Contents

1. Rationale ......................................................................................................................... 1
   1.1 Description of the student group ........................................................................ 1
   1.2 Indigenous perspectives in French Extension .................................................... 2
2. General objectives ......................................................................................................... 3
   Comprehension ............................................................................................................ 3
   Conveying meaning .................................................................................................... 4
   Attitudes and values .................................................................................................. 5
3. Course organisation ...................................................................................................... 6
   3.1 Time allocation ...................................................................................................... 6
   3.2 Course requirements ............................................................................................ 6
   3.3 Work program requirements .............................................................................. 11
4. Learning experiences ................................................................................................... 12
   4.1 Learning strategies ............................................................................................... 12
   4.2 Activities focused on the use of technology ...................................................... 15
   4.3 Selection of resources ....................................................................................... 16
   4.4 Themes and learning experiences ..................................................................... 16
5. Assessment ................................................................................................................... 25
   5.1 Principles of exit assessment ............................................................................ 25
   5.2 Planning an assessment program ........................................................................ 27
   5.3 Special provisions ............................................................................................... 28
   5.4 Authentication of student work .......................................................................... 28
   5.5 Assessment techniques ....................................................................................... 28
   5.6 Requirements for verification folio ................................................................. 33
   5.7 Exit standards ....................................................................................................... 34
   5.8 Determining exit levels of achievement ............................................................ 34
6. Language education ...................................................................................................... 41
7. Quantitative concepts and skills .................................................................................. 42
8. Educational equity ......................................................................................................... 43
9. Resources ....................................................................................................................... 44
10. Glossary ........................................................................................................................ 46
1. **Rationale**

Languages are seen as contributing to an individual student’s intellectual, social and affective development, and as a national resource which serves communities within Australia. They enrich Australian society as a whole and enable the nation to engage in artistic, commercial, diplomatic and industrial enterprises on an international scale.

French Extension emphasises the importance of experiencing language in context, based on students’ background knowledge, skills and attitudes. It sees language learning as a means of developing communicative abilities to interpret, express and negotiate meaning through oral and written texts. It builds upon and extends the degree to which these language abilities are being or have been developed in the Senior French course.

Since language is one of the deepest and most widely shared manifestations of a culture, successful learning of a second language can provide deep insights into other cultures. Learning about other cultures can lead students to reflect more objectively on their own culture and so gain an appreciation of cultural diversity, which is a feature of Australian society. French Extension fosters effective participation as culturally and critically literate persons in Australia as well as in French-speaking countries.

The study of French Extension should enhance analytical, creative and critical thinking. Through analysis of present-day, historical and literary texts, the course further challenges students to develop their linguistic competence and their understanding of present-day French society, along with the contribution of this society to the past. That is, students’ understanding and perception of present-day French society will be underpinned by some knowledge and awareness of the French cultural heritage. By applying the concepts gained in their prior learning in such themes as family, leisure, and school, to a wide variety of elective study areas in, for example, the arts, the social sciences, science and technology, and business, students will extend and deepen their cultural understanding.

1.1 **Description of the student group**

French Extension is designed for students in Year 12 who wish to advance their proficiency in French. The course is challenging and the standards are higher than those in the parent syllabus.

All students in this course have either already completed, or are in the final year of, the Authority subject French, i.e. it is additional to the Authority subject French, not an alternative.

The students will have considerable French language background already and well-developed communicative skills in French to enable them to undertake in-depth work. This group may include students who:

- have completed immersion courses in Years 8 to 10
- are background or heritage speakers
- have participated in exchange schemes
- have formally studied French for a significant period of time.

Students for the French Extension course will be determined by their school.
1.2 Indigenous perspectives in French Extension

This syllabus recognises Aboriginal and Torres Strait Islander peoples, their traditions, histories and experiences before colonisation through to the present time. To strengthen students’ appreciation and understanding of the first peoples of the land, relevant sections of the syllabus identify content and skills that can be drawn upon to encourage engagement with Indigenous:

- frameworks of knowledge and ways of learning
- contexts in which Aboriginal and Torres Strait Islander peoples live
- contributions to Australian society and cultures.

In French Extension there is opportunity to explore intercultural understanding through related issues in regard to race, national consciousness and colonisation in France and its former territories. Consideration should also be given to making connections between aspects of Indigenous Australian culture and French cultural heritage, and comparing relationships between Indigenous and non-Indigenous peoples in Australian and French-speaking societies.
2. General objectives

The general objectives for this subject are those that the school is required to teach and students have the opportunity to learn. The two sets of assessable general objectives are Comprehension, and Conveying meaning. The third set of general objectives, Attitudes and values, is not directly assessed as it is achieved through the teaching and learning approaches offered to students.

The four macroskills — Listening, Reading, Speaking and Writing — are addressed across both sets of objectives and criteria, and each will be assessed separately. The four macroskills should be developed interdependently, integrating the themes and topics, functions, grammar and cultural understandings in the syllabus. While language is experienced and developed through the macroskills which often occur concurrently, proficiency in each of the macroskills may not evolve at exactly the same rate. The process of learning through each of the criteria must be developed in increasing complexity and sophistication over the two-semester course.

Schools must assess how well students have achieved the general objectives. The standards are described in the same criteria as the assessable general objectives.

By the conclusion of the course, students should be able to communicate in French at advanced levels of proficiency in accordance with the standards at exit, and as described in the Assessment section of this syllabus. This is the overriding objective of this syllabus. Advanced language proficiency will be evident through a breadth and depth of language use — the range of language and expressions used and the versatility, adaptability and spontaneity of language use.

Comprehension

Comprehension (receptive communication) refers to the understanding of spoken and written language across a variety of themes and text types, including complex texts.

This criterion is expressed through two macroskills: Listening and Reading.

Listening

This refers to the ability to comprehend authentic spoken language in a range of complex texts.

By the conclusion of the course, in prepared and spontaneous situations, students should:

- know and understand communicative intent
- critically analyse and respond to spoken texts in French.

It includes:

- knowing and understanding:
  - determining essential information in spoken texts
  - recognising communicative intent, bias, tone, register variation and subtleties
  - differentiating between gist and detail
  - deducing meaning of unknown words, phrases and complex language
- critically analysing and responding:
  - analysing and evaluating information and ideas
- identifying implied purpose, attitude, intent, mood and tone
- analysing and responding to texts in terms of cultural values, attitudes and assumptions
- justifying decisions with selected evidence from texts.

**Reading**

This refers to the ability to comprehend a range of complex authentic written texts.

By the conclusion of the course, in prepared and spontaneous situations, students should:

- know and understand communicative intent
- critically analyse and respond to written texts in French.

It includes:

- knowing and understanding:
  - determining essential information in written texts
  - recognising communicative intent, bias, tone, register variation and subtleties
  - differentiating between gist and detail
  - deducing meaning of unknown words, phrases and complex language

- critically analysing and responding:
  - analysing and evaluating information and ideas
  - identifying implied purpose, attitude, intent, mood and tone
  - analysing and responding to texts in terms of cultural values, attitudes and assumptions
  - justifying decisions with selected evidence from texts.

**Conveying meaning**

Conveying meaning (productive communication) refers to communication through spoken and written language across a variety of themes and text types.

This criterion is expressed in two macroskills: Speaking and Writing.

**Speaking**

This is the ability to communicate using spoken and nonverbal language, and to convey meaning that is intelligible to a background speaker.

By the conclusion of the course, in prepared and spontaneous situations, students should:

- know and use features of the French language (text structures and linguistic elements)
- create spoken language to express communicative intent.

In doing these two things, students demonstrate an understanding of purpose, setting, audience, register, text type, and cultural attitudes, values and beliefs.

It includes:

- knowing and using language features:
  - displaying control over a range of linguistic elements, e.g. vocabulary, grammar and cohesive devices
demonstrating the ability to manipulate text structure and register
- demonstrating features of oral production, e.g. pronunciation, fluency, rhythm, stress and intonation

- creating spoken language:
  - manipulating spoken language to express original ideas and feelings, to justify opinions, to persuade and debate
  - organising and maintaining coherence of the spoken text
  - using spoken language that is culturally appropriate
  - initiating and sustaining conversation
  - adhering to the conventions of text type, relevant to audience and cultural setting
  - creating texts which reflect an understanding of cultural attitudes, values and beliefs.

**Writing**

This is the ability to communicate using written language and to convey meaning in situations relevant to students’ communication needs.

By the conclusion of the course, in prepared and spontaneous situations, students should:

- know and use features of the French language (text structures and linguistic elements)
- create written language to express communicative intent.

In doing these two things, students demonstrate an understanding of purpose, setting, audience, register, text type, and cultural attitudes, values and beliefs.

- knowing and using language features:
  - displaying control over a range of linguistic elements, e.g. vocabulary, grammar and cohesive devices
  - demonstrating the ability to manipulate text structure and register

- creating written language:
  - manipulating written language to express original ideas and feelings, to justify opinions, to persuade and debate
  - organising and maintaining coherence and cohesion of the written text
  - adhering to the conventions of text type, relevant to audience and cultural setting
  - creating texts which reflect an understanding of cultural attitudes, values and beliefs.

**Attitudes and values**

By the conclusion of the course, students should:

- understand that learning a language is a continuous process through life
- willingly interact with others in French
- understand that attitudes and values, their own and those of others, are embedded in culture and that language and culture are interdependent
- develop a view of the world shaped by intercultural understanding
- develop a view that people are shaped by their culture.
3. Course organisation

3.1 Time allocation

The minimum number of hours of timetabled school time, including assessment, for a course of study developed from this syllabus, is 55 hours per semester. A course of study will usually be completed over two semesters (110 hours).

3.2 Course requirements

The course of study in French Extension focuses on developing students’ language proficiency through furthering their linguistic development and enhancing their sociocultural understandings. This is achieved through the use of a range of themes and text types.

The course involves using language in a variety of ways in order to achieve the general objectives. The themes chosen provide a context for the study of linguistic structures and discourse forms, for sociocultural input and for dealing with issues in present-day society. These themes also provide students with a framework which allows them to interact with the community, to form meaningful partnerships, and become active citizens. Students gain a broad understanding of present-day French society and factors which have influenced its development, so that they will be able to interact in an informed manner with members of this society.

