

**B O A R D O F S T U D I E S**  
NEW SOUTH WALES

# **French Continuers**

## **Stage 6**

## **Syllabus**

### **PLEASE NOTE**

The assessment and HSC examination requirements detailed in this syllabus refer to the 2009 HSC. New Assessment and Reporting information will apply to this syllabus for the 2010 HSC and beyond.

Updated June 2008 – BOS 31/08, Vol 17 No 3

© 2008 Copyright Board of Studies NSW for and on behalf of the Crown in right of the State of New South Wales.

This document contains Material prepared by the Board of Studies NSW for and on behalf of the State of New South Wales. The Material is protected by Crown copyright.

All rights reserved. No part of the Material may be reproduced in Australia or in any other country by any process, electronic or otherwise, in any material form or transmitted to any other person or stored electronically in any form without the prior written permission of the Board of Studies NSW, except as permitted by the *Copyright Act 1968*. School students in NSW and teachers in schools in NSW may copy reasonable portions of the Material for the purposes of bona fide research or study.

When you access the Material you agree:

- to use the Material for information purposes only;
- to reproduce a single copy for personal bona fide study use only and not to reproduce any major extract or the entire Material without the prior permission of the Board of Studies NSW;
- to acknowledge that the Material is provided by the Board of Studies NSW.
- not to make any charge for providing the Material or any part of the Material to another person or in any way make commercial use of the Material without the prior written consent of the Board of Studies NSW and payment of the appropriate copyright fee;
- to include this copyright notice in any copy made;
- not to modify the Material or any part of the Material without the express prior written permission of the Board of Studies NSW.

The Material may contain third party copyright materials such as photos, diagrams, quotations, cartoons and artworks. These materials are protected by Australian and international copyright laws and may not be reproduced or transmitted in any format without the copyright owner's specific permission. Unauthorised reproduction, transmission or commercial use of such copyright materials may result in prosecution.

The Board of Studies has made all reasonable attempts to locate owners of third party copyright material and invites anyone from whom permission has not been sought to contact the Copyright Officer, ph (02) 9367 8289, fax (02) 9279 1482.

Published by Board of Studies NSW  
GPO Box 5300  
Sydney 2001  
Australia

Tel: (02) 9367 8111  
Fax: (02) 9367 8484  
Internet: <http://www.boardofstudies.nsw.edu.au>

ISBN 0 7313 4303 4

2008408

## Contents

1	The Higher School Certificate Program of Study.....	5
2	Introduction to French in the Stage 6 Curriculum .....	6
	2.1 The Language .....	6
	2.2 Description of Target Group .....	6
	2.3 Rationale .....	6
3	Continuum of Learning for French Stage 6 Students .....	7
4	Aims .....	9
5	Objectives .....	9
6	Course Structure.....	10
7	Objectives and Outcomes .....	11
	7.1 Table of Objectives and Outcomes .....	11
	7.2 Key Competencies .....	12
8	Content of French Preliminary and HSC Courses.....	13
	8.1 Themes, Topics and Sub-topics .....	13
	8.2 Tasks .....	15
	8.3 Text Types.....	16
	8.4 Vocabulary.....	16
	8.5 Grammar .....	16
9	Course Requirements .....	20
10	Post-school Opportunities .....	21
11	Assessment and Reporting.....	22
	11.1 Requirements and Advice .....	22
	11.2 Internal Assessment .....	23
	11.3 External Examinations .....	23
	11.4 Board Requirements for the Internal Assessment Mark in Board Developed Courses.....	24
	11.5 Assessment Components, Weightings and Tasks .....	25
	11.6 HSC External Examinations Specifications .....	26
	11.7 Summary of Internal and External Assessment .....	28
	11.8 Summary of Examination Specifications .....	29
	11.9 Criteria for Judging Performance .....	30
	11.10 Reporting Student Performance Against Standards.....	31



# 1 The Higher School Certificate Program of Study

The purpose of the Higher School Certificate program of study is to:

- provide a curriculum structure which encourages students to complete secondary education;
- foster the intellectual, social and moral development of students, in particular developing their:
  - knowledge, skills, understanding and attitudes in the fields of study they choose
  - capacity to manage their own learning
  - desire to continue learning in formal or informal settings after school
  - capacity to work together with others
  - respect for the cultural diversity of Australian society;
- provide a flexible structure within which students can prepare for:
  - further education and training
  - employment
  - full and active participation as citizens;
- provide formal assessment and certification of students' achievements;
- provide a context within which schools also have the opportunity to foster students' physical and spiritual development.

