# Government of South Australia LogoSACE Board Logo2023 French (continuers) Subject Assessment Advice

Overview

Subject assessment advice, based on the 2023 assessment cycle, gives an overview of how students performed in their school and external assessments in relation to the learning requirements, assessment design criteria, and performance standards set out in the relevant subject outline. They provide information and advice regarding the assessment types, the application of the performance standards in school and external assessments, and the quality of student performance.

Teachers should refer to the subject outline for specifications on content and learning requirements, and to the subject operational information for operational matters and key dates.

School Assessment

Assessment Type 1: Folio

The folio comprises three to five tasks, including at least one oral interaction, one text production, and one text analysis. In 2023, most schools included the minimum number of three tasks only.

Schools used a variety of written and listening texts for text analysis, including past examination papers, but very few authentic texts.

The students’ written work was varied and included a broad range of text types and topics and the accuracy level and language mastery were extremely variable.

Oral interactions were varied in topics, and whilst students may have had practice orals, interactions must **not be rehearsed**,and questions must not be given to students in advance. Teachers should avoid general interactions which are too similar to the oral examination, but rather focus on a topic studied during the year.

To facilitate the moderation process, teachers should include marksheets and results, and to accompany the criteria, oral interaction audio files where required.

The more successful responses commonly:

* provided extensive responses and accurate language as a result of the drafting process
* demonstrated an excellent understanding of questions, and included in-depth reflections and analysis and justified personal opinions
* provided detailed examples which were illustrated and justified
* included a wide range of complex vocabulary and grammatical structures.

The less successful responses commonly:

* included tasks which did not allow for enough depth and analysis
* included incomplete answers, or lacked justification
* only partially addressed the question(s)
* did not recognise or consider audience, text type, and purpose
* lacked complexity and accuracy in grammar and vocabulary.

Assessment Type 2: In-depth Study

Students conduct an investigation demonstrating research and personal reflection on a cultural or social aspect or issue of a topic or subtopic associated with ‘The French-speaking Communities’ or ‘The Changing World’ themes. Students should complete three tasks: an oral presentation, a written or multimodal response in French and a reflective response in English. In 2023, students chose a wide variety of topics and text types for their In-Depth Study.

To facilitate the moderation process, teachers should include a summary of the student’s detailed IDS grades and topic.

The more successful responses commonly:

* selected interesting, engaging, and uncommon topics, which allowed for in-depth reflection and analysis
* demonstrated a high-level of research
* demonstrated a high-level of personal engagement with the topic
* ensured different text types, audiences, and purpose for oral and written responses
* included a wide range of complex vocabulary and grammatical structures.

The less successful responses commonly:

* chose overly common and general topics (e.g. the Eiffel Tower, the French Revolution, Coco Chanel)
* chose topics unrelated to France or French speaking communities
* did not show evidence of research
* lacked depth, analysis, and critical thinking
* lacked reflection and instead provided a recount/summary of their in-depth study
* lacked personal reflection
* were too basic or too inaccurate in terms of vocabulary and grammar.

External Assessment

Assessment Type 3: Examination

The examination consists of two assessments: an oral examination and a written examination.

Oral Examination

The oral examination of 10–15 minutes comprises a general conversation and a discussion of the student’s in-depth study. In the conversation, students converse with the examiners about their personal world. This year the examinations were again conducted online.

Section 1: Conversation

The more successful responses commonly:

* were elaborate and extended, and covered a wide range of topics
* flowed smoothly, demonstrating that students had practised extensively, using a wide range of questions framed flexibly
* were lively and interesting
* were relevant, structured, and detailed
* demonstrated depth of knowledge and the correct use of tenses, agreements, and vocabulary.

The less successful responses commonly:

* lacked depth of ideas, grammatical correctness, and detail
* were dependent on questions being asked to encourage interaction
* demonstrated limited ability to maintain interaction
* were dependent on English word order patterns and some anglicised expressions, repeatedly asking for translation of English words into French (comment dit-on … en français?) with limited effort to find another expression they might know.

Section 2: Discussion

The more successful responses commonly:

* demonstrated a depth of research and exploration of the chosen topic that was of obvious interest to the students
* demonstrated a clear and substantial link to the themes of ‘The French-speaking Communities’ or ‘The Changing World’
* were able to answer a wide range of questions with clear, articulate, and well-referenced responses to aspects of their research as highlighted on the in-depth study outline for oral examinations
* involved discussion that flowed smoothly, demonstrating that students had practised extensively and had depth and breadth of knowledge of their in-depth study topic
* involved discussions that were often lively and interesting
* were relevant, structured, and detailed
* were aligned with the dot-points suggested as prompts for the discussion.