In their course of study, students will be exposed to a range of text types appropriate to the chosen themes. Communicative skills and proficiency in French are developed through using the language across these text types and themes in the four macroskills of Listening, Reading, Speaking and Writing. Proficiency in a particular skill is supported by using the language in the other three skills. While it is possible that at times one skill might be highlighted and developed, in general, and over the course of study, there should be an equal balance across the four macroskills.

The syllabus is flexible and offers a range of diverse options to ensure that teachers’ and students’ needs are met.

3.2.1 Linguistic development

This core component links the roles of language knowledge and sociocultural awareness in negotiating meaning, the basis of communication.

In French Extension, students are required to deepen their knowledge and understanding of the structure of French. The linguistic elements introduced in the Senior French course will be consolidated and developed, and new elements incorporated as the need arises.

Students will need to use French at a more sophisticated level than is required by the parent syllabus, with a wider range of vocabulary and idiom, and a depth and breadth of language use, particularly to accommodate the language necessary for communication within and about the themes. Discourse elements and structures (e.g. cohesive elements and a range of tenses, moods and clauses), which should be used more confidently and accurately, are outlined later in this section.

Communication through language requires the understanding and use of the relevant linguistic codes, encompassing the sound–symbol system, vocabulary, grammar and conventions of the text types, to fulfil communicative intents in various situations. Through comprehending and conveying meaning in a variety of text types appropriate to the selected
themes, students in French Extension will acquire an awareness of the systematic nature of language, thereby increasing their control over the linguistic system sufficient to select and use rules of grammar to improve their communication. It is essential that students continue to develop their ability to write complex sentences using appropriate tenses and cohesion markers.

It is expected that students will become more analytical in their approach and will focus on observing and reflecting on elements in culture and language to enable them to understand more explicitly the functioning and applications of these elements within a communicative context. Over the course they should have increasing control over culturally appropriate discourse forms.

As well, they should have developed cognitive and metacognitive learning strategies which ensure not only more effective communication in the productive skills but also better comprehension of spoken and written French. They should learn to use knowledge of text structure, the text type and the context to facilitate understanding of unfamiliar texts.

Employment of strategies such as these should lead to increasing confidence and independence of the student, and foster an environment in French Extension which is characterised, on one hand, by autonomous learning and, on the other, by a higher level of interaction in the language among the students, and between them and the teacher.

Advanced language proficiency will be evident through a breadth and depth of language use — the range of language and expressions used and the versatility, adaptability and spontaneity of language use.

Through using the strategy of analysing the features of the different text types, students should be able to use more confidently the structures, discourse elements and registers appropriate to these text types in a given context. They should be able to determine the coherence appropriate to spoken or written texts of varying length and complexity, and be able to select and use cohesion markers to make a more cohesive discourse. These will include cohesive devices of:

- referencing, e.g. pronouns and demonstratives
- connectives, e.g. conjunctions and relative pronouns.

Other linguistic elements which will need continued monitoring to ensure effective use include:

- agreement of adjectives and participles
- appropriate and consistently accurate use of mood and tenses of verbs in simple and complex sentences, e.g. *J'aurai mangé quand il arrivera*
- infinitive constructions
- indefinite pronouns
- the role of routines or formulaic expressions, e.g. *n'est-ce pas?, je vous en prie, volontiers*
- exclamations and fillers, e.g. *alors, ça y est, quel dommage, tant pis, tiens, quand même*
- demonstrative pronouns, e.g. *celui-là, ceux*
- possessive adjectives and possessive pronouns, e.g. *mon, ma, le mien, la mienne*
- word order.

Since language varies according to sociocultural context, aspects of style and register, along with the various roles assumed in communication, should be explored more comprehensively in this course. Students should become aware that in any interaction, language users may take on more than one role simultaneously. For example, they may act in a social role such
as friend, student or tourist while fulfilling the communicative role of information giver or seeker, critic or witness.

Students need to become sensitive to the variations of style and register necessary for different contexts, whether they are the roles adopted, the social relationships with other participants or audience, or the medium of communication. Culturally based conventions of speech and writing need to be observed.

Thus, aspects of style which should be addressed include:

- contrast between spoken and written forms
- forms of address, e.g. *tu/vous, Madame la directrice, maître*
- registers of language, e.g. colloquial, formal
- personal and business letter conventions
- contrast between literary and commercial texts
- idiomatic expressions.

Students also need to be aware that languages change rapidly, particularly in the spoken form, and teachers need to ensure that the language used has kept pace with current political, technological, social and cultural changes in France.

Nonverbal elements, such as the use of gesture, play an important role in communication and should be considered in discussing linguistic elements.

Effective communication in a language requires linguistic ability and cultural understanding along with an appreciation of the interaction between language and culture. Work programs based on this syllabus will seek to develop in students, through the themes and associated text types, an understanding of the interrelationships between language, society and culture, and an awareness that language varies within sociocultural contexts.

### 3.2.2 Sociocultural understandings

Culture is an inherent part of language. Through language study in French students should acquire knowledge about the ideas, behaviours, manifestations and symbols shared by French-speaking peoples in different environments at different periods of history. They will become aware that certain aspects of French culture remain constant, whereas others are continually changing and evolving as technology, science, the economy, and social and environmental conditions change. This sociocultural knowledge and awareness will be gained through an interpretation of texts.

### 3.2.3 Intercultural understanding

Intercultural understanding refers to the ability to view the world, not from the single perspective of one’s own first language and culture, but from the multiple perspectives gained through the study of additional languages and cultures. As a result, students should be able to develop better understandings of their place in the world and that of others, which in turn contributes to social cohesiveness (National Statement for Languages Education in Australian Schools. National Plan for Languages Education in Australian Schools 2005–2008).

Intercultural language learning requires that students adopt an inquiring state of mind, notice and question assumptions and reorient themselves in relation to others. Language cannot be separated from its social and cultural contexts; it involves the integration of language, culture and learning and helps learners to know and understand the world around them, and to understand commonality and difference, global connections and patterns.
A course of study should enable students to engage in various intercultural contexts. The cultural aspects of learning should encompass the variety of people and lifestyles within a culture. Students should be aware of the differences that exist within cultures as well as the common features that permeate them. They should also realise that stereotypes may not reflect reality.

### 3.2.4 Themes

Themes give rise to various topics and provide the framework for a systematic study of French linguistic structures and discourse forms. Through using a range of text types relevant to the themes, students’ familiarity with register and sociocultural knowledge and understanding will be enhanced.

**A minimum of two themes must be chosen from the following list:**

- literature
- the arts, e.g. fine arts, music, dance, theatre, cinema
- social sciences, e.g. history, politics, religion
- media studies
- science, technology and/or the environment
- business, commerce
- areas of specialised interest for individual students, e.g. leisure activities, sports, Indigenous themes.

The selected themes are to be studied in depth; an in-depth study should be of six or more weeks’ duration. For all themes there should be a balance in activities in the four macroskills and a reasonable cover of appropriate text types.

It is strongly recommended that there be some study of either literature or history because of the light these studies throw on current society and issues. If the themes concern specialised subject matter, for example, in history, science or business, there is an expectation that students will have well-developed concepts of and some experience in these areas from prior learning.

**Aspects chosen from the themes, however, must not duplicate work already studied in depth in the Senior French course.**

Studies in the theme areas should always be related to current issues, with the themes approached in such a way as to enhance the students’ understanding of current issues.

While the themes are listed separately, it may sometimes be appropriate to work on related themes concurrently. For example, studying a film could provide opportunities to look at a number of themes such as literature, history and/or the arts. Teachers, in negotiation with students, may choose to concentrate on one topic or a number of topics from any theme.

Studying these themes is integral to the development of advanced language proficiency, the major objective of this French Extension course. The subject matter will help students become more versed in French culture and is to be explored through authentic texts covering a wide range of text types (see Table 1). These authentic texts will be the basis for information gathering, language development and further language production.
3.2.5 **Language in use — literary and non-literary text types**

In developing their linguistic abilities and in studying the themes, students will use a wide range of spoken, written and visual texts, both literary and non-literary. These text types have recognisable structures and are related to audience, purpose, context and culture. Although they are categorised as literary and non-literary, they will overlap. Examples and their purposes are outlined below. A variety of examples from the text types listed below should be included in the course.

Students are expected to encounter and manipulate a range of text types in their learning and assessment program. The examples in the following table indicate the range through which students convey meaning and comprehend.

**Table 1: Text types**

<table>
<thead>
<tr>
<th>Categories</th>
<th>Text types</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Literary texts</strong></td>
<td></td>
</tr>
<tr>
<td>Modern and traditional literary texts that use language in aesthetic, imaginative and engaging ways to express and reinforce cultural identity and to reflect.</td>
<td>novels, short stories, popular culture texts, memoirs, fables, folk tales, anecdotes, films, television programs, cartoon strips, autobiographies, personal diary entries, ballads, epics, drama on radio, theatre (including street theatre) poetry — lyric, narrative and dramatic</td>
</tr>
<tr>
<td>• narrative (narrating events)</td>
<td></td>
</tr>
<tr>
<td>• non-narrative (reflecting upon events or issues)</td>
<td>roleplays, scripted and performed drama, television and film scripts, radio plays, song lyrics, jokes, public speeches, debates, personal journal entries, cartoons, lyric poems or songs, songs of social comment, improvisations, documentary dramas, film/video clips, short plays</td>
</tr>
<tr>
<td><strong>Non-literary texts</strong></td>
<td></td>
</tr>
<tr>
<td>Modern, traditional and everyday texts that use language in precise and accurate ways to:</td>
<td></td>
</tr>
<tr>
<td>• transact and negotiate relationships</td>
<td>invitations, personal letters, conversations, discussions, scripts of interviews</td>
</tr>
<tr>
<td>• transact and negotiate goods and services</td>
<td>business/formal letters, messages, advertisements, complaints, letters of application, surveys/questionnaires</td>
</tr>
<tr>
<td>• report on things, events and issues</td>
<td>biographies, reports, observations, descriptions, commentaries, documentaries, summaries, reviews, radio/television news features, news and information reports, investigative reports, magazine and newspaper articles, newscasts, commercials, emails, minutes of meetings, graphs and tables</td>
</tr>
<tr>
<td>• give directions</td>
<td>instructions, directions, meeting agendas, recipes, directions for class activities</td>
</tr>
</tbody>
</table>
- explain, analyse, argue and persuade: webcasts, webpages, internet articles, audio podcasts
- radio/television programs
- arguments, explanations, scripts of persuasive and formal speeches, analytical expositions, debates
- documentaries, magazine and newspaper articles, feature articles, editorials, letters to the editor, advertisements
- journals, essays, personal letters, autobiographies, memoirs, personal diary or journal entries

Learning experiences arising through the text types listed above will help students actively use language for realistic purposes, with consideration given to the roles and relationships involved, including:

- the social roles in interactions, ranging from informal to formal
- the relationships among the people involved, ranging from intimate to impersonal.