## 2 Introduction to French in the Stage 6 Curriculum

### 2.1 The Language

The language to be studied and assessed is the modern standard version of French. While the focus of study will be the French spoken in metropolitan France, students may also encounter French spoken in other francophone countries. Students should be aware of different levels of language, for example formal, informal, some colloquialisms and slang. Students are expected to know that dialects do exist. However, they are not required to study them.

### 2.2 Description of Target Group

The *French Continuers Stage 6 Syllabus* is designed for the student who, typically, will have studied French for 400–500 hours by completion of Stage 6. Some students with less formal experience will also be able to meet the requirements of the syllabus successfully.

### 2.3 Rationale

The study of French contributes to the overall education of students, particularly in the areas of communication, cross-cultural understanding, literacy and general knowledge. The study of French promotes understanding of different attitudes and values within the wider Australian community and beyond. It will better equip students as travellers and provide access to a significant part of the culture, traditions and attitudes of French-speaking countries and communities such as our South Pacific neighbours (New Caledonia, Tahiti, Vanuatu), South-East Asia (Cambodia, Laos, Vietnam), Europe (France, Switzerland, Belgium, Luxembourg), Africa (Morocco, Senegal, Tunisia), the Middle East, the Indian Ocean region (Madagascar, Mauritius, Reunion Island), Canada and the West Indies.

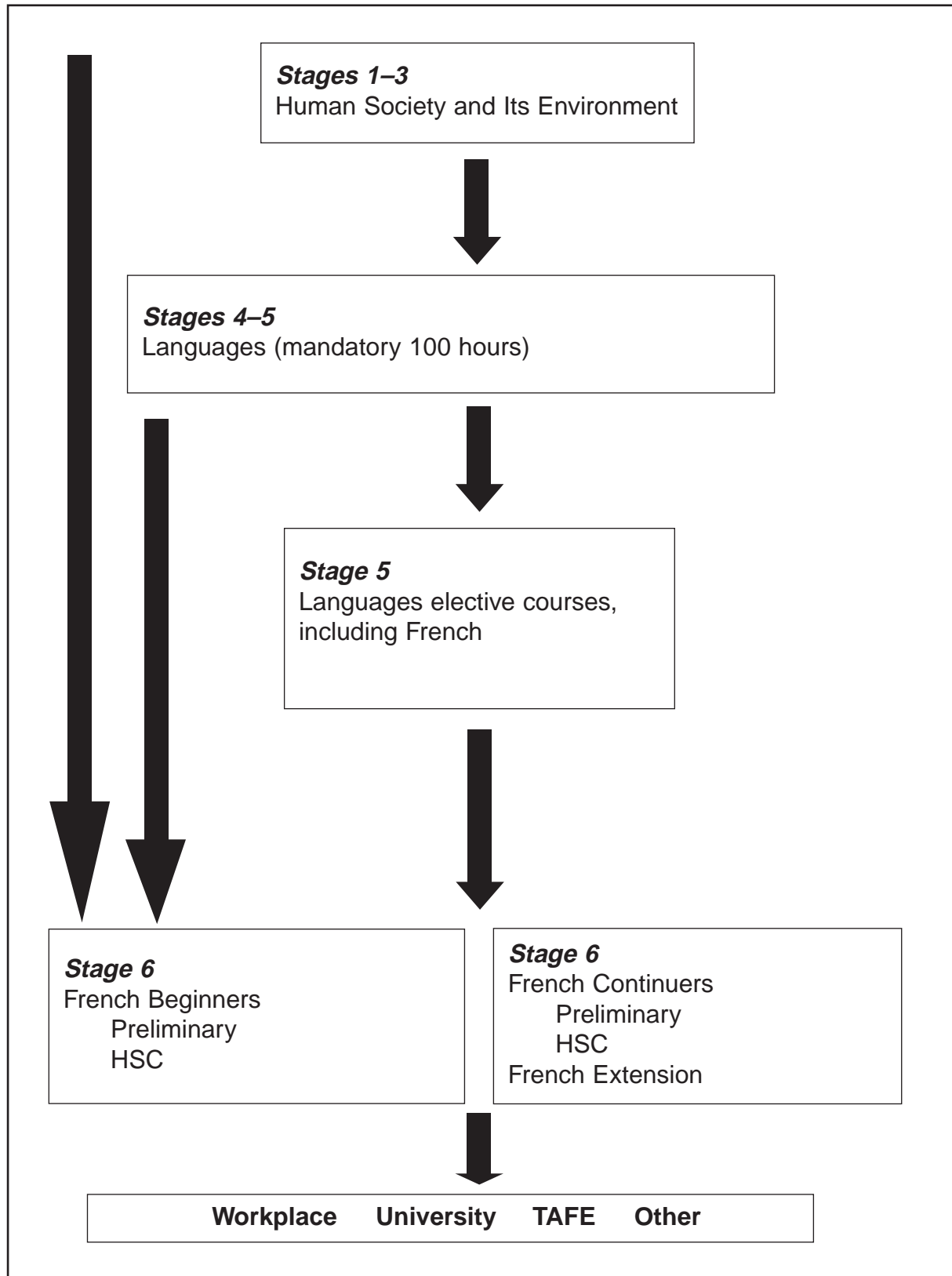
French is an official language for the Olympic Games, the United Nations, the European Union, the South Pacific Commission, the Organisation for African Unity and international conferences.

