

# French Extension 2020 v1.2

## General Senior Syllabus

This syllabus is for implementation with Year 12 students in 2020.

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# 1 Course overview

## 1.1 Introduction

### 1.1.1 Rationale

Advanced study in an additional language, as offered in French Extension, equips students with a deeper intercultural understanding and enhanced communicative abilities, preparing them for an increasingly globalised world.

Students use their background knowledge and skills in French in order to investigate how meaning is communicated in French texts. In doing so, they use and enhance the language acquired and developed in the General French syllabus to engage more deeply with a range of text types by creating meaning in French.

Use of French as the main medium for communication enables students to engage with creative thought and expression in French in an increasingly complex range of social and cultural contexts. As this course is an Extension subject, it is expected that students will engage with authentic texts that are challenging in their language elements and in their ideas and concepts. As students develop their analytical, creative and critical thinking in French, they reflect on their perspectives and attitudes. French Extension places students at the centre of their own learning.

In French Extension, students also develop a deeper appreciation of cultural context as they analyse, investigate and create a range of French texts. Students develop the ability to recognise the attitudes, perspectives and values that underpin texts and influence communities. They reflect on their own attitudes, perspectives and values, and appreciate how these have been influenced by cultural context.

### Assumed knowledge, prior learning or experience

This syllabus is designed for students who wish to extend their study of French as an additional language.

Students should already have well-developed communication skills in French to enable them to undertake the language work required in this subject. This group may include students who have completed immersion courses in Years 8 to 10, who have participated in exchange schemes, who have formally studied French for a significant period of time and/or who are background speakers.

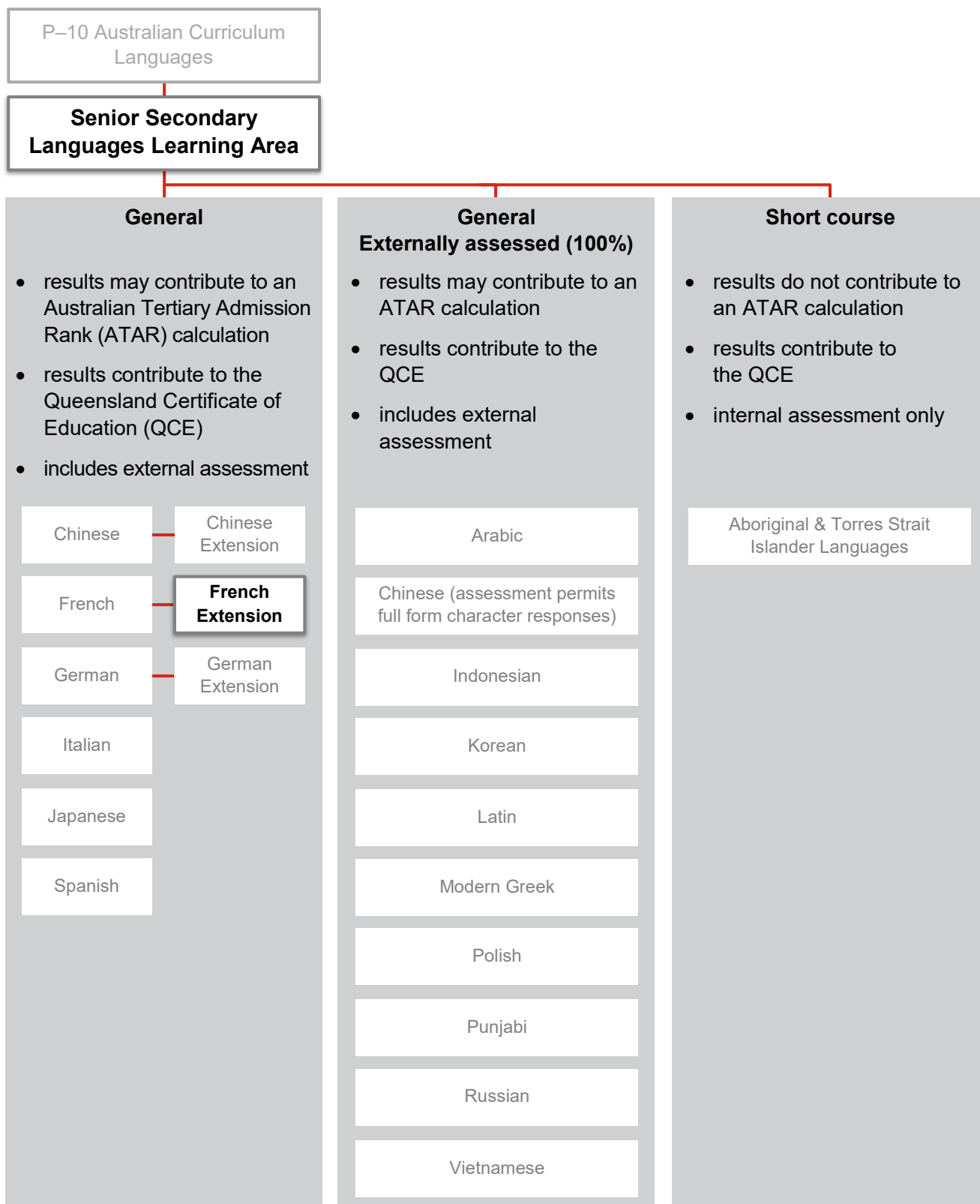
### Pathways

French Extension is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in French Extension can establish a basis for further education and employment, such as in the fields of linguistics, translation or teaching. Many professions and industries, including business, hospitality, law, science, technology, sociology and anthropology, value the knowledge of an additional language and the intercultural understanding it encompasses.

## 1.1.2 Learning area structure

All learning areas build on the P–10 Australian Curriculum.

Figure 1: Learning area structure



### 1.1.3 Course structure

French Extension is a course of study consisting of two units. Subject matter, learning experiences and assessment increase in complexity across the two units as students develop greater independence as learners.

French Extension is an extension of the General syllabus in French and should be read in conjunction with that syllabus. The course is studied either concurrently with, or after, Units 3 and 4 of the General course in French, or its equivalent. 'Equivalent' refers to compatible interstate or overseas school French syllabuses or qualifications. Students undertaking French Extension will be determined by their school.

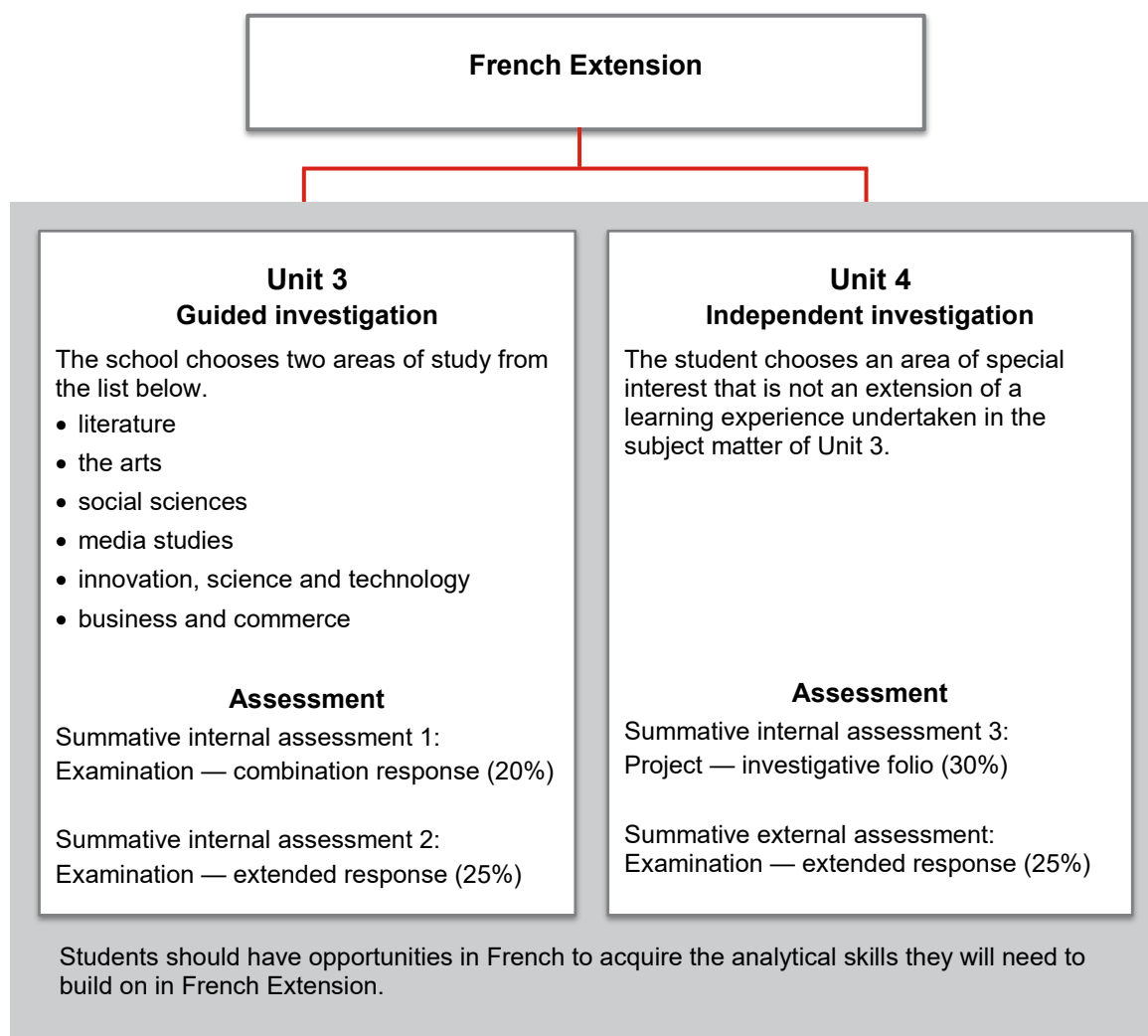
Unit 3 is prerequisite learning for Unit 4. Students complete Unit 3 before beginning Unit 4.

The results from Units 3 and 4 will contribute to ATAR calculations.

Figure 2 outlines the structure of this course of study.

Each unit has been developed for a notional time of 55 hours of teaching and learning, including assessment.

Figure 2: Course structure



## 1.2 Teaching and learning

### 1.2.1 Syllabus objectives

The syllabus objectives outline what students have the opportunity to learn. Assessment provides evidence of how well students have achieved the objectives.

Syllabus objectives inform unit objectives, which are contextualised for the subject matter and requirements of the unit. Unit objectives, in turn, inform the assessment objectives, which are further contextualised for the requirements of the assessment instruments. The number of each objective remains constant at all levels, i.e. Syllabus objective 1 relates to Unit objective 1 and to Assessment objective 1 in each assessment instrument.

Syllabus objectives are described in terms of actions that operate on the subject matter. Students are required to use a range of cognitive processes in order to demonstrate and meet the syllabus objectives. These cognitive processes are described in the explanatory paragraph following each objective in terms of four levels: retrieval, comprehension, analytical processes (analysis), and knowledge utilisation, with each process building on the previous processes (see Marzano & Kendall 2007, 2008). That is, comprehension requires retrieval, and knowledge utilisation requires retrieval, comprehension and analytical processes (analysis).

By the conclusion of the course of study, students will:

Syllabus objective	Unit 3	Unit 4
1. <u>apply</u> knowledge of <u>language elements</u> , <u>structures</u> and <u>textual conventions</u> to <u>understand</u> how meaning is conveyed in texts	•	•
2. <u>apply</u> knowledge of language elements, structures and textual conventions to <u>create</u> meaning in texts	•	•
3. <u>identify</u> how meaning, <u>attitudes</u> , <u>perspectives</u> and <u>values</u> underpin texts and influence audiences	•	•
4. <u>analyse</u> and <u>evaluate</u> information and ideas to <u>draw conclusions</u> and <u>justify</u> points of view and arguments	•	•
5. create texts that <u>convey information</u> and ideas in French for context, <u>purpose</u> , audience and <u>cultural conventions</u>	•	•
6. structure, <u>sequence</u> and <u>synthesise</u> information to respond to texts personally, <u>critically</u> and/or <u>creatively</u> .	•	•

#### 1. **apply knowledge of language elements, structures and textual conventions to understand how meaning is conveyed in texts**

When students apply knowledge of language elements, structures and textual conventions to understand texts, they draw on their knowledge of French to deconstruct how linguistic and textual features are used to convey meaning.

#### 2. **apply knowledge of language elements, structures and textual conventions to create meaning in texts**

When students apply knowledge of language elements, structures and textual conventions to create texts, they draw on their knowledge of French and how linguistic and textual features are used to create meaning.



**3. identify how meaning, attitudes, perspectives and values underpin texts and influence audiences**

When students identify how meaning, attitudes, perspectives and values underpin texts and influence audiences, they use linguistic and intercultural knowledge to analyse and explain how texts are constructed.

**4. analyse and evaluate information and ideas to draw conclusions and justify points of view and arguments**

When students analyse and evaluate information and ideas to draw conclusions and justify points of view and arguments, they identify gist, key points, detail and textual elements and conventions to develop a point of view or make an argument.

**5. create texts that convey information and ideas in French for context, purpose, audience and cultural conventions**

When students create texts that convey information and ideas in French for context, purpose, audience and cultural conventions, they consider linguistic and cultural elements and make decisions about how to effectively construct a range of text types.

**6. structure, sequence and synthesise information to respond to texts personally, critically and/or creatively**

When students structure, sequence and synthesise information to respond to texts personally, critically and/or creatively, they develop a complex concept for investigation and organise texts in a cohesive manner to exchange and justify ideas.

## 1.2.2 Underpinning factors

There are three skill sets that underpin senior syllabuses and are essential for defining the distinctive nature of subjects:

- literacy — the set of knowledge and skills about language and texts essential for understanding and conveying French Extension content
- numeracy — the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations, to recognise and understand the role of mathematics in the world, and to develop the dispositions and capacities to use mathematical knowledge and skills purposefully
- 21st century skills — the attributes and skills students need to prepare them for higher education, work and engagement in a complex and rapidly changing world.

These skill sets, which overlap and interact, are derived from current education, industry and community expectations and encompass the knowledge, skills, capabilities, behaviours and dispositions that will help students live and work successfully in the 21st century.

Together these three skill sets shape the development of senior subject syllabuses. Although coverage of each skill set may vary from syllabus to syllabus, students should be provided with opportunities to learn through and about these skills over the course of study. Each skill set contains identifiable knowledge and skills that can be directly assessed.

## Literacy in French Extension

Literacy is the set of knowledge and skills about language and texts that is essential for understanding and conveying information in French. Ongoing systematic teaching and learning focused on the literacy knowledge and skills specific to French is essential for student achievement.