During their course, students will interact with familiar people from within the school and less familiar or unknown people from the wider community, for example, background speakers or exchange students/teachers.

3.3 Work program requirements

A work program is the school’s plan of how the course will be delivered and assessed, based on the school’s interpretation of the syllabus. It allows for the special characteristics of the individual school and its students.

The school’s work program must meet all syllabus requirements and must demonstrate that there will be sufficient scope and depth of student learning to meet the general objectives and the exit standards.

The requirements for online work program approval can be accessed on the Queensland Studies Authority’s website, www.qsa.qld.edu.au (select Years 10-12 > Years 11-12 subjects). This information should be consulted before writing a work program. The requirements for work program approval may be updated periodically.
4. Learning experiences

The objectives of this syllabus focus on developing an advanced level of proficiency in French, supported by knowledge and understanding of present-day French society and factors which have contributed to the nature of this society. This section of the syllabus is concerned with the rich variety of communicative activities designed to help students use language purposefully to achieve these objectives.

The learning environment for French Extension students will see them interacting at an advanced level of language with the teacher, class members and French-speaking visitors. There should be a high degree of independent learning with students negotiating aspects of their own learning.

To maximise the range of learning experiences, it is expected that students will be exposed to activities in listening, reading, speaking and writing, incorporating a wide variety of text types. These activities may be supported by using current technologies, performances in French, and contact with background speakers in their various areas of expertise.

Learning experiences appropriate to each of the themes are exemplified in Section 4.4.

4.1 Learning strategies

A range of learning strategies should be used to help students further their language development through reflecting on the learning processes. Students should be encouraged to take responsibility for their own learning. Examples of such strategies are given below.

4.1.1 Metacognitive

Metacognition as a concept is the awareness and understanding of oneself as a thinker and involves thinking about the learning process, planning for learning, monitoring the learning task, and evaluating how well one has learned or used language.

Strategies include:

Planning

- previewing the organising concept or principle or anticipated learning task — advance organiser
- proposing strategies for handling an upcoming task
- generating a plan for the parts, sequence, main ideas or language functions to be used in handling a task

Directed attention

- deciding in advance to attend in general to a learning task and to ignore irrelevant distractors
- maintaining attention during task execution

Selective attention

- deciding in advance to attend to specific aspects of language input or situational details that assist in the performance of a task
- attending to specific aspects of language input during task execution
Self-management

- understanding the conditions that help one successfully accomplish language tasks and arranging for the presence of those conditions
- controlling one’s language performance to maximise use of what is already known

Self-monitoring

- checking, verifying or correcting one’s comprehension or performance in the course of a language task including:
  - comprehension monitoring: checking, verifying or correcting one’s understanding
  - production monitoring: checking, verifying or correcting one’s language production
  - auditory monitoring: using one’s “ear” for the language (how something sounds) to make decisions
  - visual monitoring: using one’s “eye” for the language (how something looks) to make decisions
  - style monitoring: checking, verifying or correcting based upon an internal stylistic register
  - strategy monitoring: tracking use of how well a strategy is working
  - plan monitoring: tracking how well a plan is working
  - double check monitoring: track across the task previously undertaken; consider additional acts or possibilities

Problem identification

- explicitly identifying the central point needing resolution in a task, or identifying an aspect of the task that hinders its successful completion

Self-evaluation

- checking the outcomes of one’s own language performance against an internal measure of completeness and accuracy including:
  - checking one’s language repertoire, strategy use or ability to perform the task at hand
  - production evaluation: checking one’s work when the task is finished
  - performance evaluation: judging one’s overall execution of the task
  - ability evaluation: judging one’s ability to perform the task
  - strategy evaluation: judging one’s [use of] strategy when the task is completed
  - language repertoire evaluation: judging how much one knows of the target language, at the word, phrase, sentence or concept level.

4.1.2 Cognitive

*Cognition* refers to the processing of information and application of knowledge.

Strategies that involve interacting with the material to be learned, manipulating the language mentally or physically, or applying a specific technique to a learning task include:
Repetition
• repeating a chunk of language (a word or phrase) in the course of performing a language task

Resourcing
• using available reference sources of information about the target language, including dictionaries, texts and prior work

Grouping
• ordering, classifying or labelling material used in a language task based on common attributes
• recalling information based upon grouping previously done

Note-taking
• writing down key words and concepts in abbreviated verbal, graphic or numerical form to assist performance of a language task

Deduction/induction
• consciously applying learned or developed rules to produce or understand the target language

Substitution
• selecting alternative approaches, revised plans or different words or phrases to accomplish a language task

Elaboration
• relating new information to prior knowledge
• relating different parts of new information to each other
• making meaningful personal associations to information presented including:
  – personal elaboration; making judgments about or reacting personally to the material presented
  – world elaboration: using knowledge gained from experiences in the world
  – academic elaboration: using knowledge gained in academic situations
  – between-parts elaboration: relating parts of the task to each other
  – questioning elaboration: using a combination of questions and world knowledge to brainstorm logical solutions to a task
  – self-evaluative elaboration: judging self in relation to materials
  – creative elaboration: making up a story line or adopting a clever perspective
  – imagery: using mental or actual pictures or visuals to represent information, coded as a separate category, but viewed as a form of elaboration

Summarisation
• making a mental or written summary of language and information presented in a task
Translation
• rendering ideas from one language to another in a relatively verbatim manner

Transfer
• using previously acquired linguistic knowledge to facilitate a language task

Inference
• using available information to:
  – guess the meanings or usage of unfamiliar language items associated with a language task
  – predict outcomes
  – fill in missing information.

4.1.3 Social/affective
Strategies that involve interacting with another person to assist learning, or using affective control to assist a learning task include:

Questioning
• asking for explanation, verification, or rephrasing examples about the material
• asking for clarification or verification about the task
• posing questions to self
• self-reinforcement.


4.2 Activities focused on the use of technology
Various technologies are used in everyday communication and need to play a part in language learning. Technologies can be used to provide valuable learning experiences for students and to allow them to engage with the wider world in French.

Suggested use of technologies
• sending e-cards
• word-processing reports
• recording and listening to audio podcasts
• viewing and listening to information via the internet
• participating in discussion forums
• engaging in synchronous chats
• using mobile phones and VOIP systems (like Skype)
• developing datashow presentations
• desktop publishing of posters, invitations
• viewing DVDs
• accessing online resources
• using electronic dictionaries, translators and calculators
• designing a webpage or viewing websites.

4.3 Selection of resources

The selection of resources is a crucial consideration in deciding how the general objectives of the syllabus are to be met. Resources selected should cater for the maturity levels, abilities, learning styles, sociocultural backgrounds, interests and aspirations of students. Teachers and students should negotiate the selection of resources. The study of literary and non-literary texts is more intensive than in Senior French.

Whether spoken, written or performance, resources should generate activities that:
• serve a genuine communicative purpose
• are relevant and interesting to students
• are authentic
• provide a context in which students are encouraged to make a meaningful use of French.

They should:
• offer a range in terms of subject matter, themes, ideas and text types
• have different origins in terms of culture, class, gender and age
• accommodate a breadth and depth of language use.

Community members can be a valuable resource, and can include people with expertise in specific themes, exchange students and background speakers.

4.4 Themes and learning experiences

There are many resources for each theme. The following serve as suggestions only and should be supplemented with relevant current examples.

Resources used for the parent course in French must not be used again in the extension course.

4.4.1 Literature

This unit may include text types such as:
• short stories
• poetry
• fairytales
• legends and myths
• drama
• novels.

Literature offers students aesthetic experiences, and artistic encounters with imaginative interpretations of the meaning and value of human existence and valuable insights into the nature of French society, its organisation and values. With centuries of important literary
developments and movements to explore, students of French should strengthen their cultural reference through the study of French authors and their works.

The study of literature in this course should be enjoyable and challenging for students and should be based on the development of the reading skill for comprehension, with some appreciation of texts as literary forms. A significant aspect of the study should be the insights offered by literature into current French society and issues. Frequently, literary texts may be explored in conjunction with a related artistic or historical theme.

Students should be given the opportunity to comprehend and compose a range of literature-related text types in various sociocultural contexts.

**Suggested learning experiences**

- discussing, in groups, reading preferences, both French and Australian
- interviewing the French assistant about his/her literary interests
- reading, analysing and discussing literary works such as a novel or a short story with comments on ideas and social issues
- comparing a film with the novel on which it is based
- writing a review for a French-language newspaper or magazine, taking care to develop and express ideas coherently with appropriate register and cohesive elements
- rewriting an Australian story in French for a children’s story book
- using French poems as a stimulus for creative writing
- writing a playscript from a French fairytale and performing the play for other students of French, e.g. at the local primary school
- simplifying a French fairytale and telling it to a younger class learning French
- writing an original poem or short story in French and reciting or telling it to the class
- debating a controversial issue in a formal or informal setting
- preparing and presenting a multimedia presentation on a literary theme
- investigating and justifying the choice of a selection of short stories and/or poems for inclusion in an international literary youth festival.

**Examples of resources appropriate for this theme include:**

**Novels**
Camus, *L’Etranger*
Hugo, *Les Misérables*
St. Exupéry, *Le Petit Prince, Vol de nuit*
Maupassant, *Le Horla*
Tournier, *Vendredi* (children’s version)

**Plays**
Molière, *Le Malade imaginaire*

**Cartoon books**
*Asterix, Tintin, Les Schtroumpfs, Boule et Bill, La Brousse en Folie*
Poetry
Baudelaire, Verlaine, Rimbaud, Valéry, Hugo, Eluard, Aragon, Fort, Prévert
Anthologies of 20th century poems

These suggestions should be supplemented with current examples.

4.4.2 The arts

This unit may encompass the following:

- fine arts
- music
- dance
- theatre
- cinema.