Students will develop linguistic ability and gain cultural understanding through the study of the French language. The ability to communicate in French should also promote understanding, harmony and cooperation with French-speaking communities in Australia and may provide students, in conjunction with their other skills, with enhanced vocational opportunities.

Knowledge of French may be an advantage in seeking employment in many fields such as the arts, banking and international finance, commerce, cuisine and catering, diplomacy, education and research, fashion and cosmetics, government, hospitality (eg hotels, restaurants), law, media (eg journalism), science and technology, tourism (eg airlines), translation and interpreting, and wine-making.

The study of French enhances enjoyment and appreciation of French culture through film, literature, music, cuisine, art and sport.

### 3 Continuum of Learning for French Stage 6 Students



## French Continuers Stage 6 Syllabus

---

The New South Wales curriculum provides opportunities for students to study a language or languages from Stage 1 through to Stage 6.

In the K–6 (Stages 1–3) Human Society and Its Environment key learning area, students develop an awareness of languages and may learn about the world through the study of a language such as French.

In Years 7–10, a language is a mandatory component of the School Certificate, with students being required to complete 100 hours of language study. Elective study in Stages 4–5 in French builds upon the mandatory study.

Stage 6 offers the opportunity to continue the study of French at Continuers level with the option of a French Extension course. Students may also begin the study of French in Stage 6.

## 4 Aims

The aims of the syllabus are to develop students':

- ability to use French to communicate with others
- understanding and appreciation of the cultural contexts in which French is used
- ability to reflect on their own culture(s) through the study of other cultures
- understanding of language as a system
- ability to make connections between French and English and/or other languages
- cognitive, learning and social skills
- potential to apply French to work, further study, training or leisure.

## 5 Objectives

Students should be able to achieve the following objectives:

Objective 1 – exchange information, opinions and experiences in French

Objective 2 – express ideas through the production of original texts in French

Objective 3 – analyse, process and respond to texts that are in French

Objective 4 – understand aspects of the language and culture of  
French-speaking communities.

Meeting these objectives will involve using the skills of listening, speaking, reading and writing, either individually or in combination, and being able to move between French and English.

## **6 Course Structure**

### **The Preliminary Course (120 indicative hours)**

The Preliminary course has, as its organisational focus, themes and associated topics. Students' skills in, and knowledge and understanding of, French will be developed through tasks associated with a range of texts and text types that reflect the themes and topics. Students will also gain an insight into the culture and the language of French-speaking communities through the study of a range of texts.

### **The HSC Course (120 indicative hours)**

The HSC course focuses on the three prescribed themes and associated topics. Students will gain a broader and deeper understanding of French and will extend and refine their communication skills in the language. As they expand the range of tasks, texts and text types studied, students' knowledge and understanding of the culture and the language of French-speaking communities will develop further.

## 7 Objectives and Outcomes

### 7.1 Table of Objectives and Outcomes

The outcomes listed below represent the knowledge, skills and understanding that students will achieve by the end of the HSC course based on this syllabus. The outcomes have been linked to one objective but may derive from more than one. The degree to which students achieve these outcomes will be reported in the performance scale.

Objectives	Outcomes
The student will: 1. exchange information, opinions and experiences in French	The student: 1.1 uses a range of strategies to maintain communication 1.2 conveys information appropriate to context, purpose and audience 1.3 exchanges and justifies opinions and ideas on known topics 1.4 reflects on aspects of past, present and future experience
2. express ideas through the production of original texts in French	2.1 applies knowledge of language structures to create original text # 2.2 composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience 2.3 structures and sequences ideas and information
3. analyse, process and respond to texts that are in French	3.1 conveys the gist of texts and identifies specific information 3.2 summarises, interprets and evaluates information 3.3 identifies the tone, purpose, context and audience 3.4 draws conclusions from or justifies an opinion 3.5 interprets, analyses and evaluates information 3.6 infers points of view, attitudes or emotions from language and context
4. understand aspects of the language and culture of French-speaking communities	4.1 recognises and employs language appropriate to different social contexts 4.2 identifies values, attitudes and beliefs of cultural significance 4.3 reflects upon significant aspects of language and culture

# written or spoken text created by students incorporating their own ideas

## 7.2 Key Competencies

French Stage 6 provides a powerful context within which to develop general competencies considered essential for the acquisition of effective, higher-order thinking skills necessary for further education, work and everyday life.