Students need to learn and use the knowledge and skills of reading, viewing and listening to understand and acquire the French language. Students need to learn and use the knowledge and skills of writing, composing and speaking to convey information in French.

To understand and use literacy skills in French Extension, teaching and learning strategies include:

- comprehending language and texts to create meaning in French
- using French in the classroom, real-world and/or lifelike contexts to progress their own learning.

To analyse and evaluate French texts, teaching and learning strategies include:

- using French to respond to texts personally, critically and/or creatively
- analysing the ways language is used to influence audiences
- drawing conclusions about the purposes and audiences of French texts
- demonstrating linguistic knowledge of the French language to effectively convey meaning in French or English for particular purposes and audiences, and across intercultural contexts.

These aspects of literacy knowledge and skills are embedded in the syllabus objectives, unit objectives and subject matter, and instrument-specific marking guides (ISMGs) for French Extension.

## Numeracy in French Extension

Numeracy is about using mathematics to make sense of the world and applying mathematics in a context for a social purpose.

Although much of the explicit teaching of numeracy skills occurs in Mathematics, being numerate involves using mathematical skills across the curriculum. Therefore, numeracy development is an essential component of teaching and learning across the curriculum and a responsibility for all teachers.

To understand and use numeracy skills in French, teaching and learning strategies include:

- identifying the specific mathematical information in French texts
- providing learning experiences and opportunities that support the application of students' general mathematical knowledge and problem-solving processes
- communicating and representing the language of numeracy in teaching, as appropriate.

These aspects of numeracy knowledge and skills are embedded in the syllabus objectives, unit objectives and subject matter, and ISMGs for French Extension.

## 21st century skills

The 21st century skills identified in this syllabus reflect a common agreement, both in Australia and internationally, on the skills and attributes students need to prepare them for higher education, work and engagement in a complex and rapidly changing world.

21st century skills	Associated skills	21st century skills	Associated skills
critical thinking	<ul style="list-style-type: none"> <li>• analytical thinking</li> <li>• problem-solving</li> <li>• decision-making</li> <li>• reasoning</li> <li>• reflecting and evaluating</li> <li>• intellectual flexibility</li> </ul>	creative thinking	<ul style="list-style-type: none"> <li>• innovation</li> <li>• initiative and enterprise</li> <li>• curiosity and imagination</li> <li>• creativity</li> <li>• generating and applying new ideas</li> <li>• identifying alternatives</li> <li>• seeing or making new links</li> </ul>
communication	<ul style="list-style-type: none"> <li>• effective oral and written communication</li> <li>• using language, symbols and texts</li> <li>• communicating ideas effectively with diverse audiences</li> </ul>	collaboration and teamwork	<ul style="list-style-type: none"> <li>• relating to others (interacting with others)</li> <li>• recognising and using diverse perspectives</li> <li>• participating and contributing</li> <li>• community connections</li> </ul>
personal and social skills	<ul style="list-style-type: none"> <li>• adaptability/flexibility</li> <li>• management (self, career, time, planning and organising)</li> <li>• character (resilience, mindfulness, open- and fair-mindedness, self-awareness)</li> <li>• leadership</li> <li>• citizenship</li> <li>• cultural awareness</li> <li>• ethical (and moral) understanding</li> </ul>	information & communication technologies (ICT) skills	<ul style="list-style-type: none"> <li>• operations and concepts</li> <li>• accessing and analysing information</li> <li>• being productive users of technology</li> <li>• digital citizenship (being safe, positive and responsible online)</li> </ul>

French Extension helps develop the following 21st century skills:

- critical thinking
- communication
- personal and social skills
- creative thinking
- collaboration and teamwork
- information & communication technologies (ICT) skills.

These elements of 21st century skills are embedded in the syllabus objectives, unit objectives and subject matter, and ISMGs for French Extension.

### 1.2.3 Aboriginal perspectives and Torres Strait Islander perspectives

The QCAA is committed to reconciliation in Australia. As part of its commitment, the QCAA affirms that:

- Aboriginal peoples and Torres Strait Islander peoples are the first Australians, and have the oldest living cultures in human history
- Aboriginal peoples and Torres Strait Islander peoples have strong cultural traditions and speak diverse languages and dialects, other than Standard Australian English
- teaching and learning in Queensland schools should provide opportunities for students to deepen their knowledge of Australia by engaging with the perspectives of Aboriginal peoples and Torres Strait Islander peoples
- positive outcomes for Aboriginal students and Torres Strait Islander students are supported by successfully embedding Aboriginal perspectives and Torres Strait Islander perspectives across planning, teaching and assessing student achievement.

Guidelines about Aboriginal perspectives and Torres Strait Islander perspectives and resources for teaching are available at [www.qcaa.qld.edu.au/k-12-policies/aboriginal-torres-strait-islander-perspectives](http://www.qcaa.qld.edu.au/k-12-policies/aboriginal-torres-strait-islander-perspectives).

Where appropriate, Aboriginal perspectives and Torres Strait Islander perspectives have been embedded in the subject matter.

Languages foster and sustain cultures, identities and communities. Through the study and acquisition of an additional language, students learn to value other identities and cultures as well as their own.

As the custodians of Australia's first languages, Aboriginal peoples and Torres Strait Islander peoples are important members of the Australian community whose cultures and perspectives have been sustained for over 50 000 years. For learners of French Extension, study that recognises the diversity and specificity of Aboriginal identities and Torres Strait Islander identities — through histories, traditional and contemporary cultures, lifestyles and values — provides further insight into the complexity and uniqueness of Australian identity in the present day.

When learning French Extension, teachers should consider the context of the local area and community. The place of Aboriginal cultures and languages and Torres Strait Islander cultures and languages should be acknowledged, and authentic connections to Aboriginal communities and Torres Strait Islander communities made. Students can explore Aboriginal perspectives and Torres Strait Islander perspectives in a number of contexts, such as lifestyle, leisure, travel, roles and relationships, and groups in society.

## 1.2.4 Pedagogical and conceptual frameworks

Language acquisition occurs in communicative contexts: communication encompasses the exchange and negotiation of meaning, drawing on awareness of intercultural understanding and cultural conventions.

Students acquire language through the purposeful and meaningful use of that language. Exchanges of information and ideas are authentic and relevant to the learner; students practise receptive, interactive and productive exchanges of information in communicative and age-appropriate contexts. Through engagement with a range of French texts, students will demonstrate communicative and cognitive facility as well as a capacity to create and comprehend texts in French.

The syllabus objectives for French Extension are interrelated and interdependent. They reflect the nature of language acquisition in a communicative and cultural context. To effectively engage students in exchanging ideas, information and opinions, the teaching and learning experiences for French Extension need to encompass a variety and range of modes, media and formats. Students and teachers are encouraged to interact in French as the language of the classroom. Active language use, in a variety of meaningful everyday situations and contexts, fosters an understanding and appreciation of French language and culture, and their interrelationships.

Teaching and learning experiences should support student engagement. Exchanges in and engagement with French are meaningful when teaching and learning experiences allow for the:

- retrieval and application of knowledge of language elements and textual conventions to understand and create texts
- consideration of context and cultural conventions to construct and engage with a range of written, spoken and visual text types
- development and organisation of information in a cohesive manner to communicate, explain and transmit ideas and demonstrate intercultural understanding
- synthesis of knowledge and skills to generate and sustain the exchange of meaning
- use of linguistic, textual and cultural knowledge for the analysis and creation of texts
- interpretation, analysis, comparison and evaluation of information and ideas to draw conclusions and justify opinions in responding to texts
- identification of information, ideas and textual elements to develop points of view
- recognition and appreciation that there are variations within languages that reflect cultural and community diversity.

Schools should develop learning experiences that allow students the opportunity to:

- analyse texts
- create texts
- exchange information and ideas.

These opportunities should cover unit objectives contextualised to the subject matter and requirements of each unit.

Schools should ensure that there is a balance of:

- modes
- subject matter
- objectives.

Teaching and learning experiences should include opportunities to:

- listen, read, view, and respond to
  - short texts in English and French
  - extended texts in French
- speak, write, and respond
  - to a wide variety of text types for each mode
  - across the different media or forms of technology, where possible
  - in French to French stimulus texts
- exchange information in French.

In this way, each student develops their capacity to listen, read, speak, view and write French. Because students develop the capacity to listen, read, speak, view and write in French in an uneven manner, it is important that opportunities to demonstrate analysis, evaluation, drawing conclusions, and the justification of opinions, ideas and perspectives be provided through responses in both English and French.

Schools should develop a course of study that balances learning and assessment so that students can easily move between classroom experiences and assessment of those experiences. This will allow schools to identify the most appropriate ways to improve language acquisition and monitor individual performance in relation to the syllabus objectives.

### 1.2.5 Subject matter

Subject matter is the body of information, mental procedures and psychomotor procedures (see Marzano & Kendall 2007, 2008) that are necessary for students' learning and engagement with French Extension. It is particular to each unit in the course of study and provides the basis for student learning experiences.

Subject matter has a direct relationship to the unit objectives, but is of a finer granularity and is more specific. These statements of learning are constructed in a similar way to objectives. Each statement:

- describes an action (or combination of actions) — what the student is expected to do
- describes the element — expressed as information, mental procedures and/or psychomotor procedures
- is contextualised for the topic or circumstance particular to the unit.

The study of French Extension should be enjoyable and challenging for students. In Unit 3, subject matter centres on developing students' analytical, critical and creative skills through at least two areas of study, chosen by the teacher, from the given list of six. In Unit 4, students demonstrate these skills through an independent investigation of their choosing, in negotiation with the teacher. Students choose an area of special interest, which may be an extension of an area of study or focus previously undertaken in Unit 3, or have a completely different focus. However, it must not be an extension of a learning experience previously undertaken in the subject matter of Unit 3.

Across Units 3 and 4, students investigate and analyse how meaning underpins a range of texts. They also respond personally, critically and/or creatively to French texts, in French. Students should have the opportunity to engage with a balance of modes and a range of appropriate text types across both units.

### **Text selection**

Text selection is a school-based decision and should reflect the interests and needs of students.

Students should be provided with opportunities to engage with a wide range of texts throughout the course of study to encourage their development as language learners and users. Texts selected for the course of study may be analytical, descriptive, informative, narrative, persuasive, satirical, comedic, and transactional texts.

There should be a range and balance in the texts that students read, listen to and view that embody the intercultural nature of language and culture and diverse users of language. The course should include texts designed for different purposes and audiences and be delivered through different media.

## 1.3 Assessment — general information

Assessments are summative in Units 3 and 4.

Assessment	Unit 3	Unit 4
Summative internal assessment 1	•	
Summative internal assessment 2	•	
Summative internal assessment 3		•
Summative external assessment	•	•

### 1.3.1 Summative assessments — Units 3 and 4

Students will complete a total of *four* summative assessments — three internal and one external — that count towards their final mark in each subject.

Schools develop three internal assessments for each senior subject, based on the learning described in Units 3 and 4 of the syllabus.

The three summative internal assessments will be endorsed and the results confirmed by the QCAA. These results will be combined with a single external assessment developed and marked by the QCAA. The external assessment results for French Extension will contribute 25% towards a student's result.

#### Summative internal assessment — instrument-specific marking guides

This syllabus provides ISMGs for the *three* summative internal assessments in Units 3 and 4.

The ISMGs describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the unit objectives and are contextualised for the requirements of the assessment instrument.

#### Criteria

Each ISMG groups assessment objectives into criteria. An assessment objective may appear in multiple criteria, or in a single criterion of an assessment.

#### Making judgments

Assessment evidence of student performance in each criterion is matched to a performance-level descriptor, which describes the typical characteristics of student work.

Where a student response has characteristics from more than one performance level, a best-fit approach is used. Where a performance level has a two-mark range, it must be decided if the best fit is the higher or lower mark of the range.

#### Authentication

Schools and teachers must have strategies in place for ensuring that work submitted for internal summative assessment is the student's own. Authentication strategies outlined in QCAA guidelines, which include guidance for drafting, scaffolding and teacher feedback, must be adhered to.



## **Summative external assessment**

The summative external assessment adds valuable evidence of achievement to a student's profile. External assessment is:

- common to all schools
- administered under the same conditions at the same time and on the same day
- developed and marked by the QCAA according to a commonly applied marking scheme.

The external assessment contributes 25% to the student's result in French Extension. It is not privileged over the school-based assessment.

## 1.4 Reporting standards

Reporting standards are summary statements that succinctly describe typical performance at each of the five levels (A–E). They reflect the cognitive taxonomy and objectives of the course of study.

The primary purpose of reporting standards is for twice-yearly reporting on student progress. These descriptors can also be used to help teachers provide formative feedback to students and to align ISMGs.

### Reporting standards

A
<p>The student, in responding to texts in a range of contexts, demonstrates <u>thorough understanding of language elements, structures and textual conventions</u> in French. Language elements, structures and textual conventions are <u>applied</u> to create <u>valid and justifiable</u> meaning. The student <u>perceptively identifies</u> how meaning, <u>attitudes, perspectives and values</u> underpin texts and influence <u>audiences</u>.</p> <p>The student makes a <u>discerning analysis</u> and <u>evaluation</u> of information and ideas to <u>develop</u> and draw <u>valid conclusions</u> with <u>well-substantiated</u> justification of points of view and arguments.</p> <p>The student, in creating texts in a range of contexts, demonstrates a discerning application of knowledge of French to create texts that convey meaning and ideas, appropriate to context, <u>purpose</u>, audience and <u>cultural conventions</u>. Information and language elements are structured, <u>sequenced</u> and <u>synthesised</u> by the student to respond <u>cohesively</u> and <u>coherently</u> to texts personally, <u>critically</u> and/or <u>creatively</u> in French.</p>
B
<p>The student, in responding to texts in a range of contexts, demonstrates <u>effective understanding of language elements, structures and textual conventions</u> in French. Language elements, structures and textual conventions are <u>applied effectively</u> to create meaning.</p> <p>The student <u>appropriately identifies</u> how meaning, <u>attitudes, perspectives and values</u> underpin texts and influence <u>audiences</u>. The student makes an <u>appropriate and clear analysis</u> and <u>evaluation of relevant</u> information and ideas to <u>develop</u> and <u>draw conclusions</u> with <u>justification</u> of points of view and arguments.</p> <p>The student, in creating texts in a range of contexts, demonstrates an effective application of knowledge of French to create texts that convey meaning and ideas, appropriate to context, <u>purpose</u>, audience and <u>cultural conventions</u>. Information and language elements are structured, <u>sequenced</u> and <u>synthesised</u> by the student to respond <u>purposefully</u> to texts personally, <u>critically</u> and/or <u>creatively</u> in French.</p>
C
<p>The student, in responding to texts in a range of contexts, demonstrates <u>rudimentary understanding of language elements, structures and textual conventions</u> in French. Language elements and textual conventions are <u>applied</u> with some understanding to create meaning.</p> <p>The student <u>identifies</u> how meaning, <u>attitudes, perspectives and values</u> underpin texts and influence <u>audiences</u>. The student makes an <u>appropriate analysis</u> and <u>evaluation</u> of some <u>relevant</u> information and ideas to <u>develop</u> and <u>draw conclusions</u> with some <u>justification</u> of points of view and arguments.</p> <p>The student, in creating texts in a range of contexts, demonstrates application of knowledge of French to create texts that convey some meaning and ideas, appropriate to context, <u>purpose</u>, audience and cultural conventions. Information and language elements are structured, <u>sequenced</u> and <u>synthesised</u> by the student to respond <u>adequately</u> to texts personally, <u>critically</u> and/or <u>creatively</u> in French.</p>
D
<p>The student, in responding to and creating texts in a range of contexts, demonstrates <u>partial</u> comprehension of French to <u>identify obvious</u> information and ideas. Some context, <u>purpose</u>, audience and <u>cultural conventions</u> are <u>identified</u> to draw <u>superficial conclusions</u>. Knowledge of French <u>language elements, structures and textual conventions</u> is <u>applied inconsistently</u> to create texts that convey <u>fragmented</u> meaning.</p>

E

In responding to and creating texts, the student demonstrates fragmented understanding of information in French, as well as inaccurate application of knowledge of French language elements, structures and textual conventions.