While furthering their appreciation of the arts in French, students will use their language skills to access, understand, discuss and respond critically or creatively to the art form(s) chosen. They will examine the contribution of the French arts to French society as well as their global impact. Class discussion will encourage students to compare their reaction to the French art forms with similar Australian ones.

Suggested learning experiences

- viewing a film, and analysing and discussing its social and/or historical setting and the director’s philosophy and/or social values
- reviewing a film or concert in French for a newspaper or school magazine
- visiting an art gallery; researching and writing an introduction to, or activity sheet on, works of French art on view at the gallery, to distribute to French classes at schools which visit the gallery
- creating for French visitors a multimedia presentation supported by a commentary, which provides an insight into Australian artworks, including Indigenous artworks
- viewing and discussing a French film, and comparing it with a similar Australian film
- researching dance or music theatre in France or French-speaking countries and writing a background article for a newspaper or preparing a multimedia presentation on the research
- attending a cultural performance, discussing it with the class and writing an online review
- researching music listened to by French teenagers, comparing it with Australian tastes, and reflecting on reasons for similarities and differences
- preparing a multimedia presentation on a popular French band or singer
- listening to, analysing and comparing French music from different eras
- conducting research on a cross-cultural issue in the arts, e.g. the impact of tourism on traditional arts, or the impact of English language on popular French art forms
- researching and discussing the impact of immigration on French culture, especially the influence of Indigenous peoples on the arts in France and French-speaking countries
preparing a multimedia presentation comparing the influence of Indigenous peoples on the arts in France with the influence of Aboriginal and Torres Strait Islander peoples on the arts in Australia, especially in painting, music, dance and theatre.

Examples of resources appropriate for this theme

Cinema
Amélie (2001)
Diva (1981)
Jean de Florette (1986)
La gloire de mon père (1990)
La ville est tranquille (2000)
Le château de ma mère (1990)
Les Choristes (2004)
Le dîner de cons (1998)
Les enfants du marais (1999)
Manon des Sources (1986)
Mon père, ce héros (1991)
Trois couleurs (1994)

Directors
Marcel Pagnol, Jean-Jacques Beinex, Krzysztof Kieslowski

Music
Classical: Berlioz, Bizet, Chaminade, Debussy, Fauré, Lully, Offenbach, Poulenc, Rameau, Ravel, Satie
Popular: Edith Piaf, Françoise Hardy

These suggestions should be supplemented with current examples.

4.4.3 Social sciences

This unit may encompass the following:

- history of French-speaking countries (events which may be chosen include Gaul, Louis XIV, the Revolution of 1789, Napoleon I, the World Wars, Charles de Gaulle, post-colonial France, the Revolution of 1968, Decolonisation, independence struggles, the European Union)
- geography
- politics, civic life, economic and social issues
- French–Australian issues.

One or two areas within this theme or one significant period of history should be chosen for an in-depth study. The focus will be on language development through a variety of text types, and knowledge of the subject matter. Students should have the opportunity to use selected authentic historical, geographical or political documents independently to better understand and interpret information. As well as gaining knowledge of the particular aspect of French
culture, the students should investigate how this aspect has contributed to present-day society and attitudes.

**Suggested learning experiences**

- interviewing French speakers from the local community about their views on the diversity of languages and cultures within Australia, including Indigenous languages and cultures
- viewing and analysing a collection of historical photographs and documents related to French history in Australia
- conducting a class debate on a controversial issue, e.g. immigration/integration problems in France
- researching and discussing French exploration of Australia and the engagement of French explorers with Indigenous peoples
- researching and discussing French colonisation and comparing the Aboriginal experiences of European contact and colonisation with those of another Indigenous group
- discussing the repatriation of Indigenous cultural property from France
- roleplaying an event in French history
- studying a particular person or period in French history and comparing with a similar time or incident in Australian history
- researching a current political issue in France or French-speaking countries and comparing it with a related or parallel issue Australia
- assessing the validity of a hypothesis such as "Le vin rouge est bon pour la santé".
- reading a letter to the editor, distinguishing between facts and/or emotions, and discussing findings
- researching a current political issue in France or French-speaking countries and comparing it with Australia
- researching major geographical features of France or French-speaking countries and explaining how these might have impacted on modern French society
- doing a comparative statistical analysis of data from France or French-speaking countries and Australia on, e.g. patterns of population, industry, unemployment, holiday destinations, hopes and fears for the future
- investigating French immigration to Australia and influences it has had on Australian society, presenting findings in a talk to the local French Society
- comparing and contrasting Australian and French experiences in male–female relationships, work roles, changing roles in society, generation gap, or attitudes towards older and disadvantaged people
- researching Australian–French relations today particularly in trade, diplomacy and cultural exchange, and identifying changes from the past as well as suggesting future trends
- researching the views held by a French political figure, e.g. the French President or a member of an extremist group, and conducting a simulated interview in French, challenging some aspect of this person’s views.
Examples of resources appropriate for this theme

Besson, Jean-Louis: *Le livre de l’histoire*

Hachette History Series: *La vie privée des hommes*

Histoire juniors, *L’histoire de l’Europe*

*Le Grand Larousse, Le Petit Larousse, Quid*

*Sixty Million Frenchmen Can’t Be Wrong*

These suggestions should be supplemented with current examples.

### 4.4.4 Media studies

This unit covers the following:

- electronic media — television, radio, film, video/DVD, online services
- print media — newspapers, magazines.

This theme aims to further develop students’ insights into French social and cultural attitudes by exploring and discussing topics emerging through various media programs and articles. Students will deal with materials such as current affairs, editorials, letters to the editor, health issues, advertising, news reports, commentaries and documentaries. They may also produce commentaries and documentaries using available technology.

**Suggested learning experiences**

- listening to the French news on the media, and summarising the news items
- writing a letter to the editor of a French publication expounding a point of view, e.g. making a critical response to some aspect of French media
- viewing a French current affairs program, comparing the content and presentation with a similar Australian program
- collecting advertisements from French media, analysing the language and images used, and examining stereotypes
- devising and filming an advertisement in French for an Australian product
- viewing a light entertainment or quiz show on French television and comparing it with a similar Australian show
- commenting on the portrayal of controversial issues such as violence, sexual references, alcohol abuse or coarse language in French language media and comparing with their portrayal in Australian media
- reading French cartoons and comic strips, and viewing sitcoms and comedy shows with a view to understanding styles of culturally appropriate humour and drawing parallels with similar Australian text types
- analysing the layout and content of a French newspaper or magazine, comparing with a similar Australian medium
- preparing, producing and broadcasting a French program for a radio or television station
- using the internet, television and other media to report on and compare events and issues of the current year in a French-speaking country and in Australia.
Examples of resources appropriate for this theme

French-language newspapers, magazines, radio and television programs:

*Le monde*, *Le figaro*

internet, SBS

SBS News „*Le Journal“*

*Elle, Paris Match, Madame Figaro, L’express, L’observateur*

*Okapi*

These suggestions should be supplemented with current examples.

**4.4.5 Science, technology and/or the environment**

This unit will cover the language of science* and technology. Students will be encouraged to investigate research carried out in France or French-speaking countries, and examine the contributions made by French scientists to global scientific development.

One or two aspects of the theme should be chosen for in-depth study. The focus will be to look at the latest developments in these areas giving the students the opportunity to investigate and gain further understanding of the issues related to the theme, and be able to express informed opinions about them.

The learning experiences will range from activities enabling the students to understand the terminology of science and technology, to investigating specific issues related to these areas. There should be a build-up of knowledge from the basic to the more specific.

Most learning experiences should comprise two parts — one allowing the students to find out about an aspect of the theme, the second enabling the students to interpret and use the information for a specific purpose.

**Suggested learning experiences**

- researching biographical details of the life and work of a well-known French scientist, examining the global effect of this scientist’s work, and writing a report for a local French-language newspaper
- reading French texts which report on scientific events and comparing them with English-language scientific writing
- examining France’s bilateral involvement in scientific projects in Australia or Third World countries and writing a report for a French magazine
- debating the pros and cons of technological progress and appropriate technologies
- developing a questionnaire on concerns for the future, surveying others, analysing the data and reporting back to the class
- listening to a science talk on French radio or viewing a television discussion and holding small-group discussions on the views put forward
- comparing the use of technology from a specific era with today, looking at future development, and presenting the findings

* Science and other derivative terms are used here in the widest sense to include such related areas as technology, engineering, health and environmental issues.
• investigating the types of technologies used in France and/or French-speaking countries, who is using it (private or commercial interests), and in which fields (medicine, communication, industry)
• creating a website of interest to a French-speaking audience
• interviewing a representative of a French company working in Australia, and reporting back to the class
• contacting an organisation such as a French Chamber of Commerce to establish a list of French companies selling high-tech products in Australia and assessing their importance to the Australian economy
• writing a small brochure highlighting advantages and/or disadvantages presented by high-tech products available to school students and others
• exploring issues such as pollution and presenting the findings to the class
• viewing and/or listening to French news reports on environmental issues and studying how the information is conveyed, e.g. format or language, comparing several similar news items and creating another news report.

If students have a special interest, they should be encouraged to investigate a specific technology aspect in medicine, communication, the media, education or leisure.

Examples of resources appropriate for this theme

Video: La planète vivante
Le français de spécialité, e.g. Pratiques du français scientifique (Hachette publications)
Science et Vie (monthly science magazine)
L’Internaute (magazine)

These suggestions should be supplemented with current examples.

4.4.6 Business and commerce

This unit may cover some of the following content:
• commercial correspondence
• economic features of French-speaking countries
• industry and trade-related data
• agreements between France/French-speaking countries, and Australia.

Students who have an interest in the field of commerce will be given the opportunity to explore the similarities and differences between French and Australian commercial culture. At a relatively simple level they will get to know the structure of French enterprises, business procedures and practices and with the general business and commercial context as it operates in France and French-speaking countries. They will investigate trade between Australia and French-speaking countries.

The register of commercial correspondence and the cultural context will be important aspects of this theme, along with the development of relevant practical skills such as using communication systems in French (phone, fax, email).

The learning experiences should help the student gain:
• awareness of existing trade links between French-speaking countries and Australia
• understanding of some of the points to be taken into consideration when initiating a business or trade link with another country (market study, business letter, official governmental bodies, European standards etc.)
• awareness of the potential markets represented by French-speaking countries.