Key competencies are embedded in the *French Continuers Stage 6 Syllabus* to enhance student learning. The key competencies of ***communicating ideas and information*** and ***collecting, analysing and organising information*** reflect core skills in language learning and are explicit in the objectives and outcomes of the syllabus. The other key competencies are developed through classroom pedagogy. Students interact with one another, and through this interaction, the key competencies, ***planning and organising activities*** and ***working with others and in teams***, are developed. In interacting with others via communications technology, the student will develop the key competency of ***using technology***. The skills associated with the analysis of texts, such as the ability to comprehend meaning from context and using a dictionary, contribute towards the student's development of the key competency ***solving problems***.

## 8 Content of French Preliminary and HSC Courses

### 8.1 Themes, Topics and Sub-topics

There are three prescribed themes:

- the individual
- the French-speaking communities
- the changing world.

Each theme has a number of prescribed topics and suggested sub-topics with which students will engage in their study of French. The placement of the topics under one or more of the three themes is intended to provide a particular perspective or perspectives for each of the topics. The suggested sub-topics are provided to guide students and teachers as to how the topics may be treated.

The theme, *the individual*, enables students to explore aspects of their personal world, for example, sense of self, aspirations for the future, personal values, opinions, ideas, and relationships with others. At the same time, this theme also enables the student to study topics from the perspective of other individuals.

The theme, *the French-speaking communities*, explores topics from the perspective of groups within those communities or the communities as a whole and encourages students to reflect on their own and other cultures.

The theme, *the changing world*, enables students to explore change as it affects aspects of the world of work and other topics such as travel and tourism, current issues and the young person's world.

French Continuers Stage 6 Syllabus

8.1.1 Table of Themes and Topics

<b>Theme:</b>  <b>the individual</b>	<b>Theme:</b>  <b>the French-speaking communities</b>	<b>Theme:</b>  <b>the changing world</b>
<b>Topics:</b> <ul style="list-style-type: none"> <li>• personal identity, eg: – significant moments</li> <li>• relationships, eg: – family and friends</li> <li>• school life and aspirations, eg: – school experiences – post school options</li> <li>• leisure and interests, eg: – hobbies – sport</li> </ul>	<b>Topics:</b> <ul style="list-style-type: none"> <li>• daily life/lifestyles, eg: – routines – city and rural life †</li> <li>• arts and entertainment eg: – cinema – music</li> </ul>	<b>Topics:</b> <ul style="list-style-type: none"> <li>• travel and tourism, eg: – traveller abroad experiences</li> <li>• the world of work, eg: – careers and occupations – men and women in the workplace † – unemployment †</li> <li>• current issues, eg: – prominent people and events † – technology † – the environment †</li> <li>• the young person's world, eg: – youth cultures</li> </ul>

† receptive use

The topics are sufficiently broad to allow flexibility in school programs, but specific enough to be of practical assistance to students and teachers. Not all topics will require the same amount of study time. The length of time and depth of treatment determined for each topic will depend on a number of factors, including:

- the particular objective(s) being covered
- the needs and interests of the student
- the linguistic and cultural complexity of the texts selected for study
- the tasks set for completion
- the language of response
- the nature of the language itself.

Teachers should structure and organise programs based on the prescribed themes and topics to address the objectives of the syllabus. In the treatment of some topics, it may be appropriate to focus on only one objective, such as Objective 3 — analyse, process and respond to a range of texts. Other topics may lend themselves to focusing on more than one objective. Objective 4 — understand aspects of the language and culture of French-speaking communities — underlies the study of all the themes and topics.

### **8.1.2 Texts**

Students will access the themes and topics through texts. They should be wide-ranging and could include, for example, film, short story, song, newspaper article or documentary. While it is expected that students will study a range of oral and written texts in French in their treatment of the themes, topics and sub-topics, it may be appropriate to discuss a text or texts in English. Similarly, the language used by students to respond to a text may be either French or English, as appropriate. As a guide to those aspects of the topics that lend themselves to discussion in English, some sub-topics have been suggested for receptive use. They have been indicated by a dagger (†) in the Themes and Topics table.