## 2 Unit 3: Guided investigation

### 2.1 Unit description

In Unit 3, students enter the first phase of their development of textual investigative skills in both French and English.

This unit follows a model in which students will be guided to greater independence as learners as they work towards analysis and evaluation of a range of texts of increasing conceptual complexity. The ability to explain how cultural attitudes, perspectives and values underpin texts and the influence they have on an audience is a skill developed throughout this unit.

The teacher should facilitate student development of the investigative and analytical skills required for Unit 4.

#### Unit requirements

This unit requires engagement with at least two areas of study. Schools choose from the following areas:

- literature, e.g. fables, novels, poems, short stories
- the arts, e.g. cinema, dance, fine arts, music, theatre
- social sciences, e.g. history, geography, politics, religion, sociology
- media studies, e.g. comparison of film and literature, documentaries
- innovation, science and technology, e.g. use of technology in medicine, communication
- business and commerce, e.g. trade and agreements between French-speaking countries and Australia.

Through the chosen areas of study, students should develop the ability to independently:

- compare and contrast French and Australian texts on a specific topic from the selected areas of study for a particular purpose, e.g. consider the views expressed in French and Australian texts and compare them to create a multimodal presentation
- distinguish the cultural perspectives that underpin texts, e.g. identify the cultural values and attitudes expressed in texts to examine students' own values and attitudes
- analyse and evaluate French texts, e.g. discuss and investigate French short stories relevant to selected areas to develop an intercultural understanding
- assess the validity of selected texts to support particular perspectives, e.g. discuss how these texts support a point of view
- synthesise information to develop a point of view on texts, e.g. summarise information to determine different perspectives
- justify their conclusions in French, e.g. present their findings on a topic from the selected areas of study and explain how they came to these conclusions
- create their own texts relevant to the selected areas, e.g. design personal, critical or creative texts in response to French stimulus.

Suggestions for learning experiences are provided within each area of study. This list is not exhaustive and teachers may design additional learning experiences in the chosen areas of study.

## 2.2 Unit objectives

Unit objectives are drawn from the syllabus objectives and are contextualised for the subject matter and requirements of the unit. Each unit objective must be assessed at least once.

Students will:

Unit objective	IA1	IA2	EA
1. <u>apply</u> knowledge of <u>language elements</u> , <u>structures</u> and <u>textual conventions</u> to <u>understand</u> how meaning is conveyed in texts related to the chosen areas of study	•		•
2. apply knowledge of language elements, structures and textual conventions to create meaning in texts related to the chosen areas of study	•	•	•
3. <u>identify</u> how meaning, <u>attitudes</u> , <u>perspectives</u> and <u>values</u> underpin the selected texts from the chosen areas of study and how they influence audiences	•		•
4. <u>analyse</u> and <u>evaluate</u> information and ideas from selected texts related to the chosen areas of study to <u>draw conclusions</u> and <u>justify</u> points of view and arguments	•	•	•
5. create texts that <u>convey information</u> and ideas in French for context, <u>purpose</u> and <u>audience</u> , and <u>cultural conventions</u>	•	•	•
6. <u>structure</u> , <u>sequence</u> and <u>synthesise</u> information to respond to selected texts personally, <u>critically</u> and/or <u>creatively</u> .		•	•

## 2.3 Area of study: Literature

This area of study enables students to further develop their appreciation of the literary heritage of French-speaking communities. With centuries of important literary developments and movements to explore, students strengthen their intercultural understanding through the study of French-speaking authors and their works.

The study of literature may focus on short stories, poetry, fables, legends and myths, drama, novels (condensed or abridged versions) and/or cartoon books. It further develops students' French language skills and their associated appreciation of texts as literary forms. For example, the study of literature helps them gain insights into contemporary French-speaking communities. Frequently, literary texts may be explored in conjunction with a related artistic or historical theme.

### Subject matter

In this area of study, students will:

- comprehend, analyse and discuss literary works such as novels or short stories, and comment on values and ideas expressed
- discuss both French and Australian reading preferences to appreciate intercultural understanding
- compare a film with the novel on which it is based
- use French poems to identify how ideas in the poems are used to influence an audience to see the world in a particular way
- use French poems or short stories as stimulus for creative writing
- reconstruct an Australian story in French for a children's story book
- design a multimodal presentation comparing storytelling in French-speaking countries with storytelling in Aboriginal communities (e.g. Dreaming and Creation stories) and Torres Strait Islander communities (e.g. stories from *Bipo Bipo Taim*)
- develop a play script from a French fable and perform the play for other students of French.

## 2.4 Area of study: The arts

This area of study enables students to further develop their appreciation of the arts in French-speaking countries. Students use their language skills to access, understand, discuss and respond personally, critically and/or creatively to the art form/s chosen. They examine the contribution of the arts to French-speaking communities, as well as their global impact. Class discussion encourages students to compare their reaction to French art forms with related Australian art forms.

The study of the arts may focus on cinema, dance, fine arts and/or music. It further develops students' French language skills and their associated appreciation of art forms. A significant aspect of the study should be the insights the arts offer into contemporary French-speaking communities. Frequently, artistic themes may be explored in conjunction with literary texts.

### Subject matter

In this area of study, students will:

- analyse and discuss the social and/or historical setting of a film, the director's philosophy and/or the social values depicted in the film
- compare Australian and French music from different eras to analyse how these eras are portrayed through music in Australia and French-speaking countries
- compare and contrast artworks made by Australian artists with artworks made by French artists to identify cultural similarities and differences
- appraise a film or concert for a French newspaper or school magazine
- design a multimodal presentation for French visitors, supported by a commentary in French that provides an insight into Australian artworks
- conduct research on an intercultural topic in the arts, e.g. the effect of tourism on traditional arts, or the effect of the English language on popular French art forms
- investigate and discuss the effect of immigration on French art forms
- investigate and discuss musical and/or dance art forms across the world.

## 2.5 Area of study: Social sciences

This area of study enables students to use selected authentic historical, geographical and/or political documents to better understand and interpret information. As well as gaining knowledge of particular aspects of French culture, students investigate how these have contributed to present-day society and attitudes in French-speaking countries and Australia.

The study of social sciences may focus on history, geography, politics, economy, philosophy, religion and/or sociology. It further develops students' French language skills and their associated appreciation of texts as non-literary forms. A significant aspect of the study should be the insights offered by the social sciences into contemporary French-speaking communities.

### Subject matter

In this area of study, students will:

- evaluate historical photographs and documents related to French history in Australia
- identify the influence of a particular person from French history on French culture, or their effect on French-speaking communities
- compare a particular period in French history with a similar time or incident in Australian history
- compare a current political topic in a French-speaking country with a related or parallel topic in Australia
- compare customs in different French-speaking countries to understand how geography has influenced these local traditions
- consider views on the diversity of languages and cultures within Australia by interviewing French speakers from the local community
- investigate major natural phenomena in French-speaking countries and explain how these might have affected French-speaking communities
- conduct a statistical analysis of data comparing a French-speaking country with Australia, e.g. patterns of population, industry, unemployment, holiday destinations, hopes and fears for the future
- investigate and report on French immigration to Australia and its influence on Australian society
- investigate Australian–French relations today, identify changes from the past and suggest future trends, e.g. in trade, diplomacy and cultural exchange
- investigate the origins of French linguistics
- conduct a class debate on topics, e.g. immigration, migrant workers in a French-speaking country, pollution, development versus heritage protection, population change, education.



## 2.6 Area of study: Media studies

This area of study enables students to further develop insights into French social and cultural attitudes by exploring and discussing emerging topics through various media programs and articles. Students consider materials such as current affairs programs, editorials, letters to the editor, advertising, news reports, commentaries and documentaries. They may also produce commentaries and documentaries using available technology.

The study of media studies may focus on electronic media and/or print media. It further develops students' French language skills and their associated appreciation of the media. A significant aspect of the study should be the insights offered by media studies into contemporary French-speaking communities.

### Subject matter

In this area of study, students will:

- construct an opinion piece for a publication, expounding a point of view, e.g. write a critical response to an item in Australian-based French media
- critique French media reports, taking care to develop and express ideas coherently with appropriate register and cohesive elements
- compare the content of a French current affairs program or documentary with a similar Australian program
- discuss advertisements from French media, analysing and examining how the language and images used influence the viewer/reader
- devise a recorded advertisement in French for an Australian product, accompanied by research and/or a rationale
- compare a French reality-TV program, drama series or quiz show with a similar Australian show
- discuss French cartoons, comic strips, sitcoms and comedy shows to understand styles of culturally appropriate humour and draw parallels with similar Australian text types
- analyse the layout and content of a French blog, web page, newspaper or magazine and compare it with a similar Australian publication
- create a program in French for a French media outlet.

## 2.7 Area of study: Innovation, science and technology

This area of study enables students to investigate topics related to innovation, science and technology, and to acquire and use associated scientific and/or technological language. Students are encouraged to investigate research carried out in French-speaking countries and examine the contributions made by French-speaking scientists to global scientific development.

The study of innovation, science and technology may focus on the use of technology in medicine, communication, education, sciences and/or leisure. It further develops students' French language skills and their associated appreciation of texts as non-literary forms. A significant aspect of the study should be the insights offered by innovation, science and technology into contemporary French-speaking communities.

### Subject matter

In this area of study, students will:

- analyse how current events are perceived in a French-speaking country and in Australia
- compare and contrast the contemporary use of technology in a French-speaking country and Australia
- compare French approaches to health practices with traditional Aboriginal medicines and healing practices and traditional Torres Strait Islander medicines and healing practices to create an article for a website
- investigate the work of a well-known French scientist, and create a presentation that examines and evaluates the global effect of this scientist's work
- assess French texts that report on scientific events and compare them with scientific texts written in English
- investigate the ethical dimensions of technological progress and compare its representation in French-speaking countries and Australia
- discuss the views promoted by a science program on a French media channel
- examine how innovation, science and technology are conveyed by viewing and/or listening to French news reports and/or documentaries and comparing them with similar Australian news reports or documentaries, e.g. news items on environmental matters
- investigate joint research projects between French-speaking countries and Australia, e.g. renewable energy, scientific research, sports science
- investigate the French philosophies around food, medicine and/or holistic approaches to health, and their influence on Australian lifestyles.

## 2.8 Area of study: Business and commerce

This area of study enables students to explore the similarities and differences between French and Australian commercial cultures. They gain awareness of the structure of French enterprises and businesses, their practices and the commercial contexts in which they operate in French-speaking countries.

The study of business and commerce may focus on economic features of French-speaking countries, trade agreements between Australia and French-speaking countries, and/or their commercial correspondence. It further develops students' French language skills and their associated appreciation of texts as non-literary forms. A significant aspect of the study should be the insights offered by business and commerce into contemporary French-speaking communities.

### Subject matter

In this area of study, students will:

- create a marketing package for an Australian product to be launched on the French market
- write a report that investigates the relationships local firms have with French-speaking contacts
- develop a business proposal for the launch of a commercial product targeted at a French-speaking community; identify business etiquette and cultural norms by interviewing people involved in business between Australia and French-speaking communities, e.g. company representatives, members of chambers of commerce, professional translators and interpreters
- create a design brief for French-speaking communities to familiarise them with the practices of the business market in Australia
- investigate the views of French background speakers who have started a business in Australia; prepare a report on the challenges they faced in establishing a business enterprise in a different commercial culture.

## 2.9 Assessment

### 2.9.1 Summative internal assessment 1 (IA1): Examination — combination response (20%)

#### Description

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 objectives

This assessment technique is used to determine student achievement in the following objectives:

1. apply knowledge of language elements, structures and textual conventions to understand how meaning is conveyed in texts related to the chosen areas of study
2. apply knowledge of language elements, structures and textual conventions to create meaning in texts related to the chosen areas of study
3. identify how meaning, attitudes, perspectives and values underpin the selected texts from the chosen areas of study and how they influence audiences
4. analyse and evaluate information and ideas from selected texts related to the chosen area of study to draw conclusions and justify points of view and arguments
5. create texts that convey information and ideas in French for context, purpose and audience, and cultural conventions.

**Note:** Objective 6 is not assessed in this instrument.

#### Specifications

##### Description

Combination response

This examination has two components:

1. short response: short written responses in English and French in response to questions on unseen French stimulus texts that assess Criterion: Analysing French texts
2. extended response: an individual spoken response in French to unseen questions that assess Criterion: Creating French texts.

Criterion: Analysing French texts (short response; 15 marks)

This criterion requires students to respond in English and French to four short-item questions on unseen authentic audio, audiovisual or visual French stimulus texts, related to one area of study covered in Unit 3.

Criterion: Creating French texts (extended spoken response; 5 marks)

This criterion requires students to create an extended spoken response in French to an authentic visual stimulus on a topical issue related to the short response stimulus. The extended spoken response requires students to provide a personal answer to up to three unseen questions.

## Conditions

Short response

- Time: 90 minutes in one uninterrupted session.
- Audience: background speaker.
- Length:
  - one short-answer response in English to a question in English (up to 100 words in the response)
  - three short-answer responses in French to questions in French (up to 150 words in the response).
- Other:
  - no dictionary is permitted
  - word processor is permitted, with spellcheck and internet disabled.