Suggested learning experiences
• roleplaying a job interview with a background speaker
• roleplaying related to commercial situations, e.g. translation services in a bank or office
• listening to a talk given by a French trade attaché
• working in teams to create a marketing package for an Australian product to be launched on the French market
• organising a trade expo to present and promote Australian products
• writing a business letter to introduce products to potential French buyers
• investigating the cost of living in France or an French-speaking country, drawing a graph or pie-chart showing the proportions of a total spent on food, clothes, equipment, leisure etc.
• establishing contacts with local firms and investigating the relationships they have with France or French-speaking countries, then writing a report on it
• interviewing people involved in business between French-speaking countries and Australia (company representatives, members of chambers of commerce, professional translators and interpreters) to identify business etiquette and cultural mores
• interviewing French-background speakers in the community who have started a business, finding out their views about having a business in Australia and presenting the work as a newspaper article or pamphlet
• reading and replying to business correspondence.

Examples of resources appropriate for this theme

*L’Express, Le Point, Science et Technologie*

These suggestions should be supplemented with current examples.

**4.4.7 Areas of special interest for individual students**

This unit has been included to ensure that individual students can pursue a special interest they may have. The topic should present a challenge to the student in terms of linguistic development. The nature of the unit must be negotiated beforehand with the teacher. It may be an extension of a topic area already studied in one of the other themes or a completely different topic of interest.

As with all the other themes there should be a balance in activities in the four macroskills and a reasonable cover of appropriate text types.

The student’s progress in this unit should be monitored regularly and the study should culminate in an oral, written or multimedia presentation.
5. Assessment

Assessment is an integral part of the teaching and learning process. For Years 11 and 12 it is the purposeful, systematic and ongoing collection of information about student learning outlined in the senior syllabuses.

In Queensland, assessment is standards-based. The standards for each subject are described in criteria, which identify the valued features of the subject about which evidence of student learning is collected and assessed. The standards describe the characteristics of student work.

The major purposes of assessment in senior Authority subjects are to:

- promote, assist and improve learning
- inform programs of teaching and learning
  - advise students about their own progress to help them achieve as well as they are able
  - give information to parents and teachers about the progress and achievements of individual students to help them achieve as well as they are able
- provide comparable levels of achievement in each Authority subject to be recorded in students’ learning accounts. The comparable levels of achievement may contribute to the award of a Queensland Certificate of Education
- serve as the base data for tertiary entrance purposes
- provide information about how well groups of students are achieving for school authorities and the State Education and Training Minister.

5.1 Principles of exit assessment

All the principles of exit assessment must be used when planning an assessment program and must be applied when making decisions about exit levels of achievement.

A standards-based assessment program for the two-semester course of study requires application of the following interdependent principles.

- Information is gathered through a process of continuous assessment.
- Balance of assessment is a balance over the course of study and not necessarily a balance over a semester or between semesters.
- Exit achievement levels are devised from student achievement in all areas identified in the syllabus as being mandatory.
- Assessment of a student’s achievement is in the significant aspects of the course of study identified in the syllabus and the school’s work program.
- Selective updating of a student’s profile of achievement is undertaken over the course of study.
- Exit assessment is devised to provide the fullest and latest information on a student’s achievement in the course of study.

While most students will exit a course of study after two semesters, some will exit after one.
**Continuous assessment**

Judgments about student achievement made at exit from a course of study must be based on an assessment program of continuous assessment.

Continuous assessment involves gathering information on student achievement using assessment instruments administered at suitable intervals over the developmental two-semester course of study.

In continuous assessment, all assessment instruments have a formative purpose. The major purpose of formative assessment is to improve teaching and student learning and achievement.

When students exit the course of study, teachers make a summative judgment about their levels of achievement in accordance with the standards matrix.

The process of continuous assessment provides the framework in which the other five principles of exit assessment operate: balance, mandatory aspects of the syllabus, significant aspects of the course, selective updating, and fullest and latest information.

**Balance**

Judgments about student achievement made at exit from a course of study must be based on a balance of assessments over the course of study.

Balance of assessments is a balance over the course of study and not a balance within a semester or between semesters.

Balance of assessment means judgments about students’ achievements of all the assessable general objectives are made a number of times using a variety of assessment techniques and a range of assessment conditions over the developmental two-semester course.

See also Section 5.6 Requirements for verification folio.

**Mandatory aspects of the syllabus**

Judgments about student achievement made at exit from a course of study must be based on mandatory aspects of the syllabus.

The mandatory aspects are:

- the general objectives of Comprehension (receptive communication) and Conveying meaning (productive communication) and
- a minimum of two themes.

To ensure that the judgment of student achievement at exit from a two-semester course of study is based on the mandatory aspects, the exit standards for the criteria stated in the standards matrix (refer to Section 5.8.1) must be used.

**Significant aspects of the course of study**

Judgments about student achievement made at exit from a course of study must be based on significant aspects of the course of study.

Significant aspects are those areas described in the school’s work program that have been selected from the choices permitted by the syllabus to meet local needs.

The significant aspects must be consistent with the general objectives of the syllabus and complement the developmental nature of learning in the course over two semesters.
Selective updating

Judgments about student achievement made at exit from a course of study must be selectively updated throughout the course.

Selective updating is related to the developmental nature of the course of study and works in conjunction with the principle of fullest and latest information.

As subject matter is treated at increasing levels of complexity, assessment information gathered at earlier stages of the course may no longer be representative of student achievement. Therefore, the information should be selectively and continually updated (not averaged) to accurately represent student achievement.

Schools may apply the principle of selective updating to the whole subject group or to individual students.

Whole subject group

A school develops an assessment program so that, in accordance with the developmental nature of the course, later assessment information based on the same groups of objectives replaces earlier assessment information.

Individual students

A school determines the assessment folio for verification or exit. The student's assessment folio must be representative of the student's achievements over the course of study. The assessment folio does not have to be the same for all students, however the folio must conform to the syllabus requirements and the school's approved work program.

Selective updating must not involve students reworking and resubmitting previously graded responses to assessment instruments.

Fullest and latest information

Judgments about student achievement made at exit from a course of study must be based on the fullest and latest information available.

- "Fullest" refers to information about student achievement gathered across the range of general objectives.
- "Latest" refers to information about student achievement gathered from the most recent period in which achievement of the general objectives is assessed.

Although the assessment program is developmental, in an extension subject, fullest and latest information will come from most of Year 12.

The fullest and latest assessment data on mandatory and significant aspects of the course of study is recorded on a student profile.

5.2 Planning an assessment program

To achieve the purposes of assessment listed at the beginning of this section, schools must consider the following when planning a standards-based assessment program:

- general objectives (see Section 2)
- learning experiences (see Section 4)
- principles of exit assessment (see Section 5.1)
- variety in assessment techniques over the two-semester course (see Section 5.5)
• conditions in which assessment instruments are undertaken (see Section 5.5)
• verification folio requirements, that is, the range and mix of assessment instruments necessary to reach valid judgments of students’ standards of achievement (see Section 5.6)
• exit standards (see Section 5.7).

In keeping with the principle of continuous assessment, students should have opportunities to become familiar with the assessment techniques that will be used to make summative judgments.

Further information can be found at: www.qsa.qld.edu.au (select Years 10-12 > Years 11-12 subjects).

5.3 Special provisions

Guidance about the nature and appropriateness of special provisions for particular students may be found in the Authority’s Policy on Special Provisions for School-based Assessments in Authority and Authority-registered subjects (2009), available from www.qsa.qld.edu.au (select Years 10-12 > Moderation and quality assurance).

This statement provides guidance on responsibilities, principles and strategies that schools may need to consider in their school settings.

To enable special provisions to be effective for students, it is important that schools plan and implement strategies in the early stages of an assessment program and not at the point of deciding levels of achievement. The special provisions might involve alternative teaching approaches, assessment plans and learning experiences.

5.4 Authentication of student work

It is essential that judgments of student achievement are made on accurate and genuine student assessment responses. Teachers should ensure that students’ work is their own, particularly where students have access to electronic resources or when they are preparing collaborative tasks.

The QSA information statement Strategies for authenticating student work for learning and assessment is available from www.qsa.qld.edu.au (search on “authenticating”). This statement provides information about various methods teachers can use to monitor that students’ work is their own. Particular methods outlined include:

• students’ planning production of drafts and final responses
• teachers seeing plans and drafts of student work
• maintaining documentation of the development of responses
• students acknowledging resources used.

Teachers must ensure students use consistent accepted conventions of in-text citation and referencing, where appropriate.

5.5 Assessment techniques

The techniques and associated conditions of assessment most suited to the judgment of student achievement in this subject are described below. The general objectives and criteria to which each technique is best suited are also indicated.
For each criterion, standards are described. These standards descriptors are used to determine the properties or characteristics to be assessed by individual assessment instruments. The properties or characteristics for each instrument determined by a school are termed criteria. Therefore, the criteria for an assessment instrument are drawn from the syllabus standards descriptors for relevant criteria (see Section 5.8.1 Standards matrix).

Schools decide the instruments to be used for assessment. For each assessment instrument, schools develop a criteria sheet: a tool for making judgments about the quality of students’ responses to an assessment instrument. It lists the properties or characteristics used to assess students’ achievements. Students must be given a criteria sheet for each assessment instrument.

Where students undertake assessment in a group or team, instruments must be designed so that teachers can validly assess the work of individual students and not apply a judgment of the group product and processes to all individuals.

### 5.5.1 Interrelationships of the four macroskills

The course of study should give equal emphasis to all four macroskills. This may vary during the course, depending on the nature of the particular topic, but a broad balance should be maintained. At the time of exit, all four macroskills have equal status.

In all four macroskills — Listening, Reading, Speaking and Writing — students should perform tasks set in communicative contexts. A communicative task may involve more than one macroskill (for example, a conversation involves listening and speaking; answering a letter involves reading and writing). Despite this, it is most important that each macroskill be assessed separately to ensure that students’ different rates of development in the macroskills do not prevent them from demonstrating their true ability in any particular skill.

Assessment of student achievement should not be seen as a separate entity but as an integral part of the developmental learning process and should reflect the learning experiences of the students. An effective course of study includes a variety of learning experiences, and therefore a range of assessment tasks needs to be employed in gathering assessment data over the one year of the course.

