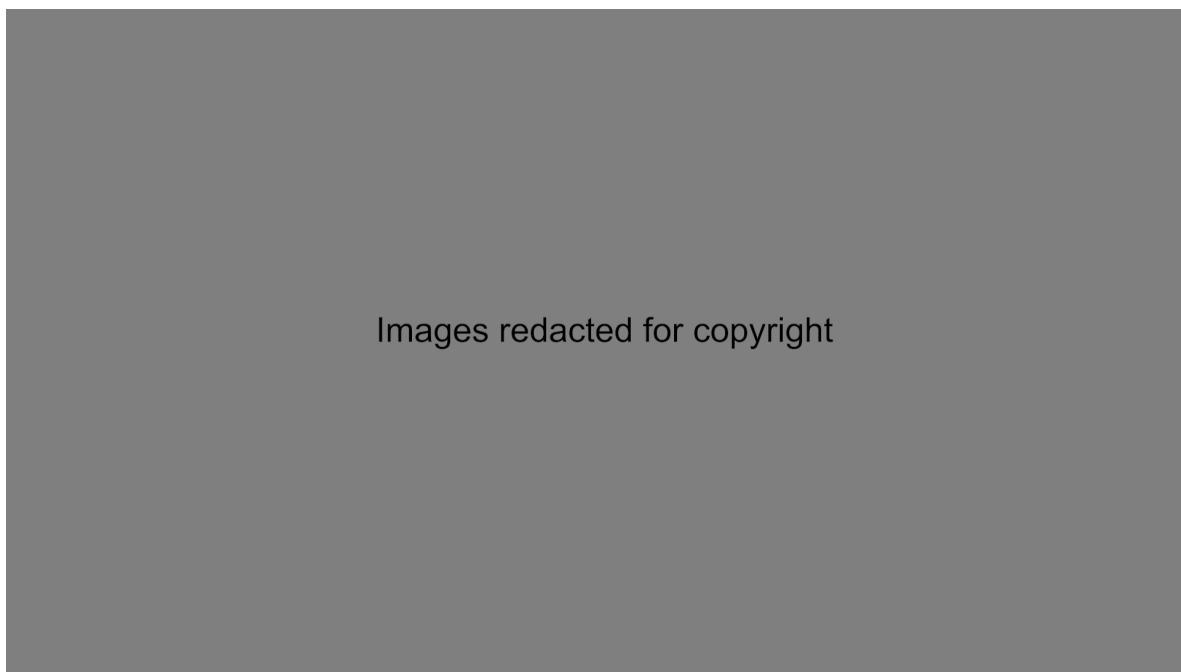
Excerpt 2

Video content: (1 min, 56 secs)

https://youtu.be/QaBFuO6pJxg
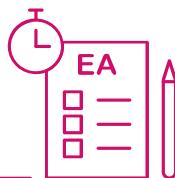
External assessment

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 — extended 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 one paper with one extended response question (35 marks). It assessed:

* Criterion 1 Analysing French texts (17 marks)

* Criterion 2 Creating French texts (18 marks).

The assessment required students to write an extended response in French to one of three stimulus materials related to each area of study identified in Unit 3. Students were asked to identify, analyse and evaluate a perspective presented in the chosen stimulus and to justify their conclusions using evidence and insights from the stimulus, their independent investigation and/or their own ideas. 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 that analysed one of the texts and also related to the student's own investigative response and/or their own ideas.

Assessment decisions

Assessment decisions are made by markers by matching student responses to the EAMG.

Effective practices

Overall, students responded well when they:

* organised the analytical essay into paragraphs with a clear introduction, at least two body paragraphs, and a concluding paragraph

* demonstrated thorough understanding of the stimulus by selecting suitable text references to support their analysis of literal and implied meaning

* identified a relevant perspective in the chosen stimulus for close analysis.

* for Creating French texts

    – demonstrated a wide range of cohesive devices and sentence starters to connect, compare or contrast ideas and information from the chosen stimulus and their investigation and/or ideas

    – created meaning through the logical sequencing of synthesised ideas and information from the stimulus, the independent investigation and/or their own ideas

- applied fundamental/foundational language elements accurately and attempted the consistently accurate application of complex language elements

- formulated a clear introduction and conclusion

- for Analysing French texts

- substantiated their evaluative conclusions with evidence both from the stimulus and their own investigation and/or ideas

- weaved their clearly stated thesis or argument throughout the response.

Practices to strengthen

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

- embedding French sentence structures and language elements required to formulate a thesis or argument in unseen examination conditions

- honing proofreading and editing skills to minimise inadvertent errors such as incomplete sentences, as well as errors in less complex French language elements

- practising the application of French language elements to pinpoint and analyse the techniques used by authors to influence their audiences.

Additional advice

- Students should practise the examination process of entering the title of the student's independent investigation, as opposed to the chosen examination stimulus, in the relevant field.

- Students should practise the language register of an analytical text type while bearing in mind that use of the first person is appropriate when addressing the student's own investigation and/or ideas.

Samples

Extended Response

These excerpts have been included:

- Excerpt 1 exemplifies the construction of flowing sentences in proficient French to convey meaning relevant to the task question.

- Excerpt 2 exemplifies the application of an argument which connects the examination stimulus with the student's independent investigation and/or own ideas.

- Excerpt 3 shows a clear argument with relevant elaboration.

Excerpt 1

Safe Notes, au cœur, prioritise ses artistes, et c'est la même avec le jury du Prix Goncourt, le sujet de mon investigation. Il est le premier prix littéraire du monde francophone, et il est fier d'une histoire de soutenir ses lauréats, bien s'ils discutent des sujets difficiles. L'auteur présente la perspective que Safe Notes adresse tous les problèmes notables avec l'industrie de la musique, en prouvmourent seulement des faits transparents d'entreprise, et son promis à protéger ces utilisateurs, des jeunes artistes.

Excerpt 2

Le Prix Goncourt protège ses vainqueurs aussi - bien que c'est plus difficile à voler des droits intellectuelles des auteurs, il se passe occassonellement. Kamel Daoud, le vainqueur du Prix Goncourt en 2024, a écrit Hours, un roman qui décrit la «dicennie noire» en

Excerpt 3

Irréfutablement, les caricatures offrent une fênetre privilégiée sur l'éxperience humaine subjective. L'auteur souligne son l'accessibilité alorsqu'il mentionne quélles plaisent aux lecteurs de tout âge et que <<les contemporaines [...] ont fait fait face à de graves conflits, mais qu'ils ont néanmoins gardé un sens de l'humour >>. Je suis tout à fait d'accord avec lui ; en exposant des thèmes difficiles que résonnent avec le public, nous pouvons être connecté par une identité ou un problème commun. Cela est particulièrement important aujourd'hui, où la tension entre indépendance et communauté est palpable. De plus, j'ai récemment lu une caricature incroyable du sexism au bureau. Avec charme et humour, comme le suggère auteur, elle a evoqué la peur et la frustration. Par conséquent, j'ai pensé qu'à une époque dominée par le progrès technologique et scientifique, pourquoi est-il si omniprésente ? Je pense qu'elles sont essentielles à l'humamité car elles moquent des limitations, et comme l'auteur sous entend, elles nous invitent à réfléchir sur notre nature imparfaite, ce qui est critiquée dans les caricatures des années 1800 et du 2 0e siècle. Ainsi,