Stimulus materials for the short response

- Two or three unseen authentic audio, audiovisual or visual French stimulus texts:
  - audio or audiovisual text/s
    - heard three times
    - may be delivered slower than background speaker pace, with judicious pausing permitted
    - delivered so as to not compromise the authenticity of the task
  - visual text/s
    - must not compromise complexity by providing cues to understanding other stimulus materials.
- Each stimulus text should only be used for one component.
- Written text and transcripts of 500–800 words in length when combined.

### Extended response

- Time: 15 minutes planning.
- Audience: background speaker.
- Length: 2–5 minutes extended spoken response in French to up to three unseen questions in French.
- Other:
  - no access to any other materials or notes
  - the extended response must be recorded as an audio or audiovisual file as evidence of the quality of the student response and be available for confirming and ratifying grades.

### Stimulus materials for the extended response

- Up to two unseen authentic visual French stimulus texts:
  - visual text/s
    - must not compromise complexity by providing cues to understanding other stimulus materials
    - written text of 60 words in length when combined.
- Unseen stimulus materials and questions are provided 15 minutes prior to the spoken student response.
- The stimulus materials and questions must relate to the topic assessed in the short response stimulus.
- Students can make notes in the 15 minutes preparation time, which may be used as prompts when they respond to the questions.

## Summary of the instrument-specific marking guide

The following table summarises the criteria, assessment objectives and mark allocation for the examination — combination response.

Criterion	Objectives	Marks
Analysing French texts	1, 3 and 4	15
Creating French texts	2 and 5	5
<b>Total</b>		<b>20</b>

**Note:** Objective 6 is not assessed in this instrument.

## Instrument-specific marking guide

### Criterion: Analysing French texts

#### Assessment objectives

1. apply knowledge of language elements, structures and textual conventions to understand how meaning is conveyed in texts related to the chosen areas of study
3. identify how meaning, attitudes, perspectives and values underpin the selected texts from the chosen areas of study and how they influence audiences
4. analyse and evaluate information and ideas from selected texts related to the chosen areas of study to draw conclusions and justify points of view and arguments

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> <li>• <u>thorough comprehension</u> of <u>language elements</u>, <u>structures</u> and/or <u>textual conventions</u> to <u>identify gist</u> and <u>extensive</u> details in all the stimulus texts related to the chosen areas of study</li> <li>• <u>perceptive identification</u> of how meaning, <u>attitudes</u>, <u>perspectives</u> and/or <u>values</u> underpin texts related to the chosen areas of study and influence <u>audiences</u></li> <li>• <u>discerning analysis</u> and <u>evaluation</u> of relevant information and ideas in French texts related to the chosen areas of study to draw <u>well-constructed</u> and <u>valid conclusions</u> with <u>well-substantiated justification</u> of points of view and arguments.</li> </ul>	14–15
<ul style="list-style-type: none"> <li>• <u>effective comprehension</u> of <u>language elements</u>, <u>structures</u> and/or <u>textual conventions</u> to <u>identify gist</u> and <u>extensive</u> details in the stimulus texts related to the chosen areas of study</li> <li>• <u>effective identification</u> of how meaning, <u>attitudes</u>, <u>perspectives</u> and/or <u>values</u> underpin texts related to the chosen areas of study and influence <u>audiences</u></li> <li>• <u>effective analysis</u> and <u>evaluation</u> of relevant information and ideas in French texts related to the chosen areas of study to draw <u>well-constructed</u> and <u>valid conclusions</u> with <u>justification</u> of points of view and arguments.</li> </ul>	12–13
<ul style="list-style-type: none"> <li>• <u>comprehension</u> of <u>language elements</u>, <u>structures</u> and/or <u>textual conventions</u> to <u>identify gist</u> and details in the stimulus texts related to the chosen areas of study</li> <li>• considered identification of how meaning, attitudes, perspectives and/or values underpin texts related to the chosen areas of study and influence audiences</li> <li>• analysis and evaluation of relevant information and ideas in French texts related to the chosen areas of study to draw considered conclusions with justification of points of view and arguments.</li> </ul>	10–11
<ul style="list-style-type: none"> <li>• comprehension of language elements, structures and/or textual conventions to identify some gist and obvious details in some of the stimulus texts related to the chosen areas of study</li> <li>• identification of how meaning, attitudes, perspectives and/or values underpin texts related to the chosen areas of study and influence audiences</li> <li>• analysis or evaluation of information and ideas in French texts related to the chosen areas of study to draw conclusions with justification of points of view and arguments.</li> </ul>	8–9
<ul style="list-style-type: none"> <li>• comprehension of language elements, structures and/or textual conventions to identify some details in some of the stimulus texts related to the chosen areas of study</li> <li>• <u>superficial</u> identification of how meaning influences audiences</li> <li>• <u>superficial</u> analysis of some information and ideas in French texts to <u>draw conclusions</u>.</li> </ul>	6–7

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> <li>comprehension of parts of the stimulus texts related to the chosen areas of study</li> <li><u>partial</u> identification of how meaning influences audiences</li> <li>analysis of some information.</li> </ul>	4–5
<ul style="list-style-type: none"> <li><u>fragmented</u> identification of attitudes, perspectives and/or values</li> <li>comprehension of some words and phrases.</li> </ul>	2–3
<ul style="list-style-type: none"> <li>comprehension of some words.</li> </ul>	1
<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above.</li> </ul>	0

### Criterion: Creating French texts

#### Assessment objectives

- apply knowledge of language elements, structures and textual conventions to create meaning in texts related to the chosen areas of study
- create texts that convey information and ideas in French for context, purpose and audience, and cultural conventions

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> <li><u>discerning</u> application of language elements, structures and/or textual conventions to create meaning related to the chosen areas of study</li> <li><u>discerning</u> integration of context, purpose, audience and/or cultural conventions to create <u>fluent texts</u>.</li> </ul>	5
<ul style="list-style-type: none"> <li><u>effective</u> application of language elements, structures and/or textual conventions to create meaning related to the chosen areas of study</li> <li><u>effective</u> integration of context, purpose, audience and/or cultural conventions to create generally fluent texts.</li> </ul>	4
<ul style="list-style-type: none"> <li><u>considered</u> application of language elements, structures and/or textual conventions to create meaning related to the chosen areas of study</li> <li><u>considered</u> integration of context, purpose, audience and/or cultural conventions to create texts with sufficient proficiency to convey meaning.</li> </ul>	3
<ul style="list-style-type: none"> <li>application of language elements, structures or textual conventions to create fragmented meaning related to the chosen areas of study</li> <li>integration of context, purpose, audience or cultural conventions to create fragmented texts.</li> </ul>	2
<ul style="list-style-type: none"> <li>application of some language elements to create a response.</li> </ul>	1
<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above.</li> </ul>	0



## 2.9.2 Summative internal assessment 2 (IA2): Examination — extended response (25%)

### Description

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 objectives

This assessment technique is used to determine student achievement in the following criteria and associated objectives:

2. apply knowledge of language elements, structures and textual conventions to create meaning in texts related to the chosen areas of study
4. analyse and evaluate information and ideas from selected texts related to the chosen area of study to draw conclusions and justify points of view and arguments
5. create texts that convey information and ideas in French for context, purpose and audience, and cultural conventions
6. structure, sequence and synthesise information to respond to selected texts personally, critically and/or creatively.

**Note:** Objectives 1 and 3 are not assessed in this instrument.

### Specifications

#### Description

Extended response

This extended response is an analytical essay in French. This must be written individually.

- Teachers provide two authentic stimulus texts for an area of study studied in Unit 3 that has not been selected for IA1.
- Students will be asked to:
  - respond in the form of an analytical essay
  - use the two stimulus texts provided by the teacher
  - choose one additional authentic French stimulus text that relates to the chosen area of study and that has been approved by the teacher.
- The unseen task requires students to consider all three stimulus texts.

Stimulus materials for the extended response

- one authentic visual French stimulus text
  - that must not compromise complexity by providing cues to understanding other stimulus materials
  - that must contain no more than 60 words in French
- one authentic written stimulus
  - 400–600 words in length in French
  - related to the same area of study as the visual stimulus.

Students select one authentic stimulus text, visual or written, that fits the above description. Each student must have an individual text approved by the teacher.

Criterion: Analysing French texts (10 marks)

This criterion requires students to analyse and evaluate the stimulus provided to respond in French to a particular task relating to French stimulus texts.

Criterion: Creating French texts (15 marks)

This criterion requires students to compose an analytical essay in response to a task related to the provided French stimulus texts. The texts relate to an area of study from Unit 3 not assessed in IA1.

The response must offer the students' own perspectives on the ideas and information offered in the stimulus texts.

### Conditions

- Time:
  - preparation: 4 weeks, with access to the stimulus texts
  - writing time: 120 minutes, in class, under supervised conditions.
- Length: 600–1000 words.
- Reader: background speaker.
- Other:
  - unseen task in French with clean copies of stimulus provided
  - no access to any other material or notes.

## Summary of the instrument-specific marking guide

The following table summarises the criteria, assessment objectives and mark allocation for the extended response.

Criterion	Objectives	Marks
Analysing French texts	4	10
Creating French texts	2, 5 and 6	15
<b>Total</b>		<b>25</b>

**Note:** Objectives 1 and 3 are not assessed in this instrument.

## Instrument-specific marking guide

### Criterion: Analysing French texts

Assessment objective

4. analyse and evaluate information and ideas from selected texts related to the chosen areas of study to draw conclusions and justify points of view and arguments

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> <li>• <u>discerning analysis</u> and <u>evaluation</u> of relevant information and ideas in French stimulus texts related to the chosen areas of study</li> <li>• <u>well-constructed</u> and <u>discerning conclusions</u></li> <li>• <u>well-substantiated</u> justification of points of view and arguments.</li> </ul>	9–10
<ul style="list-style-type: none"> <li>• <u>effective analysis</u> and <u>evaluation</u> of relevant information and ideas in French stimulus texts related to the chosen areas of study</li> <li>• <u>well-constructed</u> and <u>valid conclusions</u></li> <li>• <u>effective justification</u> of points of view and arguments.</li> </ul>	7–8
<ul style="list-style-type: none"> <li>• <u>considered analysis</u> and <u>evaluation</u> of information and ideas in French stimulus texts related to the chosen areas of study</li> <li>• <u>considered conclusions</u></li> <li>• <u>considered justification</u> of points of view and arguments.</li> </ul>	5–6
<ul style="list-style-type: none"> <li>• <u>fragmented analysis</u> and <u>evaluation</u> of information and ideas in French stimulus texts related to the chosen areas of study</li> <li>• <u>some conclusions</u></li> <li>• <u>fragmented justification</u> of points of view</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• <u>unrelated analysis</u> of information and ideas in French stimulus texts</li> <li>• <u>no justification</u> of points of view.</li> </ul>	1–2
<ul style="list-style-type: none"> <li>• does not satisfy any of the descriptors above.</li> </ul>	0

## Criterion: Creating French texts

### Assessment objectives

2. apply knowledge of language elements, structures and textual conventions to create meaning in French texts related to the chosen areas of study
5. create texts that convey information and ideas in French for context, purpose and audience, and cultural conventions
6. structure, sequence and synthesise information to respond to selected texts personally, critically and/or creatively

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> <li>• <u>discerning application</u> of <u>language elements</u>, <u>structures</u> and/or <u>textual conventions</u> to create meaning in proficient and complex French texts related to the chosen areas of study</li> <li>• <u>discerning integration</u> of context, <u>purpose</u>, <u>audience</u> and/or <u>cultural conventions</u> to create <u>fluent</u> texts in French</li> <li>• <u>discerning synthesis</u> of <u>relevant information</u> to <u>cohesively</u> and <u>coherently structure</u> the response and <u>develop</u> ideas.</li> </ul>	14–15
<ul style="list-style-type: none"> <li>• <u>effective application</u> of <u>language elements</u>, <u>structures</u> and/or <u>textual conventions</u> to create meaning in mostly proficient and complex French texts related to the chosen areas of study</li> <li>• <u>effective integration</u> of context, <u>purpose</u>, <u>audience</u> and/or <u>cultural conventions</u> to create generally <u>fluent</u> texts in French</li> <li>• <u>effective synthesis</u> of <u>relevant information</u> to <u>cohesively</u> and <u>coherently structure</u> the response and <u>develop</u> ideas.</li> </ul>	12–13
<ul style="list-style-type: none"> <li>• <u>considered application</u> of <u>language elements</u>, <u>structures</u> and/or <u>textual conventions</u> to create meaning in mostly proficient or complex French texts related to the chosen areas of study</li> <li>• <u>considered integration</u> of context, <u>purpose</u>, <u>audience</u> and/or <u>cultural conventions</u> to create generally <u>fluent</u> texts in French</li> <li>• <u>considered synthesis</u> of <u>relevant information</u> to <u>structure</u> the response and <u>develop</u> ideas.</li> </ul>	10–11
<ul style="list-style-type: none"> <li>• <u>application</u> of <u>language elements</u>, <u>structures</u> and/or <u>textual conventions</u> to create French texts with sufficient proficiency to convey meaning related to the chosen areas of study</li> <li>• <u>integration</u> of context, <u>purpose</u>, <u>audience</u> and/or <u>cultural conventions</u> to create texts in French</li> <li>• <u>synthesis</u> of some information to <u>structure</u> the response and/or <u>develop</u> ideas.</li> </ul>	8–9
<ul style="list-style-type: none"> <li>• <u>application</u> of some <u>language elements</u>, <u>structures</u> or <u>textual conventions</u> to create meaning in French texts related to the chosen areas of study in which the overall response can be understood</li> <li>• <u>inconsistent integration</u> of context, <u>purpose</u>, <u>audience</u> or <u>cultural conventions</u> to create texts in French</li> <li>• <u>synthesis</u> of some details to <u>structure</u> the response and/or <u>develop</u> ideas.</li> </ul>	6–7
<ul style="list-style-type: none"> <li>• <u>application</u> of some <u>language elements</u>, <u>structures</u> or <u>textual conventions</u> to create fragmented meaning in French texts related to the chosen areas of study</li> <li>• <u>integration</u> of some aspects of context, <u>purpose</u>, <u>audience</u> or <u>cultural conventions</u> to create fragmented texts in French</li> <li>• <u>uneven synthesis</u> of irrelevant details to structure the response and/or develop ideas.</li> </ul>	4–5

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> <li>• <u>inaccurate application</u> of language elements to create a response</li> <li>• <u>isolated</u> integration of context, purpose, audience or cultural conventions to create texts in French.</li> </ul>	2–3
<ul style="list-style-type: none"> <li>• incoherent response.</li> </ul>	1
<ul style="list-style-type: none"> <li>• does not satisfy any of the descriptors above.</li> </ul>	0

### 2.9.3 Summative external assessment (EA): Examination — extended response (25%)

#### General information

Summative external assessment is developed and marked by the QCAA. In French Extension it contributes 25% to a student's overall subject result.