Any single assessment task may indicate achievement in more than one of the course objectives. In designing assessment instruments, teachers need to ensure that the task chosen is capable of demonstrating achievement in the particular objectives on which it is focused. Care must be taken to ensure validity and reliability of assessment tasks.

A range and variety of assessment tasks should be used to provide a suitable balance to ensure achievement of a diversity of objectives and to allow for discrimination. The use of French for questions and responses in demonstrating comprehension of some spoken or written texts is strongly encouraged.

All assessment tasks will assess the students’ ability to communicate at an advanced level of proficiency in French. The tasks will ensure a balance in the four macroskills and across a range of text types. Through communicating in French across these skills and text types, the students’ knowledge and understanding of the themes and the perspectives which they provide on current issues will be assessed. An assessment task may focus on a single macroskill or may combine macroskills.

Assessment of listening and reading demands the use of authentic texts differing in length, purpose and style. In testing proficiency in these skills, the nature of the task should determine whether responses are more appropriate in French or English.

Section 5.5.2 gives suggestions for appropriate assessment tasks in each macroskill.
The criteria and assessment conditions for each macroskill are to be applied to each assessment task.

### 5.5.2 Assessment tasks associated with macroskills

#### Listening tasks

Students will listen to authentic listening texts differing in length, purpose and style, based on familiar and unfamiliar material. Listening texts should vary in mode of delivery, e.g. face to face, phone, film or audio. The number of times students will hear the text will vary according to text type, context, length and complexity.

Texts could include interviews, announcements, messages, advertisements, conversations (of others), selected news bulletins, media commentaries, stories.

Written responses could include a written summary or commentary, a retelling of a story, personal interpretation of a text, or detailed analysis and evaluation of a text.

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<tr>
<th>Conditions</th>
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<tbody>
<tr>
<td>• In general, texts should be heard twice. Complex texts may be heard three times.</td>
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<tr>
<td>• The length of listening texts should be appropriate to the text type.</td>
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<tr>
<td>• Judicious pauses in longer texts are allowed.</td>
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<td>• Each task should allow for responses to cover all aspects of the criterion.</td>
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<th>Criterion</th>
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<td>Across Comprehending — Knowing and understanding, and Critically analysing and responding</td>
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#### Reading tasks

Students will read a variety of authentic texts that differ in length, purpose and complexity. In reading, especially, students should be able to cope with a text that has complexity of structure and ideas. They will be required to demonstrate their knowledge and understanding of the language and ideas in texts, including the attitude and intention of the author and sociocultural references.

This understanding may be shown through direct comprehension of the text or through reorganisation of the content into some other form, whereby decisions and judgments will be made based on the text and a wider understanding of French society.

Texts could include magazine articles, newspaper articles, webpages, internet articles, personal/business letters, emails, literary texts, e.g. poems, short stories, travel brochures, advertisements, television/radio programs, cartoons, sets of instructions.

Responses could include written summaries or commentaries, retelling a story, comparisons of different reports of the same event, personal interpretations of a text, or detailed analyses and evaluations of a text.

<table>
<thead>
<tr>
<th>Conditions</th>
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<tr>
<td>• Using dictionaries is an important skill to develop in the teaching context, but to allow for the application of all aspects of the criterion, dictionaries must not be used in the assessment of reading.</td>
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<tr>
<td>• The length and type of reading text should be appropriate to the text type.</td>
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<td>• Each task should allow for responses that cover all aspects of the criterion.</td>
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<tr>
<td>Across Comprehending — Knowing and understanding, and Critically analysing and responding</td>
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### Speaking tasks

Students will speak in a range of situations for communicative purposes.

Assessment of speaking should emphasise spontaneity of expression, showing ability to cope with unpredictability.

Students should be able to deliver a talk with some element of preparation, giving informed opinions and expressing ideas logically and coherently.

Contexts could include one-to-one interviews or conversations, small-group discussions, debates, formal speeches/presentations, responses to stimuli such as pictures, maps, cartoons, brochures or roleplays.

### Conditions

- All tasks require spontaneous language use in realistic situations.
- All speaking tasks for each student must be recorded.
- For unprepared tasks:
  - students will not receive the questions to be asked by the teacher before the task
  - students may be given up to 10 minutes perusal time
  - during this time, students are able to make notes (but not access reference material) and use them during the performance.
- For prepared tasks:
  - preparation time should reflect the text type being presented
  - students could use a range of visual aids, e.g. datashow presentations, but should not read from a script
  - spontaneous answers to questions at the end of the talk will confirm the level of performance of the task.

### Criterion

Across Conveying meaning — Knowing and using language features, and Creating spoken language
### Writing tasks

Students will write texts differing in length, purpose and style. Each task should be set in an authentic context with a specific audience nominated and with a clear and realistic purpose.

Texts could include personal/business letters, emails, newspaper or journal articles, critiques of theatre performances or films, short stories, essays, commentaries on series of pictures, responses to stimulus material, scripts for plays, or formal and informal speeches.

At least one writing task should demonstrate spontaneity of expression, with no prior preparation. Students should also be able to produce a piece of writing with some element of preparation, giving informed opinions and expressing ideas logically and coherently.

### Conditions

- Written stimulus material in English or French should neither impede nor assist students in demonstrating their writing proficiency.
- Length will depend on the nature of the task and the text type, but at least one task must require an extended passage of writing of approximately 300 words by the end of Year 12.
- Instructions will be given in English.
- Dictionaries may be used.
- For everyday communicative tasks, responses will be written under supervision with no preparation.
- If the writing task demands a creative response, or expository or report writing, it may be necessary for the student to have done some preparatory reading and have stimulus material, books or notes to hand. There must be enough time allowed for the task.
- A research project of extended length may be produced, with a suggested minimum of 600 words.

### Criterion

Across Conveying meaning — Knowing and using language features, and Creating written language
5.6 Requirements for verification folio

As this is a subject where all assessment is done in Year 12 advice on both monitoring and verification folios is provided.

A monitoring folio is a collection of a student’s responses to assessment instruments on which the interim level of achievement is based.

Students’ monitoring folios for French Extension must contain:

- **One** response/performance in each macroskill (i.e. a total of **four** responses/performances), with specific criteria and standards attached and student achievement indicated.

A verification folio is a collection of a student’s responses to assessment instruments on which the level of achievement is based. For students who are to exit with two semesters of credit, each folio must contain the range and mix of assessment techniques for making summative judgments stated below.

**Note: Work submitted at monitoring is to be included in the verification folio requirement below.**

Students’ verification folios for French Extension must contain:

- **Two** responses/performances in each macroskill (i.e. a total of **eight** responses/performances), with specific criteria and standards attached and student achievement indicated.
- A minimum of **two** themes must be demonstrated and a range of text types must be covered.
- The student profile (see Section 5.6.1).

Student folios must be accompanied by:

- copies of the assessment instruments
- written transcripts of the Listening texts
- sample responses to the Listening and Reading tasks
- samples of teacher input or questions in Speaking tasks, and, where applicable, comments regarding student responses to the Speaking tasks
- recorded evidence of at least one spontaneous Speaking task (see Section 5.6.2).

For information about preparing monitoring and verification submissions schools should refer to [www.qsa.qld.edu.au](http://www.qsa.qld.edu.au) (select Years 10-12 > Moderation and quality assurance > Forms and procedures).

### 5.6.1 Student profile

The purpose of the student profile is to record student achievement over the two-semester course of study. Key elements on the profile include:

- semester units/themes/topics
- assessment instruments in each semester
- standard achieved in each criterion for each instrument
- instruments used for summative judgments
- interim level of achievement at monitoring and verification.
5.6.2 Confirmation of standards for speaking tasks

To enable confirmation of school judgments each school’s submission for Year 12 monitoring and verification must include recordings of three performances of a speaking task. This task must be:

- a teacher–student performance
- a sample from the current cohort
- able to provide opportunities for all aspects of the standards to be demonstrated.

Recordings must represent the best example of a:

- typical A standard
- typical B standard
- typical C standard.

If there is no representative sample of a typical standard, the next best example of that standard must be included.

If there is no sample of student work at a particular standard, no recording of that sample would be submitted. Conditions sheets must be annotated accordingly. If there were no A, B or C results in a cohort, no samples of student work would be submitted. Where there is no sample of a teacher-student performance at an A, B or C standard, a sample from another task may be provided.

All student performances of all speaking tasks should be recorded and retained; results in future performances cannot be guaranteed and further evidence may be required to substantiate school judgments.

Where there are more than nine students in a cohort, the recordings may be those of a student whose folio has not been included as a sample.

Sample recordings should be labelled with the standard awarded and the school’s name.

5.7 Exit standards

The purpose of standards is to make judgments about students’ levels of achievement at exit from a course of study. The standards are described in the same criteria as the assessable general objectives of the syllabus. The standards describe how well students have achieved the general objectives and are stated in the standards matrix.

The following criteria must be used:

- Criterion 1: Comprehension, for listening and reading
- Criterion 2: Conveying meaning, for speaking and writing.

Each criterion must be assessed in each semester, and each criterion is to make an equal contribution to the determination of exit levels of achievement.

5.8 Determining exit levels of achievement

When students exit the course of study, the school is required to award each student an exit level of achievement from one of the five levels:
• Very High Achievement (VHA)
• High Achievement (HA)
• Sound Achievement (SA)
• Limited Achievement (LA)
• Very Limited Achievement (VLA).

Exit levels of achievement are summative judgments made when students exit the course of study. For most students this will be after two semesters. For these students, judgments are based on exit folios providing evidence of achievement in relation to all general objectives of the syllabus and the standards.

All the principles of exit assessment must be applied when making decisions about exit levels of achievement.

**Determining a standard**

The standard awarded is an on-balance judgment about how the qualities of the student’s work match the standards descriptors overall in each criterion. This means that it is not necessary for the student to have met every descriptor for a particular standard in each criterion.

When standards have been determined in each of the criteria for this subject, the following table is used to award exit levels of achievement, where A represents the highest standard and E the lowest. The table indicates the minimum combination of standards across the criteria for each level.