### **8.1.3 Vocational Education and Training**

In order to maximise opportunities for the student to gain recognition in nationally accredited Vocational Education and Training (VET), some teachers may wish to include modules endorsed within the Australian Qualifications Framework (AQF) in their programs.

Schools wishing to integrate VET modules into courses will need to comply with the principles and procedures of the Australian Recognition Framework (ARF) and any specific State or Territory requirements for delivery, assessment and certification of the VET. For further information see Post-school Opportunities on page 21.

## **8.2 Tasks**

This syllabus recognises the importance of tasks as an organising principle in structuring a program that allows the student to work towards meeting the objectives and learning outcomes.

Tasks, broadly defined as opportunities for the purposeful use of language, must be selected and designed so that the student can develop and demonstrate knowledge, skills and understanding at increasingly complex levels.

Tasks can be described as having five elements:

- a purpose (a reason for undertaking the task that goes beyond the practice of the language for its own sake)
- a context (this may be real, simulated or imaginary, and may include aspects such as where, when, who is involved)
- an audience (the person or people at whom the task is directed)
- a process (thinking, problem-solving, creating)
- a product (a result that can be described in terms of achievement of the purpose of the task and in the student's overall cognitive development).

## 8.3 Texts

Texts for receptive use will not be prescribed. Students are encouraged to read, view and listen to a wide range of texts, including authentic texts. They are expected to be able to produce the following written texts in the modern standard version of French.

article	message	recount
diary entry	note	report
email	notice	script of an interview
letter	postcard	script of a speech of talk

In the oral examination students participate in a conversation.

## 8.4 Vocabulary

While there is no prescribed vocabulary list, it is expected that the student will be familiar with a range of vocabulary and idiomatic expressions relevant to the themes and topics prescribed in the syllabus.

### 8.4.1 Dictionaries

Students should be encouraged to use dictionaries. It is expected that teachers will assist students to develop the necessary skills and confidence to use dictionaries effectively.

Suitable editions are published with the Resources on the Board of Studies website (<http://www.boardofstudies.nsw.edu.au>). Further information is also provided in the External Examinations section in this syllabus.

## 8.5 Grammar

Grammar can be referred to as the organisation of, and relationship between, all the elements that constitute a language as it functions.

There are many different theories of grammar and a number of different approaches towards its teaching and learning. The categories used below are not intended to promote any particular theory of grammar or to favour one methodology over another.

It is recognised that students will already have acquired a significant understanding of the function of grammar in French through prior knowledge or study of French.

However, developing students' ability to convey meaning effectively in a range of contexts will necessarily involve extending their awareness of the system of structures underlying the language, as well as their ability both to apply and adapt this knowledge.

French Continuers Stage 6 Syllabus

The following grammatical structures are those that students studying French in a Continuers course are expected to recognise and use.

Grammatical item	Sub-elements	Example(s)
Verb	<p>person and number</p> <p>regular <i>-er -ir -re</i> verbs frequently occurring</p> <p>irregular verbs reflexive verbs modal verbs</p> <p>impersonal verbs causative verbs †</p>	<p><i>1st person singular: je crois</i> <i>1st person plural: nous croyons</i></p> <p><i>donner, finir, vendre</i></p> <p><i>aller, faire</i> <i>se lever, s'habiller</i> <i>devoir, pouvoir, savoir, vouloir</i></p> <p><i>il pleut, il faut, il est interdit</i> <i>J'ai fait construire un garage</i></p>
Tense	<p>infinitives: present and past verbs with infinitives</p> <p>simple: present imperfect future conditional past historic/ passé simple †</p>	<p><i>après avoir fait mes devoirs</i> <i>je viens de manger</i></p> <p><i>je donne, il dort, elle prend</i> <i>nous mangions, vous faisiez</i> <i>on ira, tu prendras</i> <i>je dormirais, ils vendraient</i></p> <p><i>il alla, je donnai</i></p>
	<p>compound: perfect pluperfect future perfect † conditional perfect †</p> <p>participles: present past</p>	<p><i>j'ai fini, elle est allée</i> <i>nous avions fait, tu avais fini</i> <i>on aura vendu, il sera parti</i> <i>vous auriez bu, tu aurais été</i></p> <p><i>tout en mangeant</i> <i>Il m'a offert un cadeau.</i> <i>il est né</i></p>
Voice	<p>active</p> <p>passive †</p> <p>use of <i>on</i></p>	<p><i>Les Bordelais ont gagné le match.</i> <i>Le match a été gagné par les Bordelais.</i> <i>L'image a été créée.</i> <i>On parle français ici</i></p>