Summative external assessment draws from the learning in both Units 3 and 4.

The external assessment in French Extension is common to all schools and administered under the same conditions, at the same time, on the same day.

## 3 Unit 4: Independent investigation

### 3.1 Unit description

In Unit 4, students come to understand how texts can be exploited to create arguments and to make representations underpinned by particular attitudes, perspectives and values. Students learn to analyse and evaluate how linguistic and genre-specific features of chosen texts work to make meaning. By comparing and contrasting related texts, they arrive at an interpretation or argument based on their intercultural understanding of the texts.

Students independently identify a new focus and/or topic of interest. This may come from the list of areas of study identified in Unit 3 or be developed from these areas of study to reflect the student's own interests. Students investigate the topic negotiated with the teacher, using a variety of authentic French texts of increasing complexity. They analyse how people, concepts and ideas are represented in texts through the use of textual features and language choices in order to develop an argument in French. They explore and explain how values, which underpin texts, are used to influence audiences to accept or reject particular versions of the world.

#### Unit requirements

This unit requires students to:

- identify a new focus and/or topic of interest, in negotiation with the teacher
- research and select a variety of appropriate French texts of increasing complexity on their chosen focus/topic, in negotiation with the teacher
- analyse and investigate the selected French texts
- evaluate these texts and draw conclusions about the meaning, attitudes, perspectives and values presented
- develop their own opinion or perspective on their chosen focus/topic.

Resources related to subject matter should support students to develop a deeper understanding of the attitudes, perspectives and values expressed by French background speakers. Therefore, resources and stimulus texts should be authentic. However, texts may be adapted for use in the classroom to allow students access to ideas and information where expressions are beyond the level of language acquisition of a cohort. Grammar and vocabulary instruction play a supportive role only.

The level of guidance provided will depend on the school context. If necessary, the teacher may set the topic and provide a number of resources. However, students are required to undertake some independent investigation.

## 3.2 Unit objectives

Unit objectives are drawn from the syllabus objectives and are contextualised for the subject matter and requirements of the unit. Each unit objective must be assessed at least once.

Students will:

Unit objective	IA3	EA
1. <u>apply</u> knowledge of <u>language elements</u> , <u>structures</u> and <u>textual conventions</u> to <u>understand</u> how meaning is conveyed in texts through an investigative and/or critical process	•	•
2. apply knowledge of language elements, structures and textual conventions to create meaning in texts through an investigative and/or critical process	•	•
3. <u>identify</u> how meaning, <u>attitudes</u> , <u>perspectives</u> and <u>values</u> underpin texts and influence audiences through an investigative and/or critical process	•	•
4. <u>analyse</u> and <u>evaluate</u> information and ideas to <u>draw conclusions</u> and <u>justify</u> points of view in French through an investigative and/or critical process	•	•
5. create texts that <u>convey information</u> and ideas in French for context, <u>purpose</u> , <u>audience</u> and <u>cultural conventions</u>	•	•
6. <u>structure</u> , <u>sequence</u> and <u>synthesise</u> information to respond to texts personally, <u>critically</u> and/or <u>creatively</u> .	•	•

### 3.3 Area of study: Literature

This area of study enables students to further develop their appreciation of the literary heritage of French-speaking communities. They strengthen their intercultural understanding through the study of French-speaking authors and their works.

Students may focus on short stories, poetry, fables, legends and myths, drama, novels (condensed or abridged versions) and/or cartoon books. The study of literature further develops students' French language skills and their associated appreciation of texts as literary forms. For example, students may consider the insights offered by literature into French-speaking communities. Frequently, literary texts may be explored in conjunction with a related artistic or historical theme.

#### Subject matter

In this area of study, students will:

- comprehend, analyse and discuss literary works such as novels or short stories, and comment on values and ideas expressed
- discuss both French and Australian reading preferences to appreciate intercultural understanding
- compare a film with the novel on which it is based
- use French poems to identify how ideas in the poems are used to influence an audience to see the world in a particular way
- use French poems or short stories as stimulus for creative writing
- reconstruct an Australian story in French for a children's story book
- design a multimodal presentation comparing storytelling in French-speaking countries with storytelling in Aboriginal communities (e.g. Dreaming and Creation stories) and Torres Strait Islander communities (e.g. stories from *Bipo Bipo Taim*)
- develop a play script from a French fable and record it in a multimedia format.



## 3.4 Area of study: The arts

This area of study enables students to further develop their appreciation of the arts in French-speaking countries. Students use their language skills to access, understand, discuss and respond personally, critically and/or creatively to the art form/s chosen. They examine the contribution of the arts to French-speaking communities, as well as their global impact. Class discussion encourages students to compare their reaction to French art forms with related Australian art forms.

The study of the arts may focus on cinema, dance, fine arts and/or music. It further develops students' French language skills and their associated appreciation of art forms. A significant aspect of the study should be the insights the arts offer into contemporary French-speaking communities. Frequently, artistic themes may be explored in conjunction with literary texts.

### Subject matter

In this area of study, students will:

- analyse and discuss the social and/or historical setting of a film, the director's philosophy and/or the social values in the film
- compare Australian and French music from different eras to analyse how these eras are portrayed through music in Australia and French-speaking countries
- compare and contrast artworks made by Australian artists with artworks made by French artists to identify cultural similarities and differences
- appraise a film or concert for a French newspaper or school magazine
- design a multimodal presentation for French visitors, supported by a commentary in French that provides an insight into Australian artworks
- conduct research on an intercultural topic in the arts, e.g. the effect of tourism on traditional arts, or the effect of English language on popular French art forms
- investigate and discuss the effect of immigration on French art forms
- investigate and discuss musical and/or dance art forms across the world.

## 3.5 Area of study: Social sciences

This area of study enables students to use authentic historical, geographical and/or political documents to better understand and interpret information. As well as gaining knowledge of particular aspects of French culture, students investigate how these have contributed to present-day society and attitudes in French-speaking countries and Australia.

The study of social sciences may focus on history, geography, politics, economy, philosophy, religion and/or sociology. It further develops students' French language skills and their associated appreciation of texts as non-literary forms. A significant aspect of the study should be the insights offered by social sciences into contemporary French-speaking communities.

### Subject matter

In this area of study, students will:

- evaluate historical photographs and documents related to French history in Australia
- identify the influence of a particular person from French history on French culture, or their effect on French-speaking communities
- compare a particular period in French history with a similar time or incident in Australian history
- compare a current political topic in a French-speaking country with a related or parallel topic in Australia
- compare customs in different French-speaking countries to understand how geography has influenced these local traditions
- consider views on the diversity of languages and cultures within Australia by interviewing French speakers from the local community
- investigate major natural phenomena in French-speaking countries and explain how these might have affected French-speaking communities
- conduct a statistical analysis of data comparing a French-speaking country with Australia, e.g. patterns of population, industry, unemployment, holiday destinations, hopes and fears for the future
- investigate and report on French immigration to Australia and its influence on Australian society
- investigate Australian–French relations today, identify changes from the past and suggest future trends, e.g. in trade, diplomacy and cultural exchange
- investigate the origins of French linguistics
- develop a written or spoken position on a topic, e.g. immigration, migrant workers in a French-speaking country, pollution, development versus heritage protection, population change, education.

## 3.6 Area of study: Media studies

This area of study enables students to further develop insights into French social and cultural attitudes by exploring and discussing emerging topics through various media programs and articles. Students consider materials such as current affairs programs, editorials, letters to the editor, advertising, news reports, commentaries and documentaries. They may also produce commentaries and documentaries using available technology.

The study of media studies may focus on electronic media and/or print media. It further develops students' French language skills and their associated appreciation of the media. A significant aspect of the study should be the insights offered by media studies into contemporary French-speaking communities.

### Subject matter

In this area of study, students will:

- construct an opinion piece for a publication, expounding a point of view, e.g. write a critical response to an item in Australian-based French media
- critique French media reports, taking care to develop and express ideas coherently with appropriate register and cohesive elements
- compare the content of a French current affairs program or documentary with a similar Australian program
- discuss advertisements from French media, analysing and examining the language and images used influence the viewer/reader
- devise a recorded advertisement in French for an Australian product, accompanied by research and/or a rationale
- compare a French reality-TV program, drama series or quiz show with a similar Australian show
- discuss French cartoons, comic strips, sitcoms and comedy shows to understand styles of culturally appropriate humour and draw parallels with similar Australian text types
- analyse the layout and content of a French blog, webpage, newspaper or magazine and compare it with a similar Australian publication
- create a program in French for a French media outlet.

### 3.7 Area of study: Innovation, science and technology

This area of study enables students to investigate topics related to innovation, science and technology and to acquire and use associated scientific and/or technological language. Students are encouraged to investigate research carried out in French-speaking countries and examine the contributions made by French-speaking scientists to global scientific development.

The study of innovation, science and technology may focus on the use of technology in medicine, communication, education, sciences and/or leisure. It further develops students' French language skills and their associated appreciation of texts as non-literary forms. A significant aspect of the study should be the insights offered by innovation, science and technology into contemporary French-speaking communities.

#### Subject matter

In this area of study, students will:

- analyse how current events are perceived in a French-speaking country and in Australia
- compare and contrast the contemporary use of technology in a French-speaking country and Australia
- compare French approaches to health practices with traditional Aboriginal medicines and healing practices and traditional Torres Strait Islander medicines and healing practices to create an article for a website
- investigate the work of a well-known French scientist, and create a presentation that examines and evaluates the global effect of this scientist's work
- assess French texts that report on scientific events and compare them with scientific texts written in English
- investigate the ethical dimensions of technological progress and compare its representation in French-speaking countries and Australia
- discuss the views promoted by a science program on a French media channel
- examine how innovation, science and technology are conveyed by viewing and/or listening to French news reports and/or documentaries and comparing them with similar Australian news reports or documentaries, e.g. news items on environmental matters
- investigate joint research projects between French-speaking countries and Australia, e.g. renewable energy, scientific research, sports science
- investigate the French philosophies around of food, medicine and/or holistic approaches to health, and their influence on Australian lifestyles.

## 3.8 Area of study: Business and commerce

This area of study enables students to explore the similarities and differences between French and Australian commercial cultures. They gain awareness of the structure of French enterprises and businesses, their practices and the commercial contexts in which they operate in French-speaking countries.

The study of business and commerce may focus on economic features of French-speaking countries, trade agreements between Australia and French-speaking countries, and/or their commercial correspondence. It further develops students' French language skills and their associated appreciation of texts as non-literary forms. A significant aspect of the study should be the insights offered by business and commerce into contemporary French-speaking communities.

### Subject matter

In this area of study, students will:

- create a marketing package for an Australian product to be launched on the French market
- write a report that investigates the relationships local firms have with French-speaking contacts
- develop a business proposal for the launch of a commercial product targeted at a French-speaking community; identify business etiquette and cultural norms by interviewing people involved in business between Australia and French-speaking communities, e.g. company representatives, members of chambers of commerce, professional translators and interpreters
- create a design brief for French-speaking communities to familiarise them with the practices of the business market in Australia
- investigate the views of French background speakers who have started a business in Australia; prepare a report on the challenges they faced in establishing a business enterprise in a different commercial culture.

## 3.9 Assessment

### 3.9.1 Summative internal assessment 3 (IA3): Project — investigative folio (30%)

#### Description

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 objectives

This assessment technique is used to determine student achievement in the following objectives:

1. apply knowledge of language elements, structures and textual conventions to understand how meaning is conveyed in texts through an investigative and/or critical process
2. apply knowledge of language elements, structures and textual conventions to create meaning in texts through an investigative and/or critical process
3. identify how meaning, attitudes, perspectives and values underpin texts and influence audiences through an investigative and/or critical process
4. analyse and evaluate information and ideas to draw conclusions and justify points of view and arguments through an investigative and/or critical process

5. create texts that convey information and ideas in French for context, purpose and audience and cultural conventions
6. structure, sequence and synthesise information to respond to texts personally, critically and/or creatively.

## Specifications

### Description

Investigative folio<sup>1</sup>

This assessment has two parts:

1. a multimodal presentation in French on a personal focus and/or topic of interest
  - the response should provide an analysis and evaluation of a collection of student-selected authentic French texts that have been chosen in negotiation with the teacher and that have not previously been studied in French or French Extension
  - the response should provide the student's personal perspective
2. an individual spoken conversation with the teacher in French about the presentation.

Criterion: Analysing French texts (multimodal presentation; 15 marks)

This criterion requires students to:

- analyse and evaluate a collection of authentic student-selected French texts related to their personal focus and/or topic of interest
- develop their own perspective or point of view on the information provided in their selected texts
- justify their conclusions
- prepare their individual response in French over an extended period of time in the form of a multimodal presentation or an equivalent digital media production.

Criterion: Creating French texts (spoken conversation; 15 marks)

This criterion requires students to:

- respond to unseen, open-ended French questions from the teacher and spontaneously use French to discuss their presentation
  - the spoken conversation includes discussion of the topic, the content of the presentation and justification of text choices.

### Conditions

- Time: 4–5 weeks preparation (in-class and out-of-class time).
- Audience: background speaker.
- Length:
  - prepared multimodal presentation in French or equivalent digital media production
    - 8–10 minutes

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<sup>1</sup> **Note:** this is *not* a collection of class exercises and handouts.

- spontaneous discussion in French
  - 10–12 minutes of student-centred conversation.
- Other:
  - the collection of student-selected French texts must cover a range of text types
  - the spoken conversation must be recorded as an audio or audiovisual file as evidence of the quality of the student response and be available for confirming and ratifying grades.

### Summary of the instrument-specific marking guide

The following table summarises the criteria, assessment objectives and mark allocation for the project — investigative folio.