The less successful responses commonly:

* lacked depth, grammatical correctness, and detail of the topic they had researched
* misunderstood specific vocabulary and questions relating to the topic they had researched
* demonstrated limited ability to maintain interaction
* demonstrated limited research and knowledge of the topic.

Written Examination

It is recommended that students access the online electronic practice examinations to familiarise themselves with this format, particularly regarding the limits on re-playing the listening passages and the use of the online keyboard for accent use. Some students managed this process very well, but some students used their own process of inserting accents or did not use them at all.

Section 1: Listening and Responding

The more successful responses commonly:

* demonstrated an understanding of the two texts
* demonstrated that students had read and interpreted the questions to provide correct information, in both detail and number of points required
* provided detailed answers to stylistic and language feature questions
* used evidence from the texts paraphrased into English to support their answers
* provided thoughtful reflection where required.

The less successful responses commonly:

* lacked depth, detail, and accuracy of information, including confusing the roles of speakers, or attributing details to the wrong speaker
* lacked depth, detail, and accuracy of stylistic and language features, often providing incorrect or untranslated evidence to support their answers
* contained limited evidence from the texts to support their answers.

Text 1

The more successful responses commonly:

* identified where and when this text would be heard
* identified linguistic and stylistic devices which the speakers used to engage with their audience.

The less successful responses commonly:

* were confused about where or when this text would have been heard
* identified only one or no pieces of evidence to support the timing or location of the text
* identified only one or no linguistic or stylistic devices the speakers used to engage with their audience.

Text 2

The more successful responses commonly:

* identified that the text was a conversation between two good friends, who had known each other for a long time and had friends in common
* explained what they had learnt about Bruno.

The less successful responses commonly:

* identified that the text was a conversation between a man and a woman without elaborating how the two had known each other in the past
* identified some information about Bruno
* identified information but attributed it to the wrong person.

Section 2: Reading and Responding

Part A

The more successful responses commonly:

* demonstrated an understanding of the text
* provided detailed answers to the questions, including all required details and supporting evidence, when the question asked for it
* used extensive evidence from the texts paraphrased into English to support their answers
* provided thoughtful reflection where required.

The less successful responses commonly:

* lacked depth and detail, often providing incorrect or untranslated evidence to support their answers
* provided limited evidence from the texts to support their answers.

Text 3

The more successful responses commonly:

* ranked the impact of the current economic situation correctly for all four young people
* explained how life had changed for Gabin and Juliette and provided examples to support their answers
* compared and contrasted the changes experienced by Yanis and Capucine, providing several examples from the text to support their ideas.

The less successful responses commonly:

* ranked the impact of the economic situation for some of the young people
* provided answers which did not include evidence from the text to support them, or did not compare or contrast that evidence.

Part B

The more successful responses commonly:

* demonstrated an understanding of how to write a blog entry
* provided relevant and detailed responses to all of the ideas and questions presented in the text, adding relevant and interesting details to create interest in the reader
* provided their own perspective on the issues in a coherent and structured manner
* demonstrated an excellent knowledge of grammatical concepts, tense, and connectors for this level.

The less successful responses commonly:

* lacked depth, grammatical correctness, and detail
* did not meet the required minimum word count
* demonstrated limited ability to structure a blog entry
* responded to only a limited number of ideas and questions raised in the text
* did not provide their own perspective on the issues.

Section 3: Writing in French

The more successful responses commonly:

* demonstrated a passion for and interest in the topic selected
* provided a well-written, structured, and interesting response, which engaged the reader
* demonstrated an excellent knowledge of grammatical concepts, tense, and connectors
* contained appropriately selected idiomatic expressions and grammatical concepts
* demonstrated evidence of planning
* adhered to the conventions of the text type and the stated context, audience, and purpose
* contained a few errors, but they did not impede the meaning.

The less successful responses commonly:

* lacked depth, grammatical correctness, and detail, which impeded meaning
* did not write in the required text type
* used Anglicism or invented French expressions to communicate their ideas
* did not meet the required minimum word count
* were superficial in their treatment of the selected topic.