**Awarding exit levels of achievement**

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>VHA</td>
<td>Standard A in any two macroskills and no less than a B in the remaining macroskills</td>
</tr>
<tr>
<td>HA</td>
<td>Standard B in any two macroskills and no less than a C in the remaining macroskills</td>
</tr>
<tr>
<td>SA</td>
<td>Standard C in any three macroskills and no less than a D in the remaining macroskill</td>
</tr>
<tr>
<td>LA</td>
<td>At least Standard D in any three macroskills</td>
</tr>
<tr>
<td>VLA</td>
<td>Standard E in the four macroskills</td>
</tr>
</tbody>
</table>

Some students may exit after one semester. For these students, judgments are based on folios providing evidence of achievement in relation to the general objectives of the syllabus covered to that point in time. The particular standards descriptors related to those objectives are used to make the judgment.

Further information can be found at: [www.qsa.qld.edu.au](http://www.qsa.qld.edu.au) (select Years 10-12 > Moderation and quality assurance > Forms and procedures (scroll to Additional guidelines and procedures)).
36 | French Extension Senior Syllabus 2009

5.8.1 Standards matrix

Comprehension — Listening

<table>
<thead>
<tr>
<th>Criterion</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Across a range of text types within the studied themes, the student work has the following characteristics:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowing and understanding</td>
<td>• essential information is accurately and comprehensively determined</td>
<td>• essential information is determined with reasonable accuracy</td>
<td>• essential information is generally identified</td>
<td>• some essential information is identified</td>
<td>• information presented is fragmented</td>
</tr>
<tr>
<td></td>
<td>• communicative intent and subtle messages are recognised</td>
<td>• communicative intent and most subtle messages are recognised</td>
<td>• communicative intent is recognised</td>
<td>• communicative intent is recognised</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• gist and detail are accurately identified</td>
<td>• gist and much of the detail are identified</td>
<td>• gist and some detail are identified</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• meaning of unknown words, phrases and complex language is comprehensively deduced</td>
<td>• meaning of unknown words, phrases and complex language is generally deduced</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• meaning of words is deduced where contextual support is strong</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Critically analysing and responding | • analysis and evaluation of information and ideas are effective and well-reasoned  
• implied purpose, attitude, intent, mood and tone are accurately identified  
• subtleties in humour, irony or sarcasm are recognised and explained  
• thorough and perceptive analysis and response to texts in terms of cultural values, attitudes and assumptions  
• well-justified decisions with comprehensive supporting evidence are presented. | • analysis and evaluation of information and ideas are generally well-supported  
• implied purpose, attitude, intent, mood or tone is identified  
• subtleties in humour, irony or sarcasm are recognised  
• thoughtful and logical analysis and response to texts in terms of cultural values, attitudes and assumptions  
• decisions are justified with relevant evidence. | • analysis of information and ideas is supported by some evidence from texts  
• purpose, attitude, intent, mood or tone are identified where they are clearly expressed  
• superficial analysis and response to texts in terms of cultural values, attitudes and assumptions  
• decisions are justified with relevant evidence. | • analysis of information and ideas is rudimentary  
• straightforward purpose, attitude, intent, mood or tone is occasionally identified  
• response to texts in terms of cultural values, attitudes and assumptions is superficial  
• decisions lack justification and may contain errors of comprehension. | • response to texts is sporadic, in terms of cultural values, attitudes and assumptions. |
## Comprehension — Reading

<table>
<thead>
<tr>
<th>Criterion</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• essential information is accurately and comprehensively determined</td>
<td>• essential information is determined with reasonable accuracy</td>
<td>• essential information is generally identified</td>
<td>• some essential information is identified</td>
<td>• information presented is fragmented</td>
</tr>
<tr>
<td></td>
<td>• communicative intent and subtle messages are recognised</td>
<td>• communicative intent and most subtle messages are recognised</td>
<td>• communicative intent and some subtle messages are recognised</td>
<td>• communicative intent is recognised</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• gist and detail is accurately identified</td>
<td>• gist and much of the detail are identified</td>
<td>• identification of gist and some detail</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• meaning of unknown words, phrases and complex language is comprehensively deduced</td>
<td>• meaning of unknown words, phrases and complex language is generally deduced</td>
<td>• deductes the meaning of words where contextual support is strong</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowing and understanding</td>
<td>• essential information is generally identified</td>
<td>• analysis and evaluation of information and ideas is effective and well-supported</td>
<td>• information and ideas are analysed, supported by some evidence from texts</td>
<td>• analysis of information and ideas is rudimentary</td>
<td>• response to texts is sporadic, in terms of cultural values, attitudes and assumptions.</td>
</tr>
<tr>
<td></td>
<td>• communicative intent and most subtle messages are recognised</td>
<td>• implied purpose, attitude, intent, mood or tone is accurately identified</td>
<td>• purpose, attitude, intent, mood and tone are identified where clearly expressed</td>
<td>• occasionally identifies straightforward purpose, attitude, intent, mood or tone</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• gist and much of the detail are identified</td>
<td>• recognition of subtleties in humour, irony or sarcasm</td>
<td>• superficial analysis and response to texts in terms of cultural values, attitudes and assumptions</td>
<td>• response to texts in terms of cultural values, attitudes and assumptions is superficial</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• meaning of unknown words, phrases and complex language is generally deduced</td>
<td>• thoughtful and logical analysis and response to texts in terms of cultural values, attitudes and assumptions</td>
<td>• thoughtful and logical analysis and response to texts in terms of cultural values, attitudes and assumptions</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• deductes the meaning of words where contextual support is strong</td>
<td>• decisions are usually supported with some evidence, but may contain errors of comprehension</td>
<td>• decisions are usually supported with some evidence, but may contain errors of comprehension</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• some essential information is identified</td>
<td>• decisions lack justification and may contain errors of comprehension</td>
<td>• decisions lack justification and may contain errors of comprehension</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• communicative intent is recognised</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• some essential information is identified</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• communicative intent is recognised</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• deductes the meaning of words where contextual support is strong</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• thoughtful and logical analysis and response to texts in terms of cultural values, attitudes and assumptions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• decisions are usually supported with some evidence, but may contain errors of comprehension</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• decisions lack justification and may contain errors of comprehension</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Across a range of text types within the studied themes, the student work has the following characteristics:
**Conveying meaning — Speaking**

<table>
<thead>
<tr>
<th>Criterion</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowing and using language features</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>displays skilful control over a wide range of linguistic elements</td>
<td>good control over a range of linguistic elements is displayed, with errors rarely impeding meaning</td>
<td>reasonable control over a range of linguistic elements is displayed, with some errors occurring in familiar structures</td>
<td>control over well-rehearsed linguistic elements is generally displayed, with errors occurring in less familiar structures</td>
<td>some high-frequency linguistic elements and text structures are used but meaning is often impaired</td>
</tr>
<tr>
<td></td>
<td>manipulation of text structure and register, including idiom and colloquialisms, is effective and proficient</td>
<td>manipulation of text structure and register is competent</td>
<td>text structure and register are adapted to convey meaning</td>
<td>high-frequency text structures and register are used</td>
<td>pronunciation, fluency, rhythm, stress and intonation display such interference from the L1 that meaning is impaired</td>
</tr>
<tr>
<td></td>
<td>pronunciation, fluency, rhythm, stress and intonation display minimal interference from the L1</td>
<td>pronunciation, fluency, rhythm, stress and intonation display occasional interference from the L1</td>
<td>pronunciation, fluency, rhythm, stress and intonation display interference from the L1</td>
<td>pronunciation, fluency, rhythm, stress and intonation display significant interference from the L1</td>
<td></td>
</tr>
<tr>
<td><strong>Creating spoken language</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>meaning is effectively and sensitively conveyed through confident manipulation of spoken language</td>
<td>meaning is successfully conveyed through manipulation of spoken language</td>
<td>essential meaning is conveyed</td>
<td>essential meaning is impeded, although some straightforward ideas are presented effectively</td>
<td>essential meaning is impeded</td>
</tr>
<tr>
<td></td>
<td>ideas are developed and expressed coherently</td>
<td>ideas are developed and expressed coherently</td>
<td>straightforward ideas are presented effectively</td>
<td>language use is hesitant, with lengthy pauses</td>
<td>language use is hesitant, with lengthy pauses</td>
</tr>
<tr>
<td></td>
<td>language use is fluent, flexible and appropriate to the audience and cultural setting</td>
<td>language use is generally fluent, flexible and appropriate to the audience and cultural setting</td>
<td>language use is generally fluent and, on most occasions, appropriate to the audience and cultural setting</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>conversation is initiated and consistently sustained.</td>
<td>conversation is initiated and sustained.</td>
<td>conversation is sustained in familiar situations.</td>
<td></td>
<td>language use is hesitant, with lengthy pauses.</td>
</tr>
</tbody>
</table>

Queensland Studies Authority | 39
Conveying meaning — Writing

<table>
<thead>
<tr>
<th>Criterion</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowing language features</td>
<td>displays skilful control over a wide range of linguistic elements</td>
<td>displays good control over a range of linguistic elements, with errors rarely impeding meaning</td>
<td>displays reasonable control over a range of linguistic elements, with some errors occurring in familiar structures</td>
<td>generally displays control over well-rehearsed linguistic elements, with errors occurring in less familiar structures</td>
<td>some high-frequency text structures and linguistic elements are used but meaning is often impaired</td>
</tr>
<tr>
<td></td>
<td>use of an extensive vocabulary, including a range of idiom and colloquialisms</td>
<td>use of a range of vocabulary and familiar idiom</td>
<td>use of a range of vocabulary and familiar idiom</td>
<td>use of a range of familiar vocabulary and some common idiom</td>
<td>high-frequency text structures and register are used</td>
</tr>
<tr>
<td></td>
<td>effective and proficient manipulation of text structure and register</td>
<td>competent manipulation of text structure and register</td>
<td>text structure and register are adapted to convey meaning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creating written language</td>
<td>meaning is effectively and sensitively conveyed through confident manipulation of written language</td>
<td>meaning is successfully conveyed</td>
<td>essential meaning is conveyed</td>
<td>essential meaning is impeded, although some straightforward ideas are presented</td>
<td>essential meaning is impeded</td>
</tr>
<tr>
<td></td>
<td>original ideas are developed and expressed coherently and effectively</td>
<td>ideas are developed and expressed coherently</td>
<td>straightforward ideas are presented effectively</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>written language is fluent, flexible and appropriate to the text type, audience and cultural setting.</td>
<td>written language is generally fluent, flexible and appropriate to the text type, audience and cultural setting.</td>
<td>written language is generally fluent and, on most occasions, appropriate to the text type, audience and cultural setting.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Across a range of text types within the studied themes, the student work has the following characteristics:
6. Language education

Although teachers of Senior English have a special responsibility for language education, it is the responsibility of all teachers to develop and monitor students’ abilities to use the forms of language appropriate to their own subject areas. Their responsibility entails developing the following skills:

- ability in the selection and sequencing of information required in the various forms (such as reports, essays, interviews and seminar presentations)
- the use of technical terms and their definitions
- the use of correct grammar, spelling, punctuation and layout.