Criterion	Objectives	Marks
Analysing French texts	1, 3 and 4	15
Creating French texts	2, 5 and 6	15
<b>Total</b>		<b>30</b>



## Instrument-specific marking guide

### Criterion: Analysing French texts

#### Assessment objectives

1. apply knowledge of language elements, structures and textual conventions to understand how meaning is conveyed in texts through an investigative process
3. identify how meaning, attitudes, perspectives and values underpin texts and influence audiences through an investigative process
4. analyse and evaluate information and ideas to draw conclusions and justify points of view and arguments through an investigative process

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> <li>• <u>thorough</u> comprehension of <u>language elements</u>, <u>structures</u> and/or <u>textual conventions</u> to <u>identify gist</u> and <u>extensive</u> details in all the stimulus texts through an investigative process</li> <li>• <u>perceptive</u> identification of how meaning, <u>attitudes</u>, <u>perspectives</u> and/or <u>values</u> underpin texts and influence <u>audiences</u> through an investigative process</li> <li>• <u>discerning analysis</u> and <u>evaluation</u> of <u>relevant</u> information and ideas in French texts through an <u>investigative process</u> to draw <u>well-constructed</u> and <u>valid conclusions</u> with <u>well-substantiated justification</u> of points of view and arguments.</li> </ul>	14–15
<ul style="list-style-type: none"> <li>• <u>effective</u> comprehension of <u>language elements</u>, <u>structures</u> and/or <u>textual conventions</u> to <u>identify gist</u> and <u>extensive</u> details in the stimulus texts through an investigative process</li> <li>• <u>effective</u> identification of how meaning, <u>attitudes</u>, <u>perspectives</u> and/or <u>values</u> underpin texts and influence <u>audiences</u> through an investigative process</li> <li>• <u>effective analysis</u> and <u>evaluation</u> of <u>relevant</u> information and ideas in French texts through an <u>investigative process</u> to draw <u>well-constructed</u> and <u>valid conclusions</u> with <u>justification</u> of points of view and arguments.</li> </ul>	12–13
<ul style="list-style-type: none"> <li>• <u>comprehension</u> of <u>language elements</u>, <u>structures</u> and/or <u>textual conventions</u> to <u>identify gist</u> and details in the stimulus texts through an investigative process</li> <li>• <u>considered</u> identification of how meaning, <u>attitudes</u>, <u>perspectives</u> and/or <u>values</u> underpin texts and influence <u>audiences</u> through an investigative process</li> <li>• <u>analysis</u> or <u>evaluation</u> of <u>relevant</u> information and ideas in French texts through an <u>investigative process</u> to draw <u>considered conclusions</u> with <u>justification</u> of points of view and arguments.</li> </ul>	10–11
<ul style="list-style-type: none"> <li>• <u>comprehension</u> of <u>language elements</u>, <u>structures</u> and/or <u>textual conventions</u> to <u>identify some gist</u> and obvious details in some of the stimulus texts</li> <li>• identification of how meaning, <u>attitudes</u>, <u>perspectives</u> and/or <u>values</u> underpin texts and influence <u>audiences</u></li> <li>• <u>analysis</u> and <u>evaluation</u> of information and ideas in French texts to draw <u>conclusions</u> with <u>justification</u> of points of view and arguments.</li> </ul>	8–9
<ul style="list-style-type: none"> <li>• <u>comprehension</u> of <u>language elements</u>, <u>structures</u> and/or <u>textual conventions</u> to <u>identify some details</u> in some of the stimulus texts</li> <li>• <u>superficial</u> identification of how meaning influences <u>audiences</u></li> <li>• <u>superficial</u> analysis of some information and ideas in French texts to <u>draw conclusions</u>.</li> </ul>	6–7
<ul style="list-style-type: none"> <li>• <u>comprehension</u> of parts of the stimulus texts</li> <li>• <u>partial</u> identification of how meaning influences audiences</li> <li>• <u>analysis</u> of some information.</li> </ul>	4–5

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> <li>• <u>fragmented</u> identification of attitudes, perspectives and/or values</li> <li>• <u>comprehension</u> of some words and phrases.</li> </ul>	2–3
<ul style="list-style-type: none"> <li>• <u>comprehension</u> of some words.</li> </ul>	1
<ul style="list-style-type: none"> <li>• does not satisfy any of the descriptors above.</li> </ul>	0

## Criterion: Creating French texts

### Assessment objectives

2. apply knowledge of language elements, structures and textual conventions to create meaning in texts through an investigative process
5. create texts that convey information and ideas in French for context, purpose and audience and cultural conventions
6. structure, sequence and synthesise information to respond to texts personally, critically and/or creatively

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> <li>• <u>discerning application</u> of <u>language elements</u>, <u>structures</u> and/or <u>textual conventions</u> to create meaning in proficient and complex French through an <u>investigative</u> process</li> <li>• <u>discerning</u> integration of context, <u>purpose</u>, <u>audience</u> and/or <u>cultural conventions</u> to create <u>fluent</u> texts in French</li> <li>• <u>discerning synthesis</u> of <u>relevant</u> information to <u>cohesively</u> and <u>coherently structure</u> the response and <u>develop</u> ideas.</li> </ul>	14–15
<ul style="list-style-type: none"> <li>• <u>effective application</u> of <u>language elements</u>, <u>structures</u> and/or <u>textual conventions</u> to create meaning in mostly proficient and complex French through an <u>investigative</u> process</li> <li>• <u>effective</u> integration of context, <u>purpose</u>, <u>audience</u> and/or <u>cultural conventions</u> to create generally <u>fluent</u> texts in French</li> <li>• <u>effective synthesis</u> of <u>relevant</u> information to <u>cohesively</u> and <u>coherently structure</u> the response and <u>develop</u> ideas.</li> </ul>	12–13
<ul style="list-style-type: none"> <li>• <u>considered application</u> of <u>language elements</u>, <u>structures</u> and/or <u>textual conventions</u> to create meaning in mostly proficient or complex French through an <u>investigative</u> process</li> <li>• <u>considered</u> integration of context, <u>purpose</u>, <u>audience</u> and/or <u>cultural conventions</u> to create generally <u>fluent</u> texts in French</li> <li>• <u>considered synthesis</u> of <u>relevant</u> information to <u>structure</u> the response and <u>develop</u> ideas.</li> </ul>	10–11
<ul style="list-style-type: none"> <li>• <u>application</u> of <u>language elements</u>, <u>structures</u> and/or <u>textual conventions</u> to create meaning in French texts with sufficient proficiency to convey meaning</li> <li>• integration of context, <u>purpose</u>, <u>audience</u> and/or <u>cultural conventions</u> to create texts in French</li> <li>• <u>synthesis</u> of some information to <u>structure</u> the response and/or <u>develop</u> ideas.</li> </ul>	8–9
<ul style="list-style-type: none"> <li>• <u>application</u> of some <u>language elements</u>, <u>structures</u> or <u>textual conventions</u> to create meaning in French texts, in which the overall response can be understood</li> <li>• <u>inconsistent</u> integration of context, <u>purpose</u>, <u>audience</u> or <u>cultural conventions</u> to create texts in French</li> <li>• <u>synthesis</u> of information to <u>structure</u> the response and/or <u>develop</u> ideas.</li> </ul>	6–7
<ul style="list-style-type: none"> <li>• <u>application</u> of some <u>language elements</u>, <u>structures</u> or <u>textual conventions</u> to create fragmented meaning in French</li> <li>• integration of some aspects of context, <u>purpose</u>, <u>audience</u> or <u>cultural conventions</u> to create fragmented texts in French</li> <li>• <u>uneven synthesis</u> of information to <u>structure</u> the response and/or develop ideas.</li> </ul>	4–5
<ul style="list-style-type: none"> <li>• <u>inaccurate</u> application of language elements to create a response</li> <li>• <u>isolated</u> integration of context, purpose, audience or cultural conventions to create texts in French.</li> </ul>	2–3

The student work has the following characteristics:	Marks
• incoherent response.	1
• does not satisfy any of the descriptors above.	0

### 3.9.2 Summative external assessment (EA): Examination — extended response (25%)

#### General information

Summative external assessment is developed and marked by the QCAA. In French Extension it contributes 25% to a student's overall subject result.

The external assessment in French Extension is common to all schools and administered under the same conditions, at the same time, on the same day.

#### Description

The examination assesses the application of a range of cognitions to provided stimulus materials. These materials will relate to each area of study identified in Unit 3: Guided investigation. Students will be asked to discuss how a selected stimulus relates to their own focus/topic from Unit 4: Independent investigation.

Student responses must be completed individually, under supervised conditions, and in one uninterrupted session.

#### Assessment objectives

This assessment technique is used to determine student achievement in the following objectives:

1. apply knowledge of language elements, structures and textual conventions to understand how meaning is conveyed in the provided stimulus materials
2. apply knowledge of language elements, structures and textual conventions to create meaning in texts, in relation to the provided stimulus materials
3. identify how meaning, attitudes, perspectives and values underpin the provided stimulus materials, and how they influence audiences
4. analyse and evaluate information and ideas to draw conclusions and justify points of view and arguments, in relation to the provided stimulus materials
5. create texts that convey information and ideas in French for context, purpose and audience and cultural conventions, in relation to the provided stimulus materials
6. structure, sequence and synthesise information to respond personally, critically and/or creatively to the provided stimulus materials.

#### Specifications

##### Description

Extended response

The summative external examination is an extended response using stimulus material from a range of different text types and on topics from the areas of study. Students will be asked to select one stimulus from the choice of provided materials. They will respond, 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.

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 type.

### 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.

### Instrument-specific marking guide

No ISMG is provided for the external assessment.

## 4 Glossary

Term	Explanation
<b>A</b>	
<b>accomplished</b>	highly trained or skilled in a particular activity; perfected in knowledge or training; expert
<b>accuracy</b>	the condition or quality of being true, correct or exact; freedom from error or defect; precision or exactness; correctness; in science, the extent to which a measurement result represents the quantity it purports to measure; an accurate measurement result includes an estimate of the true value and an estimate of the uncertainty
<b>accurate</b>	precise and exact; to the point; consistent with or exactly conforming to a truth, standard, rule, model, convention or known facts; free from error or defect; meticulous; correct in all details
<b>adept</b>	very/highly skilled or proficient at something; expert
<b>adequate</b>	satisfactory or acceptable in quality or quantity equal to the requirement or occasion
<b>analyse</b>	dissect to ascertain and examine constituent parts and/or their relationships; break down or examine in order to identify the essential elements, features, components or structure; determine the logic and reasonableness of information; examine or consider something in order to explain and interpret it, for the purpose of finding meaning or relationships and identifying patterns, similarities and differences
<b>analytical essay</b>	in languages, an analytical essay is evaluative and coherently structured around a thesis, which is a statement of the central argument of an essay; the thesis presents a point of view or contention and is supported by arguments and substantiated by relevant evidence
<b>applied learning</b>	the acquisition and application of knowledge, understanding and skills in real-world or lifelike contexts that may encompass workplace, industry and community situations; it emphasises learning through doing and includes both theory and the application of theory, connecting subject knowledge and understanding with the development of practical skills
<b>Applied subject</b>	a subject whose primary pathway is work and vocational education; it emphasises applied learning and community connections; a subject for which a syllabus has been developed by the QCAA with the following characteristics: results from courses developed from Applied syllabuses contribute to the QCE; results may contribute to ATAR calculations
<b>apply</b>	use knowledge and understanding in response to a given situation or circumstance; carry out or use a procedure in a given or particular situation
<b>appraise</b>	evaluate the worth, significance or status of something; judge or consider a text or piece of work

Term	Explanation
<b>appreciate</b>	recognise or make a judgment about the value or worth of something; understand fully; grasp the full implications of
<b>appropriate</b>	acceptable; suitable or fitting for a particular purpose, circumstance, context, etc.
<b>apt</b>	suitable to the purpose or occasion; fitting, appropriate
<b>area of study</b>	a division of, or a section within a unit
<b>argue</b>	give reasons for or against something; challenge or debate an issue or idea; persuade, prove or try to prove by giving reasons
<b>aspect</b>	a particular part of a feature of something; a facet, phase or part of a whole
<b>assess</b>	measure, determine, evaluate, estimate or make a judgment about the value, quality, outcomes, results, size, significance, nature or extent of something
<b>assessment</b>	purposeful and systematic collection of information about students' achievements
<b>assessment instrument</b>	a tool or device used to gather information about student achievement
<b>assessment objectives</b>	drawn from the unit objectives and contextualised for the requirements of the assessment instrument (see also 'syllabus objectives', 'unit objectives')
<b>assessment technique</b>	the method used to gather evidence about student achievement, (e.g. examination, project, investigation)
<b>astute</b>	showing an ability to accurately assess situations or people; of keen discernment
<b>ATAR</b>	Australian Tertiary Admission Rank
<b>attitudes</b>	the way the speaker or writer feels about the topic, situation and audience
<b>audience</b>	intended recipients of a text
<b>authentic</b>	in languages, (original or modified text) that would be used by a background speaker for communicative purposes
<b>authoritative</b>	able to be trusted as being accurate or true; reliable; commanding and self-confident; likely to be respected and obeyed
<b>B</b>	
<b>background speaker</b>	native speaker of a language or a person who has had significant exposure to and/or knowledge of a language and culture
<b>balanced</b>	keeping or showing a balance; not biased; fairly judged or presented; taking everything into account in a fair, well-judged way
<b>basic</b>	fundamental
<b>beliefs</b>	what a person, society or group holds to be true



Term	Explanation
<b>C</b>	
<b>calculate</b>	determine or find (e.g. a number, answer) by using mathematical processes; obtain a numerical answer showing the relevant stages in the working; ascertain/determine from given facts, figures or information
<b>categorise</b>	place in or assign to a particular class or group; arrange or order by classes or categories; classify, sort out, sort, separate
<b>challenging</b>	difficult but interesting; testing one's abilities; demanding and thought-provoking; usually involving unfamiliar or less familiar elements
<b>characteristic</b>	a typical feature or quality
<b>classify</b>	arrange, distribute or order in classes or categories according to shared qualities or characteristics
<b>clear</b>	free from confusion, uncertainty, or doubt; easily seen, heard or understood
<b>clearly</b>	in a clear manner; plainly and openly, without ambiguity
<b>coherent</b>	having a natural or due agreement of parts; connected; consistent; logical, orderly; well-structured and makes sense; rational, with parts that are harmonious; having an internally consistent relation of parts
<b>cohesive</b>	characterised by being united, bound together or having integrated meaning; forming a united whole
<b>comment</b>	express an opinion, observation or reaction in speech or writing; give a judgment based on a given statement or result of a calculation
<b>communicate</b>	convey knowledge and/or understandings to others; make known; transmit
<b>communities</b>	a group of people who share common language, identity, and/or shared experience (both students' own and French-speaking groups)
<b>compare</b>	display recognition of similarities and differences and recognise the significance of these similarities and differences
<b>competent</b>	having suitable or sufficient skills, knowledge, experience, etc. for some purpose; adequate but not exceptional; capable; suitable or sufficient for the purpose; having the necessary ability, knowledge or skill to do something successfully; efficient and capable (of a person); acceptable and satisfactory, though not outstanding
<b>competently</b>	in an efficient and capable way; in an acceptable and satisfactory, though not outstanding, way
<b>complex</b>	composed or consisting of many different and interconnected parts or factors; compound; composite; characterised by an involved combination of parts; complicated; intricate; a complex whole or system; a complicated assembly of particulars
<b>comprehend</b>	understand the meaning or nature of; grasp mentally

