# French (continuers) Subject Assessment Advice

## Overview

Subject assessment advice, based on the previous year’s 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 should consist of between three and five tasks and include one each of interaction, text production, and text analysis. An increasing number of schools are choosing to include the minimum number of three tasks. Students are not disadvantaged if their folio consists of only three summative tasks.

The more successful responses commonly:

* were evident in tasks that had very clear guidelines and allowed for students to perform well against the performance standards
* used a variety of text types (letters, journal entries etc.) and sophisticated and varied language
* demonstrated consistent grammatical accuracy and use of a wide range of cohesive devices.
* were well-written, demonstrating an excellent understanding and use of a variety of French grammar and sentence structures.
* engaged readers fully.

The less successful responses commonly:

* needed to demonstrate achievement against the assessment design criteria for this Assessment Type across a range of assessments
* provided very little detail in text analysis responses
* lacked confidence and accuracy in the oral conversation.

In interaction tasks, students are allowed to refer to cue cards or know the questions in advance. However, this can sometimes prevent students from performing at the highest level, because they are expected to be spontaneous and react naturally to the interlocutor’s questions and comments. Similarly, oral presentations followed by questions should allow the student to demonstrate the capacity to interact and develop responses within the time limit.

Assessment Type 2: In-depth Study

The more successful responses commonly:

* explored topics that were carefully chosen by the student and allowed for personal reflection and opinion
* included a variety of different texts (text types) as reference/support texts
* analysed the researched information rather than simply describing it.

The less successful responses commonly:

* had no specific audience or purpose and were simply a presentation of facts
* lacked enthusiasm in oral presentations (simply read rather than presented)
* demonstrated tenuous connections in both research and personal reflection of the chosen topic.

### General information

* When designing the learning and assessment plan, teachers must ensure that all specific features of the various assessment design criteria are covered *at least once* in the folio and in-depth study. In order to confirm assessment decisions made by the teacher, evidence against all the criteria must be demonstrated across both assessment types.
* It is imperative that the performance standards are used in the preparation of any folio task.
* Teachers are encouraged to submit the performance standards for individual tasks to assist the moderation process.
* When a range of listening and responding and reading and responding texts from past exam papers is used, teachers must ensure that all questions relating to the texts are designed to assess the specific assessment design criteria. Very few past examination papers, especially for listening and responding, will meet these requirements without adaptation of the questions. It is recommended that the texts relate to the compulsory themes and provide the opportunity to address the performance standards at the highest level.
* Teachers are reminded that transcripts of listening materials used in Folio tasks should be available to the moderators as well as any task sheets.
* Drafts of student work are not required and should not be attached for moderation.
* In the case where more than one class is in the same assessment group, teachers are reminded to do tasks of comparable complexity. Teachers should meet to ensure that they are judging according to similar interpretation of the performance standards. It is recommended that teachers in the same assessment group coordinate summative assessment tasks so that all students are assessed accordingly.

# External Assessment

## Assessment Type 4: Examination

Oral Examination

### Section 1: Conversation

The more successful responses

* were elaborate and extended
* flowed smoothly, demonstrating that students had practised extensively
* were lively and interesting
* were relevant, structured, and detailed
* demonstrated excellent knowledge and the correct use of tenses.

The less successful responses

* lacked depth, grammatical correctness, and detail
* demonstrated limited ability to maintain interaction.

### General information

Students and teachers are encouraged to practise a wide range of questions and topics within the scope of the subject outline.

### Section 2: Discussion

The more successful responses

* demonstrated a depth of research and exploration of the chosen topic that was of obvious interest to the students
* were able to answer a wide range of questions with clear, articulate, and well-referenced responses
* involved discussion that flowed smoothly, demonstrating that students had practised extensively and had good to excellent control of their research
* involved interactions that were often lively and interesting
* were relevant, structured, and detailed.

The less successful responses

* lacked depth, grammatical correctness, and detail
* demonstrated limited ability to maintain interaction
* demonstrated limited research and knowledge of the topic.

### General information

* Students and teachers are encouraged to choose topics of interest that explore students’ values, beliefs, practices, and ideas in relation to the French-speaking world.
* Students and teachers are reminded that the in-depth study demonstrates research and personal reflection on an aspect of a topic associated with ‘The French-Speaking Communities’ or ‘The Changing World’ themes. Some generic topics have only tenuous connections with these themes.
* Students and teachers are reminded that the in-depth study outline for oral examination gives examiners information about the research undertaken. Students should be able to speak at length about each of the points they have included.

Written Examination

### Section 1: Listening and Responding

* Students are reminded that their answers need to contain all of the provided information to score full marks for each question.
* Many students were able to provide detailed answers to stylistic and language feature questions, although details were not always totally correct.
* Students are encouraged to answer questions fully, providing details where support from the text is required.
* Teachers and students are reminded that when answering questions in English answers should be in English and that where appropriate supporting evidence should also be in English.

### Section 2: Reading and Responding

### Part A

This section of the exam was particularly well-answered.

The more successful responses

* demonstrated a detailed understanding of the texts
* made connections between the two texts
* demonstrated evidence of careful reading of the questions and they provided detailed answers to the questions with appropriate supporting evidence from the texts
* provided thoughtful reflection where required.

The less successful responses

* lacked depth and detail
* demonstrated evidence of misreading of the question and provided answers which were not appropriate
* demonstrated limited evidence from the texts to support their answers
* did not answer all questions.

### Part B

The more successful responses

* demonstrated an understanding of how to respond to a blog entry
* reacted to the situation and the attitude of the writer in an appropriate manner
* provided some appropriate suggestions for solving the writer’s issues and complaints
* demonstrated an excellent knowledge of grammatical concepts, tense, and connectors
* gave responses that were relevant, structured, and detailed.

The less successful responses

* lacked depth, grammatical correctness, and detail
* demonstrated few suggestions about where she could travel and how to deal with the travel agency being closed.

### Section 3: Writing in French

Question 9 was the most popular, answered by 45 students. Question 10 was next popular followed by Question 8.

The more successful responses

* demonstrated a real passion for resolving the issue with their friend, with many students blaming themselves for the incident
* provided a well-written, structured, and interesting resolution to the issue
* articulated why a particular job was their ideal job, going further than just explaining what the job entailed
* saw some interesting people or objects in the distance and engaged the reader successfully with the unfolding events of the story
* demonstrated evidence of planning
* may have contained errors, which did not impede meaning.

The less successful responses

* lacked depth, grammatical correctness, and detail
* did not meet the required minimum word count
* demonstrated little evidence of planning
* were superficial in their treatment of the selected topic.

### Operational Advice

School assessment tasks are set and marked by teachers. Teachers’ assessment decisions are reviewed by moderators. Teacher grades/marks should be evident on all student school assessment work.

### General Comments

Students continue to perform well in the examination and it is obvious that they have prepared themselves well for the various aspects of the examination process. However, there is still a need for students to check their written French for common errors, to practise answering a wide range of questions for the conversation and discussion, to be aware of the range of text-types and types of writing required by the subject outline, and to read all questions carefully.

Teachers are reminded to check that USB’s and CD’s containing student work for Moderation do in fact work and that students’ voices are audible and clear on recordings.