† receptive use

French Continuers Stage 6 Syllabus

Grammatical item	Sub-elements	Example(s)
Mood	indicative subjunctive  imperative conditional	<i>Je fais mes devoirs</i> Only the most common forms, eg <i>Il faut que je fasse mes devoirs.</i> <i>Fais tes devoirs!</i> <i>Je ferais mes devoirs si j'avais le temps</i>
Adverb		<i>lentement, vite</i>
Noun	gender number	<i>le poste, la poste</i> <i>un animal, des animaux</i>
Determiner	definite article indefinite article  partitive article de replacing partitive  omission of the article	<i>le monsieur, la dame</i> <i>un chien, une table, des animaux</i> <i>du sucre, des bonbons</i> <i>de bons amis, beaucoup de bonbons</i> <i>Mon père est médecin</i>
Adjective	gender and number position  demonstrative	<i>beau, belle, beaux, belles</i> <i>ma propre chambre/ma chambre propre</i> <i>ce garçon/cet homme/cette école/ces enfants</i>
	possessive interrogative exclamatory numerals: cardinal ordinal  comparative and superlative: regular  irregular	<i>mon école, nos amis</i> <i>Quel âge as-tu?</i> <i>Quelle horreur!</i>  <i>un, deux, trois</i> <i>le premier mai/la deuxième fois</i>  <i>intelligent/plus intelligent/le plus intelligent</i> <i>bon/meilleur/le meilleur</i>
Pronoun	subject pronouns object pronouns reflexive possessive demonstrative	<i>je mange, il voit</i> <i>je les mange, il nous cherche</i> <i>nous nous lavons</i> <i>le mien, la mienne</i> <i>Tu prends celui-ci ou celui-là?</i>

French Continuers Stage 6 Syllabus

Grammatical item	Sub-elements	Example(s)
Pronoun (cont)	interrogative indefinite interrogative definite relative disjunctive	<i>qui/qui est-ce qui que/qu'est-ce que Voici deux robes, laquelle préfères-tu? qui/que/dont †/lequel † moi/toi/lui/elle</i>
Preposition	indicating time, location, direction verbs, nouns, adjectives	<i>après, chez, vers j'essaie de comprendre, j'ai l'intention de.... c'est facile à faire, je commence à comprendre</i>
Sentence and Phrase Types	statement question  exclamation  negative constructions  time phrases  conjunctions and connectives si clauses	<i>Il va au stade Est-ce qu'il va au stade? Va-t-il au stade? Il va au stade? Mon Dieu! Qu'est-ce qu'il est beau! Je ne comprends rien Personne n'y va Il attend depuis une heure pendant, pour donc, mais, parce que, malgré, pourtant S'il fait beau, nous sortirons</i>

† receptive use

## 9 Course Requirements

For the Preliminary course:

- 120 indicative hours are required to complete the course.

For the HSC course:

- the Preliminary course is a prerequisite
- 120 indicative hours are required to complete the course.

## 10 Post-school Opportunities

The study of French provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions.

In addition, the study of French assists students to prepare for employment and full and active participation as citizens. In particular, there are opportunities for students to gain recognition in vocational education and training. Teachers and students should be aware of these opportunities.

### **Recognition of Student Achievement in Vocational Education and Training (VET)**

Wherever appropriate, the skills and knowledge acquired by students in their study of HSC courses should be recognised by industry and training organisations. Recognition of student achievement means that students who have satisfactorily completed HSC courses will not be required to repeat their learning in courses at TAFE NSW.

Registered Training Organisations, such as TAFE NSW, provide industry training and issue qualifications within the Australian Qualifications Framework (AQF).

The degree of recognition available to students in each subject is based on the similarity of outcomes between HSC courses and TAFE modules endorsed within the Australian Qualifications Framework.

Teachers should contact the Board of Studies NSW for more information on VET modules in French.

### **Recognition by TAFE NSW**

TAFE NSW conducts courses in a wide range of industry areas, as outlined each year in the *TAFE NSW Handbook*. Under current arrangements, the recognition available to students of French in relevant courses conducted by TAFE is described in the *HSC/TAFE Credit Transfer Guide*. This guide is produced by the Board of Studies and TAFE NSW and is distributed annually to all schools and colleges. Teachers should refer to this guide and be aware of the recognition available to their students through the study of French Stage 6. This information can be found on the TAFE NSW website ([www.tafensw.edu.au/mchoice](http://www.tafensw.edu.au/mchoice)).

## 11 Assessment and Reporting

### 11.1 Requirements and Advice

The information in this section of the syllabus relates to the Board of Studies' requirements for assessing and reporting achievement in the Preliminary and HSC courses for the Higher School Certificate.

*Assessment* is the process of gathering information and making judgements about student achievement for a variety of purposes.