Term	Explanation
<b>comprehensive</b>	inclusive; of large content or scope; including or dealing with all or nearly all elements or aspects of something; wide-ranging; detailed and thorough, including all that is relevant
<b>concise</b>	expressing much in few words; giving a lot of information clearly and in a few words; brief, comprehensive and to the point; succinct, clear, without repetition of information
<b>concisely</b>	in a way that is brief but comprehensive; expressing much in few words; clearly and succinctly
<b>conduct</b>	direct in action or course; manage; organise; carry out
<b>consider</b>	think deliberately or carefully about something, typically before making a decision; take something into account when making a judgment; view attentively or scrutinise; reflect on
<b>considerable</b>	fairly large or great; thought about deliberately and with a purpose
<b>considered</b>	formed after careful and deliberate thought
<b>consistent</b>	agreeing or accordant; compatible; not self-opposed or self-contradictory, constantly adhering to the same principles; acting in the same way over time, especially so as to be fair or accurate; unchanging in nature, standard, or effect over time; not containing any logical contradictions (of an argument); constant in achievement or effect over a period of time
<b>construct</b>	create or put together (e.g. an argument) by arranging ideas or items; display information in a diagrammatic or logical form; make; build
<b>contrast</b>	display recognition of differences by deliberate juxtaposition of contrary elements; show how things are different or opposite; give an account of the differences between two or more items or situations, referring to both or all of them throughout
<b>controlled</b>	shows the exercise of restraint or direction over; held in check; restrained, managed or kept within certain bounds
<b>convey information</b>	express a thought, feeling or idea so it is understood by others
<b>convincing</b>	persuaded by argument or proof; leaving no margin of doubt; clear; capable of causing someone to believe that something is true or real; persuading or assuring by argument or evidence; appearing worthy of belief; credible or plausible
<b>course</b>	a defined amount of learning developed from a subject syllabus
<b>create</b>	bring something into being or existence; produce or evolve from one's own thought or imagination; reorganise or put elements together into a new pattern or structure or to form a coherent or functional whole
<b>creative</b>	resulting from originality of thought or expression; relating to or involving the use of the imagination or original ideas to create something; having good imagination or original ideas
<b>credible</b>	capable or worthy of being believed; believable; convincing
<b>criterion</b>	the property or characteristic by which something is judged or appraised

Term	Explanation
<b>critical</b>	involving skilful judgment as to truth, merit, etc.; involving the objective analysis and evaluation of an issue in order to form a judgment; expressing or involving an analysis of the merits and faults of a work of literature, music, or art; incorporating a detailed and scholarly analysis and commentary (of a text); rationally appraising for logical consistency and merit
<b>critique</b>	review (e.g. a theory, practice, performance) in a detailed, analytical and critical way
<b>cultural conventions</b>	common set of norms and established standards shared by members of a group, to which each person is expected to conform
<b>cultural values</b>	common set of beliefs and principles shared by a group
<b>cursory</b>	hasty, and therefore not thorough or detailed; performed with little attention to detail; going rapidly over something, without noticing details; hasty; superficial
<b>D</b>	
<b>decide</b>	reach a resolution as a result of consideration; make a choice from a number of alternatives
<b>deduce</b>	reach a conclusion that is necessarily true, provided a given set of assumptions is true; arrive at, reach or draw a logical conclusion from reasoning and the information given
<b>defensible</b>	justifiable by argument; capable of being defended in argument
<b>define</b>	give the meaning of a word, phrase, concept or physical quantity; state meaning and identify or describe qualities
<b>demonstrate</b>	prove or make clear by argument, reasoning or evidence, illustrating with practical example; show by example; give a practical exhibition
<b>derive</b>	arrive at by reasoning; manipulate a mathematical relationship to give a new equation or relationship; in mathematics, obtain the derivative of a function
<b>describe</b>	give an account (written or spoken) of a situation, event, pattern or process, or of the characteristics or features of something
<b>design</b>	produce a plan, simulation, model or similar; plan, form or conceive in the mind; In English, select, organise and use particular elements in the process of text construction for particular purposes; these elements may be linguistic (words), visual (images), audio (sounds), gestural (body language), spatial (arrangement on the page or screen) and multimodal (a combination of more than one)
<b>detailed</b>	executed with great attention to the fine points; meticulous; including many of the parts or facts
<b>determine</b>	establish, conclude or ascertain after consideration, observation, investigation or calculation; decide or come to a resolution
<b>develop</b>	elaborate, expand or enlarge in detail; add detail and fullness to; cause to become more complex or intricate

Term	Explanation
<b>devise</b>	think out; plan; contrive; invent
<b>differentiate</b>	identify the difference/s in or between two or more things; distinguish, discriminate; recognise or ascertain what makes something distinct from similar things; in mathematics, obtain the derivative of a function
<b>discerning</b>	discriminating; showing intellectual perception; showing good judgment; making thoughtful and astute choices; selected for value or relevance
<b>discriminate</b>	note, observe or recognise a difference; make or constitute a distinction in or between; differentiate; note or distinguish as different
<b>discriminating</b>	differentiating; distinctive; perceiving differences or distinctions with nicety; possessing discrimination; perceptive and judicious; making judgments about quality; having or showing refined taste or good judgment
<b>discuss</b>	examine by argument; sift the considerations for and against; debate; talk or write about a topic, including a range of arguments, factors or hypotheses; consider, taking into account different issues and ideas, points for and/or against, and supporting opinions or conclusions with evidence
<b>disjointed</b>	disconnected; incoherent; lacking a coherent order/sequence or connection
<b>distinguish</b>	recognise as distinct or different; note points of difference between; discriminate; discern; make clear a difference/s between two or more concepts or items
<b>diverse</b>	of various kinds or forms; different from each other
<b>document</b>	support (e.g. an assertion, claim, statement) with evidence (e.g. decisive information, written references, citations)
<b>draw conclusions</b>	make a judgment based on reasoning and evidence
<b>E</b>	
<b>effective</b>	successful in producing the intended, desired or expected result; meeting the assigned purpose
<b>efficient</b>	working in a well-organised and competent way; maximum productivity with minimal expenditure of effort; acting or producing effectively with a minimum of waste, expense or unnecessary effort
<b>element</b>	a component or constituent part of a complex whole; a fundamental, essential or irreducible part of a composite entity
<b>elementary</b>	simple or uncompounded; relating to or dealing with elements, rudiments or first principles (of a subject); of the most basic kind; straightforward and uncomplicated
<b>engage</b>	participate or become involved in communication, in both receptive and productive modes

Term	Explanation
<b>essential</b>	absolutely necessary; indispensable; of critical importance for achieving something
<b>evaluate</b>	make an appraisal by weighing up or assessing strengths, implications and limitations; make judgments about ideas, works, solutions or methods in relation to selected criteria; examine and determine the merit, value or significance of something, based on criteria
<b>examination</b>	a supervised test that assesses the application of a range of cognitions to one or more provided items such as questions, scenarios and/or problems; student responses are completed individually, under supervised conditions, and in a set timeframe
<b>examine</b>	investigate, inspect or scrutinise; inquire or search into; consider or discuss an argument or concept in a way that uncovers the assumptions and interrelationships of the issue
<b>exchange</b>	to give and receive reciprocally
<b>explain</b>	make an idea or situation plain or clear by describing it in more detail or revealing relevant facts; give an account; provide additional information
<b>explicit</b>	clearly and distinctly expressing all that is meant; unequivocal; clearly developed or formulated; leaving nothing merely implied or suggested
<b>explore</b>	look into both closely and broadly; scrutinise; inquire into or discuss something in detail
<b>express</b>	convey, show or communicate (e.g. a thought, opinion, feeling, emotion, idea or viewpoint); in words, art, music or movement, convey or suggest a representation of; depict
<b>extended response</b>	an open-ended assessment technique that focuses on the interpretation, analysis, examination and/or evaluation of ideas and information in response to a particular situation or stimulus; while students may undertake some research when writing of the extended response, it is not the focus of this technique; an extended response occurs over an extended and defined period of time
<b>Extension subject</b>	a two-unit subject (Units 3 and 4) for which a syllabus has been developed by QCAA, that is an extension of one or more General subject/s, studied concurrently with, Units 3 and 4 of that subject or after completion of, Units 3 and 4 of that subject
<b>extensive</b>	of great extent; wide; broad; far-reaching; comprehensive; lengthy; detailed; large in amount or scale
<b>external assessment</b>	summative assessment that occurs towards the end of a course of study and is common to all schools; developed and marked by the QCAA according to a commonly applied marking scheme
<b>external examination</b>	a supervised test, developed and marked by the QCAA, that assesses the application of a range of cognitions to multiple provided items such as questions, scenarios and/or problems; student responses are completed individually, under supervised conditions, and in a set timeframe

Term	Explanation
<b>F</b>	
<b>familiar</b>	well-acquainted; thoroughly conversant with; well known from long or close association; often encountered or experienced; common; (of materials, texts, skills or circumstances) having been the focus of learning experiences or previously encountered in prior learning activities
<b>fluent</b>	spoken or written with ease; able to speak or write smoothly, easily or readily; articulate; eloquent; in artistic performance, characteristic of a highly developed and excellently controlled technique; flowing; polished; flowing smoothly, easily and effortlessly
<b>fluently</b>	in a graceful and seemingly effortless manner; in a way that progresses smoothly and readily
<b>focus</b>	point on which attention is concentrated
<b>formative assessment</b>	assessment whose major purpose is to improve teaching and student achievement
<b>fragmented</b>	disorganised; broken down; disjointed or isolated
<b>frequent</b>	happening or occurring often at short intervals; constant, habitual, or regular
<b>fundamental</b>	forming a necessary base or core; of central importance; affecting or relating to the essential nature of something; part of a foundation or basis
<b>G</b>	
<b>General subject</b>	a subject for which a syllabus has been developed by the QCAA with the following characteristics: results from courses developed from General syllabuses contribute to the QCE; General subjects have an external assessment component; results may contribute to ATAR calculations
<b>generate</b>	produce; create; bring into existence
<b>genre</b>	type of text, e.g. analytical, descriptive, explanatory, informational, narrative, persuasive, procedural and transactional texts
<b>gist</b>	substance or essence of matter
<b>I</b>	
<b>identify</b>	distinguish; locate, recognise and name; establish or indicate who or what someone or something is; provide an answer from a number of possibilities; recognise and state a distinguishing factor or feature
<b>implement</b>	put something into effect, e.g. a plan or proposal
<b>inaccurate</b>	not accurate
<b>inconsistent</b>	lacking agreement, as one thing with another, or two or more things in relation to each other; at variance; not consistent; not in keeping; not in accordance; incompatible, incongruous

Term	Explanation
<b>independent</b>	thinking or acting for oneself, not influenced by others
<b>infer</b>	derive or conclude something from evidence and reasoning, rather than from explicit statements; listen or read beyond what has been literally expressed; imply or hint at
<b>informed</b>	knowledgeable; learned; having relevant knowledge; being conversant with the topic; based on an understanding of the facts of the situation (of a decision or judgment)
<b>instrument-specific marking guide</b>	ISMG; a tool for marking that describes the characteristics evident in student responses and aligns with the identified objectives for the assessment (see 'assessment objectives')
<b>intended</b>	designed; meant; done on purpose; intentional
<b>intercultural understanding</b>	understanding that there are multiple ways to view the world; an awareness of diverse beliefs, values and customs
<b>internal assessment</b>	assessments that are developed by schools; summative internal assessments are endorsed by the QCAA before use in schools and results externally confirmed contribute towards a student's final result
<b>interpret</b>	use knowledge and understanding to recognise trends and draw conclusions from given information; make clear or explicit; elucidate or understand in a particular way; bring out the meaning of, e.g. a dramatic or musical work, by performance or execution; bring out the meaning of an artwork by artistic representation or performance; give one's own interpretation of; identify or draw meaning from, or give meaning to, information presented in various forms, such as words, symbols, pictures or graphs
<b>investigate</b>	carry out an examination or formal inquiry in order to establish or obtain facts and reach new conclusions; search, inquire into, interpret and draw conclusions about data and information
<b>investigation</b>	an assessment technique that requires students to research a specific problem, question, issue, design challenge or hypothesis through the collection, analysis and synthesis of primary and/or secondary data; it uses research or investigative practices to assess a range of cognitions in a particular context; an investigation occurs over an extended and defined period of time
<b>ISMG</b>	instrument-specific marking guide; a tool for marking that describes the characteristics evident in student responses and aligns with the identified objectives for the assessment (see 'assessment objectives')
<b>isolated</b>	detached, separate, or unconnected with other things; one-off; something set apart or characterised as different in some way
<b>J</b>	
<b>judge</b>	form an opinion or conclusion about; apply both procedural and deliberative operations to make a determination

Term	Explanation
<b>justified</b>	sound reasons or evidence are provided to support an argument, statement or conclusion
<b>justify</b>	give reasons or evidence to support an answer, response or conclusion; show or prove how an argument, statement or conclusion is right or reasonable
<b>L</b>	
<b>language elements</b>	parts of a language system that combine, e.g. phonemes (sounds), morphemes (words), language features, language functions, punctuation, phrases, sentences and utterances
<b>learning area</b>	a grouping of subjects, with related characteristics, within a broad field of learning, e.g. The Arts, sciences, languages
<b>linguistic</b>	relating to languages, use of language aspects and language learning skills
<b>logical</b>	rational and valid; internally consistent; reasonable; reasoning in accordance with the principles/rules of logic or formal argument; characterised by or capable of clear, sound reasoning; (of an action, decision, etc.) expected or sensible under the circumstances
<b>logically</b>	according to the rules of logic or formal argument; in a way that shows clear, sound reasoning; in a way that is expected or sensible
<b>M</b>	
<b>make decisions</b>	select from available options; weigh up positives and negatives of each option and consider all the alternatives to arrive at a position
<b>manipulate</b>	adapt or change to suit one's purpose
<b>mental procedures</b>	a domain of knowledge in Marzano's taxonomy, and acted upon by the cognitive, metacognitive and self-systems; sometimes referred to as 'procedural knowledge' there are three distinct phases to the acquisition of mental procedures — the cognitive stage, the associative stage, and the autonomous stage; the two categories of mental procedures are skills (single rules, algorithms and tactics) and processes (macroprocedures)
<b>methodical</b>	performed, disposed or acting in a systematic way; orderly; characterised by method or order; performed or carried out systematically
<b>minimal</b>	least possible; small, the least amount; negligible
<b>modify</b>	change the form or qualities of; make partial or minor changes to something
<b>multimodal</b>	uses a combination of at least two modes (e.g. spoken, written), delivered at the same time, to communicate ideas and information to a live or virtual audience, for a particular purpose; the selected modes are integrated so that each mode contributes significantly to the response