Assessment in all subjects needs to take appropriate use of language into consideration.

Teachers of languages play a major role in the general language development of their students. In learning another language, students gain an understanding of the nature of language through comparing the systems of English with those of the other language. Attention is given to communication skills, different forms, styles and purposes of language, the appropriateness of the language used, its structure and “correct” use.

Students’ literacy skills in English are enhanced by the learning strategies employed in learning another language. Using these strategies, students develop a greater sensitivity to and understanding of English.
7. Quantitative concepts and skills

Success in dealing with issues and situations in life and work depends on the development and integration of a range of abilities, such as being able to:

- comprehend basic concepts and terms underpinning the areas of number, space and measurement
- extract, convert or translate information given in numerical forms, diagrams, maps, graphs or tables
- use calculators and computers
- use skills or apply concepts from one problem or one subject domain to another.

Some subjects focus on the development and application of numerical and other mathematical concepts and skills. These subjects may provide a basis for the general development of such quantitative skills or have a distinct aim, such as to prepare students to cope with the quantitative demands of their personal lives or to participate in a specific workplace environment.

Nevertheless, in all subjects students are to be encouraged to develop their understanding and to learn through the incorporation — to varying degrees — of mathematical strategies and approaches to tasks. Similarly, students should be presented with experiences that stimulate their mathematical interest and hone those quantitative skills that contribute to operating successfully within each of their subject domains.

The distinctive nature of a subject may require that new mathematical concepts be introduced and new skills be developed. In many cases, however, it will be a matter for teachers, in the context of their own subjects, having to encourage the use of quantitative skills and understandings that were developed previously by their students. Within appropriate learning contexts and experiences in the subject, opportunities are to be provided for revising, maintaining, and extending such skills and understandings.
8. Educational equity

Equity means fair treatment of all. In developing work programs from this syllabus, schools should incorporate the following concepts of equity.

All young people in Queensland have a right to gain an education that meets their needs and prepares them for active participation in creating a socially just, equitable and democratic global society. Schools need to provide opportunities for all students to demonstrate what they know and can do. All students, therefore, should have equitable access to educational programs and human and physical resources. Teachers should ensure that particular needs of the following groups of students are met: female students; male students; Aboriginal students; Torres Strait Islander students; students from non–English-speaking backgrounds; students with disabilities; students with gifts and talents; geographically isolated students; and students from low socioeconomic backgrounds.

Subject matter chosen should include, whenever possible, the contributions and experiences of all groups of people. Learning contexts and community needs and aspirations should also be considered. In choosing appropriate learning experiences teachers can introduce and reinforce non-racist, non-sexist, culturally sensitive and unprejudiced attitudes and behaviour. Learning experiences should encourage the participation of students with disabilities and accommodate different learning styles.

Resource materials used should recognise and value the contributions of both females and males to society and include social experiences of both genders. Resource materials should also reflect cultural diversity within the community and draw from the experiences of the range of cultural groups in the community.

To allow students to demonstrate achievement, barriers to equal opportunity need to be identified, investigated and removed. This may involve being proactive in finding the best ways to meet the diverse range of learning and assessment needs of students. The variety of assessment techniques in the work program should allow students of all backgrounds to demonstrate their knowledge and skills related to the criteria and standards stated in this syllabus. Syllabus criteria and standards should be applied in the same way to all students.

Teachers should consider equity policies of individual schools and schooling authorities, and may find the following resources useful for devising an inclusive work program:


9. Resources

Text and reference books
A wide variety of textbooks and resource materials that could be used as sources of information about French Extension are available. Book suppliers provide information regarding current publications.

World wide web
(These websites were all active as this publication went to press.)
Many interactive and static websites can be used to enhance a course in French Extension and often include useful resources. Some particularly useful sites include:

About.com <www.about.com> A general site for many aspects of life. You can use the search facility to direct you to French topics. A free newsletter which provides regular updates on useful resources is available by subscription.

Bonjour de France! <www.bonjourdefrance.com> (online French magazine)

Intercultural Language Learning and Teaching in Practice <www.illlp.unisa.edu.au>

Languages Online <http://atschool.eduweb.co.uk/rgshiwyc/school/curric/HotPotatoes/>

The Learning Federation <http://www.thelearningfederation.edu.au>

Le Point du FLE <www.lepointdufle.net> (French language resources)

Lingualearn. A large language consultancy offering a comprehensive range of language products and services, e.g. translations and language courses. The website is an online resource centre for advice, information, language services, products to buy and useful links. <www.lingualearn.co.uk>

Quia. <www.quia.com> An educational technology website that gives teachers the ability to create customised educational software online, built around their own course materials and made available to students over the web. Also offers assessment and analysis tools and classroom management features, such as class pages, calendars, and grade books.

TV5 Monde <www.TV5.org> (the world's leading French-language network, broadcasting news, films, sports and so much more, 24/7)

Zut! Interactive Activities for French Teachers and Learners <www.zut.org.uk/index.html>

Newspaper reports
Many national and local newspapers carry regular pages, columns and features that would be useful for French Extension. The compilation of news files on particular topics can broaden students' knowledge and provide a valuable source of material for developing assessment instruments.

Periodicals
Journals and periodicals provide current, relevant information. Journals and periodicals relevant to French Extension may include:

Phosphore, Okapi, Authentik, Étincelle and Chez Nous.

School librarians should be able to provide assistance with identifying and locating other useful periodicals.
**Electronic media and learning technology**

There are many videos, DVDs, computer software programs and CD-ROMs that are useful for a course in French Extension — as learning tools, to gain access to information presented in a variety of forms and to help students with ICT skills. Educational program distributors are able to supply updated resource lists.

**Organisations and community resources**

(Websites in this section were all active as this publication went to press.)

A variety of government and community organisations provide personnel, advice, resources and information to help construct a course in French Extension. Some of these include:

- Alliance Française <www.afbrisbane.com>
- Australian Federation of Modern Language Teachers Associations Inc. (AFMLTA) <www.afmlta.asn.au>
- French Embassy <www.ambafrance-au.org>
- French language departments and libraries of tertiary institutions
- Modern Language Teachers Association of Queensland Inc. (MLTAQ) <www.mltaq.asn.au> (French Teachers Branch)
10. Glossary

**Attitudes:** The way the speaker or writer feels about the topic, the situation and the audience, for example, adoring, empathetic, amused, diffident, disgusted, sad, angry, bitter.

**Authentic text:** A text (original or modified) that would be accepted by a background speaker for communicative purposes.

**Background speaker:** A person who has been born, raised and lived in an environment where the language is a major language of communication. They have had sustained formal education in that language and speak and write that language at home and/or outside the classroom in a sustained manner with other background speakers for purposes of communication.

**Coherence/coherent:** An underlying theme or organisation of a text.

**Cohesion/cohesive devices:** Language items that convey grammatical or word relationships between different parts of texts or within sentences. Can be through the reference system (for example, pronouns, possessives, use of articles), through connectors (for example, conjunctions, adverbs) and through word sets and word chains (for example, synonyms, classes and subclasses of words).

**Communication strategies:** The ways students with limited command of language express meaning (for example, by circumlocution) and attempt to keep conversation going (for example, asking for clarification or meaning).

**Fluency:** The ability to write or speak with ease: includes good speech production, effective communication, background-speaker-like use of pauses, rhythm, intonation, stress, rate of speech and use of interruptions and interjections.

**Gist:** The substance or essence of a matter.

**Heritage speaker:** A person with a cultural and/or familial connection to a language and who is an active and regular user of that language, particularly in oral and aural aspects. They have not been formally educated in that language and have not recently lived for any significant period of time in a country where that language is the major language of communication.

**Intention:** The speaker or writer's purpose; for example, to inform, amuse, (re)establish cordial relationships, admonish, shock or embarrass into action.

**Intercultural understanding:** The ability to view the world, not from the single perspective of one's own first language and culture, but from multiple perspectives. At the most basic level, it is the ability to see the difference between the target culture and the learner’s own culture. At the highest cognitive level, it is the ability to integrate the two perspectives to come to a “third position” and be able to make appropriate choices.

**Language features:** Parts of the language system; for example, phonemes (sounds), words, phrases, sentences, utterances, discourse.

**Metacognitive strategies:** Strategies involving thinking about the learning process, planning for learning, monitoring the learning task and evaluating how well one has learned or used language.

**Pause fillers:** Expressions to fill gaps in conversation (for example, er, ummm); routines to keep conversation going, which can be questions to show interest, or feedback such as *Did you? Really?* and sympathetic noises such as *… aah … ooh.*

**Productive (composing) mode:** A mode that involves the skills of speaking and writing.
Receptive (comprehending) mode: A mode that involves the skills of listening and reading.

Register: Varieties of language defined according to the characteristics of the context in which the language is used. This includes the situation, which may refer to the subject matter of the variety (for example, science or advertising); mode (whether speech or writing); manner (that is, the social relations between the participants as shown by variations in formality).

Sociocultural: Knowing and understanding the features of the target culture, from “mimicking” to “incorporating” these features into learners’ own behaviours.

Spontaneous language: Spontaneous language refers to the use of language that has not been deliberately prepared and in which unrehearsed utterances are used. A talk that is prepared in advance with or without notes or memorisation is not spontaneous, but unrehearsed discussion with the audience at the end is spontaneous.

Structure: The arrangement of words and morphemes into larger units, for example, phrases, clauses, sentences.

Syntax: Ways words combine to form sentences or the rules that govern the formation of sentences.

Text: A coherent piece of spoken/signed, written, nonverbal, visual or auditory language, or some or all of these in combination, produced in an interaction in a social context.

Text type: A conventional or characteristic type of spoken or written text; for example, face-to-face conversation, television news bulletin, short story, newspaper editorial, personal letter, poster.

Tone: The emotional overlay and/or intent in a text, for example, an angry tone in a Letter to the Editor with intent to criticise and confront.