In the Preliminary and HSC courses those purposes include:

- assisting student learning
- evaluating and improving teaching and learning programs
- providing evidence of satisfactory achievement and completion in the Preliminary course
- providing the Higher School Certificate results.

*Reporting* refers to the Higher School Certificate documents received by students that are used by the Board to report both the internal and external measures of achievement.

NSW Higher School Certificate results will be based on:

- **an assessment mark** submitted by the school and produced in accordance with the Board's requirements for the internal assessment program
- **an examination mark** derived from the HSC external examinations.

Results will be reported using a course report containing a performance scale with bands describing standards of achievement in the course.

The use of both internal assessment and external examinations of student achievement allows measures and observations to be made at several points and in different ways throughout the HSC course. Taken together, the external examinations and internal assessment marks provide a valid and reliable assessment of the achievement of the knowledge, understanding and skills described for each course.

### Standards Referencing and the HSC Examination

The Board of Studies will adopt a standards-referenced approach to assessing and reporting student achievement in the Higher School Certificate examination.

The standards in the HSC are:

- the knowledge, skills and understanding expected to be learned by students – the *syllabus standards*
- the levels of achievement of the knowledge, skills and understanding – the *performance standards*.

Both *syllabus standards* and *performance standards* are based on the aims, objectives, outcomes and content of a course. Together they specify what is to be learned and how well it is to be achieved.

Teacher understanding of standards comes from the set of aims, objectives, outcomes and content in each syllabus together with:

- the performance descriptions that summarise the different levels of performance of the course outcomes
- HSC examination papers and marking guidelines
- samples of students' achievement on assessment and examination tasks.

## 11.2 Internal Assessment

The internal assessment mark submitted by the school will provide a summation of each student's achievements measured at points throughout the course. It should reflect the rank order of students and relative differences between students' achievements.

Internal assessment provides a measure of a student's achievement based on a wider range of syllabus content and outcomes than may be covered by the external examination alone.

The assessment components, weightings and task requirements to be applied to internal assessment are identified on page 25. They ensure a common focus for internal assessment in the course across schools, while allowing for flexibility in the design of tasks. A variety of tasks should be used to give students the opportunity to demonstrate outcomes in different ways and to improve the validity and reliability of the assessment.

## 11.3 External Examinations

In French Stage 6, the external examination consists of an oral examination and a written examination. The specifications for the examination in French Stage 6 begin on page 26.

The external examination provides a measure of student achievement in a range of syllabus outcomes that can be reliably measured in an examination setting.

The external examination and its marking and reporting will relate to syllabus standards by:

- providing clear links to syllabus outcomes
- enabling students to demonstrate the levels of achievement outlined in the course performance scale
- applying marking guidelines based on established criteria.

## **11.4 Board Requirements for the Internal Assessment Mark in Board Developed Courses**

For each course, the Board requires schools to submit an assessment mark for each candidate.

The collection of information for the HSC internal assessment mark must not begin prior to the completion of the Preliminary course.

The Board requires that the assessment tasks used to determine the internal assessment mark must comply with the components, weightings and types of tasks specified in the table on page 25.

Schools are required to develop an internal assessment program that:

- specifies the various assessment tasks and the weightings allocated to each task
- provides a schedule of the tasks designed for the whole course.

The school must also develop and implement procedures to:

- inform students in writing of the assessment requirements for each course before the commencement of the HSC course
- ensure that students are given adequate written notice of the nature and timing of assessment tasks
- provide meaningful feedback on students' performance in all assessment tasks
- maintain records of marks awarded to each student for all assessment tasks
- address issues relating to illness, misadventure and malpractice in assessment tasks
- address issues relating to late submission and non-completion of assessment tasks
- advise students in writing if they are not meeting the assessment requirements in a course and indicate what is necessary to enable the students to satisfy the requirements
- inform students about their entitlements to school reviews and appeals to the Board
- conduct school reviews of assessments when requested by students
- ensure that students are aware that they can collect their Rank Order Advice at the end of the external examinations at their school.

French Continuers Stage 6 Syllabus

## 11.5 Assessment Components, Weightings and Tasks

### Preliminary Course

The suggested components, weightings and tasks for the Preliminary course are detailed below.

Component	Weighting	Suggested tasks
Speaking (Objectives 1 and 4)	20	listening and reading comprehensions, oral presentations, conversations, written observations, interviews, video analyses, observations, questionnaires, discussions, letters, diary entries, notes and reports
Listening and responding (Objective 3)	30	
Reading and responding (Objectives 1 and 3)	40	
Writing in French (Objective 2)	10	
Marks	100	

### HSC Course

The internal assessment mark for French Stage 6 is to be based on the HSC course only. Final assessment should be based on a range and balance of tasks.