Term	Explanation
<b>N</b>	
<b>narrow</b>	limited in range or scope; lacking breadth of view; limited in amount; barely sufficient or adequate; restricted
<b>nuanced</b>	showing a subtle difference or distinction in expression, meaning, response, etc.; finely differentiated; characterised by subtle shades of meaning or expression; a subtle distinction, variation or quality; sensibility to, awareness of, or ability to express delicate shadings, as of meaning, feeling, or value
<b>O</b>	
<b>objectives</b>	see 'syllabus objectives', 'unit objectives', 'assessment objectives'
<b>obvious</b>	clearly perceptible or evident; easily seen, recognised or understood
<b>optimal</b>	best, most favourable, under a particular set of circumstances
<b>organise</b>	arrange, order; form as or into a whole consisting of interdependent or coordinated parts, especially for harmonious or united action
<b>organised</b>	systematically ordered and arranged; having a formal organisational structure to arrange, coordinate and carry out activities
<b>outstanding</b>	exceptionally good; clearly noticeable; prominent; conspicuous; striking
<b>P</b>	
<b>partial</b>	not total or general; existing only in part; attempted, but incomplete
<b>particular</b>	distinguished or different from others or from the ordinary; noteworthy
<b>perceptive</b>	having or showing insight and the ability to perceive or understand; discerning (see also 'discriminating')
<b>performance</b>	an assessment technique that requires students to demonstrate a range of cognitive, technical, creative and/or expressive skills and to apply theoretical and conceptual understandings, through the psychomotor domain; it involves student application of identified skills when responding to a task that involves solving a problem, providing a solution or conveying meaning or intent; a performance is developed over an extended and defined period of time
<b>perspectives</b>	understanding of an issue or topic that is framed by any values, attitude or beliefs held
<b>persuasive</b>	capable of changing someone's ideas, opinions or beliefs; appearing worthy of approval or acceptance; (of an argument or statement) communicating reasonably or credibly (see also 'convincing')
<b>planning time</b>	time allocated in an assessment to planning how to respond to items and tasks and associated assessment materials; students

Term	Explanation
	may make notes but may not commence responding to the assessment in the response space/book; notes made during planning are not collected, nor are they graded or used as evidence of achievement
<b>polished</b>	flawless or excellent; performed with skilful ease
<b>precise</b>	definite or exact; definitely or strictly stated, defined or fixed; characterised by definite or exact expression or execution
<b>precision</b>	accuracy; exactness; exact observance of forms in conduct or actions
<b>predict</b>	give an expected result of an upcoming action or event; suggest what may happen based on available information
<b>product</b>	an assessment technique that focuses on the output or result of a process requiring the application of a range of cognitive, physical, technical, creative and/or expressive skills, and theoretical and conceptual understandings; a product is developed over an extended and defined period of time
<b>proficient</b>	well advanced or expert in any art, science or subject; competent, skilled or adept in doing or using something
<b>project</b>	an assessment technique that focuses on a problem-solving process requiring the application of a range of cognitive, technical and creative skills and theoretical understandings; the response is a coherent work that documents the iterative process undertaken to develop a solution and includes written paragraphs and annotations, diagrams, sketches, drawings, photographs, video, spoken presentations, physical prototypes and/or models; a project is developed over an extended and defined period of time
<b>propose</b>	put forward (e.g. a point of view, idea, argument, suggestion) for consideration or action
<b>prove</b>	use a sequence of steps to obtain the required result in a formal way
<b>psychomotor procedures</b>	a domain of knowledge in Marzano's taxonomy, and acted upon by the cognitive, metacognitive and self-systems; these are physical procedures used to negotiate daily life and to engage in complex physical activities; the two categories of psychomotor procedures are skills (foundational procedures and simple combination procedures) and processes (complex combination procedures)
<b>purpose</b>	reason for or function of a text
<b>purposeful</b>	having an intended or desired result; having a useful purpose; determined; resolute; full of meaning; significant; intentional
<b>Q</b>	
<b>QCE</b>	Queensland Certificate of Education
<b>R</b>	
<b>realise</b>	create or make (e.g. a musical, artistic or dramatic work); actualise; make real or concrete; give reality or substance to

Term	Explanation
<b>reasonable</b>	endowed with reason; having sound judgment; fair and sensible; based on good sense; average; appropriate, moderate
<b>reasoned</b>	logical and sound; based on logic or good sense; logically thought out and presented with justification; guided by reason; well-grounded; considered
<b>recall</b>	remember; present remembered ideas, facts or experiences; bring something back into thought, attention or into one's mind
<b>recognise</b>	identify or recall particular features of information from knowledge; identify that an item, characteristic or quality exists; perceive as existing or true; be aware of or acknowledge
<b>refined</b>	developed or improved so as to be precise, exact or subtle
<b>reflect on</b>	think about deeply and carefully
<b>register</b>	a variety of language defined according to the characteristics of the context in which the language is used; characteristics include the situation, which may refer to the subject matter (e.g. science or advertising); mode (speech or writing); and manner (i.e. the social relations between the participants as shown by variations in formality)
<b>rehearsed</b>	practised; previously experienced; practised extensively
<b>related</b>	associated with or linked to
<b>relevance</b>	being related to the matter at hand
<b>relevant</b>	bearing upon or connected with the matter in hand; to the purpose; applicable and pertinent; having a direct bearing on
<b>repetitive</b>	containing or characterised by repetition, especially when unnecessary or tiresome
<b>reporting</b>	providing information that succinctly describes student performance at different junctures throughout a course of study
<b>resolve</b>	in The Arts, consolidate and communicate intent through a synthesis of ideas and application of media to express meaning
<b>routine</b>	often encountered, previously experienced; commonplace; customary and regular; well-practised; performed as part of a regular procedure, rather than for a special reason
<b>rudimentary</b>	relating to rudiments or first principles; elementary; undeveloped; involving or limited to basic principles; relating to an immature, undeveloped or basic form
<b>S</b>	
<b>safe</b>	secure; not risky
<b>script</b>	text prepared for, or a transcript of, spoken communication
<b>secure</b>	sure; certain; able to be counted on; self-confident; poised; dependable; confident; assured; not liable to fail

Term	Explanation
<b>select</b>	choose in preference to another or others; pick out
<b>sensitive</b>	capable of perceiving with a sense or senses; aware of the attitudes, feelings or circumstances of others; having acute mental or emotional sensibility; relating to or connected with the senses or sensation
<b>sequence</b>	place in a continuous or connected series; arrange in a particular order
<b>show</b>	provide the relevant reasoning to support a response
<b>significant</b>	important; of consequence; expressing a meaning; indicative; includes all that is important; sufficiently great or important to be worthy of attention; noteworthy; having a particular meaning; indicative of something
<b>simple</b>	easy to understand, deal with and use; not complex or complicated; plain; not elaborate or artificial; may concern a single or basic aspect; involving few elements, components or steps
<b>simplistic</b>	characterised by extreme simplification, especially if misleading; oversimplified
<b>sketch</b>	execute a drawing or painting in simple form, giving essential features but not necessarily with detail or accuracy; in mathematics, represent by means of a diagram or graph; the sketch should give a general idea of the required shape or relationship and should include features
<b>skilful</b>	having technical facility or practical ability; possessing, showing, involving or requiring skill; expert, dexterous; demonstrating the knowledge, ability or training to perform a certain activity or task well; trained, practised or experienced
<b>skilled</b>	having or showing the knowledge, ability or training to perform a certain activity or task well; having skill; trained or experienced; showing, involving or requiring skill
<b>solve</b>	find an answer to, explanation for, or means of dealing with (e.g. a problem); work out the answer or solution to (e.g. a mathematical problem); obtain the answer/s using algebraic, numerical and/or graphical methods
<b>sophisticated</b>	of intellectual complexity; reflecting a high degree of skill, intelligence, etc.; employing advanced or refined methods or concepts; highly developed or complicated
<b>specific</b>	clearly defined or identified; precise and clear in making statements or issuing instructions; having a special application or reference; explicit, or definite; peculiar or proper to something, as qualities, characteristics, effects, etc.
<b>spontaneous</b>	unprepared; responding to an unseen stimulus and/or new situation, e.g. a prepared speech may be followed by a spontaneous discussion with the audience
<b>sporadic</b>	happening now and again or at intervals; irregular or occasional;

Term	Explanation
	appearing in scattered or isolated instances
<b>straightforward</b>	without difficulty; uncomplicated; direct; easy to do or understand
<b>structure</b>	<i>verb</i> give a pattern, organisation or arrangement to; construct or arrange according to a plan; <i>noun</i> in languages, arrangement of words into larger units, e.g. phrases, clauses, sentences, paragraphs and whole texts, in line with cultural, intercultural and textual conventions
<b>structured</b>	organised or arranged so as to produce a desired result
<b>subject</b>	a branch or area of knowledge or learning defined by a syllabus; school subjects are usually based in a discipline or field of study (see also 'course')
<b>subject matter</b>	the subject-specific body of information, mental procedures and psychomotor procedures that are necessary for students' learning and engagement within that subject
<b>substantial</b>	of ample or considerable amount, quantity, size, etc.; of real worth or value; firmly or solidly established; of real significance; reliable; important, worthwhile
<b>substantiated</b>	established by proof or competent evidence
<b>subtle</b>	fine or delicate in meaning or intent; making use of indirect methods; not straightforward or obvious
<b>successful</b>	achieving or having achieved success; accomplishing a desired aim or result
<b>succinct</b>	expressed in few words; concise; terse; characterised by conciseness or brevity; brief and clear
<b>sufficient</b>	enough or adequate for the purpose
<b>suitable</b>	appropriate; fitting; conforming or agreeing in nature, condition, or action
<b>summarise</b>	give a brief statement of a general theme or major point/s; present ideas and information in fewer words and in sequence
<b>summative assessment</b>	assessment whose major purpose is to indicate student achievement; summative assessments contribute towards a student's subject result
<b>superficial</b>	concerned with or comprehending only what is on the surface or obvious; shallow; not profound, thorough, deep or complete; existing or occurring at or on the surface; cursory; lacking depth of character or understanding; apparent and sometimes trivial
<b>supported</b>	corroborated; given greater credibility by providing evidence
<b>sustained</b>	carried on continuously, without interruption, or without any diminishing of intensity or extent
<b>syllabus</b>	a document that prescribes the curriculum for a course of study

Term	Explanation
<b>syllabus objectives</b>	outline what the school is required to teach and what students have the opportunity to learn; described in terms of actions that operate on the subject matter; the overarching objectives for a course of study (see also 'unit objectives', 'assessment objectives')
<b>symbolise</b>	represent or identify by a symbol or symbols
<b>synthesise</b>	combine different parts or elements (e.g. information, ideas, components) into a whole, in order to create new understanding
<b>systematic</b>	done or acting according to a fixed plan or system; methodical; organised and logical; having, showing, or involving a system, method, or plan; characterised by system or method; methodical; arranged in, or comprising an ordered system
<b>T</b>	
<b>test</b>	take measures to check the quality, performance or reliability of something
<b>text</b>	coherent piece of spoken/signed, written, nonverbal, visual or auditory language used to convey meaning
<b>text types</b>	texts classified by the purpose/s they are designed to achieve, which influence the characteristic features the texts employ, such as language, structure and mode of communication; classifications are sometimes ambiguous or overlapping; may include: analytical, comedic, descriptive, informative, narrative, persuasive, procedural, satirical, transactional
<b>thorough</b>	carried out through, or applied to the whole of something; carried out completely and carefully; including all that is required; complete with attention to every detail; not superficial or partial; performed or written with care and completeness; taking pains to do something carefully and completely
<b>textual conventions</b>	surface features of language composition, e.g. usage, sentence formation, paragraphing, observation of text type in language production
<b>thoughtful</b>	occupied with, or given to thought; contemplative; meditative; reflective; characterised by or manifesting thought
<b>topic</b>	a division of, or sub-section within a unit; all topics/sub-topics within a unit are interrelated
<b>U</b>	
<b>unclear</b>	not clear or distinct; not easy to understand; obscure
<b>understand</b>	perceive what is meant by something; grasp; be familiar with (e.g. an idea); construct meaning from messages, including oral, written and graphic communication
<b>uneven</b>	unequal; not properly corresponding or agreeing; irregular; varying; not uniform; not equally balanced
<b>unfamiliar</b>	not previously encountered; situations or materials that have not been the focus of prior learning experiences or activities

Term	Explanation
<b>unit</b>	a defined amount of subject matter delivered in a specific context or with a particular focus; it includes unit objectives particular to the unit, subject matter and assessment direction
<b>unit objectives</b>	drawn from the syllabus objectives and contextualised for the subject matter and requirements of a particular unit; they are assessed at least once in the unit (see also 'syllabus objectives', 'assessment objectives')
<b>unrelated</b>	having no relationship; unconnected
<b>use</b>	operate or put into effect; apply knowledge or rules to put theory into practice
<b>V</b>	
<b>vague</b>	not definite in statement or meaning; not explicit or precise; not definitely fixed, determined or known; of uncertain, indefinite or unclear character or meaning; not clear in thought or understanding; couched in general or indefinite terms; not definitely or precisely expressed; deficient in details or particulars; thinking or communicating in an unfocused or imprecise way
<b>valid</b>	sound, just or well-founded; authoritative; having a sound basis in logic or fact (of an argument or point); reasonable or cogent; able to be supported; legitimate and defensible; applicable
<b>values</b>	characteristics, qualities, philosophical and emotional stances; e.g. moral principles or standards, often shared with others in a cultural group
<b>variable</b>	<i>adjective</i> apt or liable to vary or change; changeable; inconsistent; (readily) susceptible or capable of variation; fluctuating, uncertain; <i>noun</i> in mathematics, a symbol, or the quantity it signifies, that may represent any one of a given set of number and other objects
<b>variety</b>	a number or range of things of different kinds, or the same general class, that are distinct in character or quality; (of sources) a number of different modes or references
<b>W</b>	
<b>wide</b>	of great range or scope; embracing a great number or variety of subjects, cases, etc.; of full extent
<b>with expression</b>	in words, art, music or movement, conveying or indicating feeling, spirit, character, etc.; a way of expressing or representing something; vivid, effective or persuasive communication

## 5 References

Marzano, RJ & Kendall, JS 2008, *Designing and Assessing Educational Objectives: Applying the new taxonomy*, Corwin Press, Thousand Oaks, California.

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## 6 Version history

Version	Date of change	Update
1.1	April 2018	Amendments to ISMGs
		Amendments to assessment specifications for visual texts: <ul style="list-style-type: none"><li>• IA1 — 35 words changed to 60 words</li><li>• IA2 — 30 words changed to 60 words</li><li>• EA — ‘analytical or expository essay, report or review’ changed to ‘analytical essay’.</li></ul>
1.2	June 2018	Minor amendments to glossary
		Minor amendments to EA specifications.



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