Component	Weighting	Suggested tasks
Speaking (Objectives 1 and 4)	20	conversations, discussions, role-plays, interviews, oral presentations
Listening and responding (Objective 3)	25	listening comprehensions, letters, videos, songs, film analyses, discussions, interviews
Reading and responding (Objectives 1 and 3)	40	reading comprehensions, questionnaires
Writing in French (Objective 2)	15	diary entries, notes, written observations, questionnaires, written reports
Marks	100	

One task may be used to assess several components. It is suggested that 3–5 tasks be sufficient to assess the HSC course outcomes.

## 11.6 HSC External Examinations Specifications

The external examination consists of:

- an oral examination
- a written examination.

### Oral Examination (approximately 10 minutes)

#### Conversation

##### *Purpose*

The oral examination is designed primarily to assess the student's knowledge and skill in using spoken French. It relates to Objective 1.

##### *Specifications*

The examination consists of a general conversation between the student and the examiner. The conversation will be about the student's personal world, for example their life, family and friends, interests and aspirations.

### Written Examination (3 hours, including 10 minutes reading time)

The student is able to use monolingual and/or bilingual print dictionaries in the written examination.

#### Section I: Listening and responding

##### *Purpose*

Section I of the written examination is designed primarily to assess the student's knowledge and skill in analysing information from spoken texts. It relates to Objective 3.

The student will be expected to demonstrate understanding of general and specific information from spoken texts and respond in English or French, as specified, to questions on this information. The questions may require the student to identify information related to the context, purpose and audience of the text.

##### *Specifications*

The texts in this section will be related to the themes prescribed in the syllabus.

The student hears seven to ten texts in French covering a number of text types. The total listening time, for one reading of all the texts without pauses, will be approximately 7–8 minutes.

## French Continuers Stage 6 Syllabus

---

Some texts will be short; that is, one reading of each text may be approximately 35–45 seconds. Some texts may be longer; that is, one reading of each text may be up to 60 seconds in length. Each text will be heard twice. There will be a pause between the first and second readings in which the student may take notes. The student will be given sufficient time after the second reading to complete responses.

The student will be expected to respond to a range of question types such as completing a table, chart, list or form, or responding to multiple-choice items, that will require a response in French or English as specified, or responding to open-ended questions, that will require a response in English.

Questions will be phrased in English for responses in English or French as specified.

### **Section II: Reading and responding**

#### ***Purpose***

Section II of the written examination is designed primarily to assess the student's knowledge and skill in analysing information from written texts and in analysing and exchanging information in response to a text. It relates to Objectives 1 and 3.

In Part A, the student will be required to demonstrate understanding of written texts. The student may be required to extract, summarise and/or evaluate information from texts.

In Part B, the student will be expected to demonstrate both an understanding of a written text, and the ability to exchange information, by responding in French to information provided in the text.

#### ***Specifications***

Section II of the written examination has two parts, Part A and Part B. The texts in both parts will be related to the themes prescribed in the syllabus.

#### **Part A**

The student will be required to read two texts in French of 500–600 words in total.

Questions on the texts will be phrased in English, for responses in English.

#### **Part B**

The student will be required to read a short text in French of approximately 150 words, such as a letter, message, advertisement or notice.

The student will be required to exchange information in response to questions, statements, comments and/or other specific items provided in the text. The task will specify a purpose, context and audience. The text type the student will be required to produce will be drawn from those prescribed for productive use in the syllabus.

The student will be expected to write a response of 150–200 words in French.

The task will be phrased in English, for a response in French.

### Section III: Writing in French

#### **Purpose**

Section III of the written examination is designed primarily to assess the student's ability to express ideas through the production of original texts in French. It relates to Objective 2.

#### **Specifications**

The student will be required to respond to two tasks, graded in difficulty. The tasks will involve presentation of ideas and/or information and/or opinions. The tasks will require different kinds of writing: the first will be informative or descriptive and the second will be reflective, persuasive or evaluative, and could require the student to explain or justify a point of view. There will be a choice of questions for each task. The tasks will be related to the themes prescribed in the syllabus. Tasks will accommodate a range of student interests and will be set to ensure they:

- have different purposes, audiences and contexts
- require different text types (see table of text types for productive use).

The student will be expected to write two responses within the word limits indicated.

The response for the first task will be 50–100 words in French.

The response for the second task will be 150–200 words in French.

The tasks will be phrased in English, for a response in French.

### 11.7 Summary of Internal and External Assessment

Internal Assessment	Weighting	External Assessment	Weighting	
Speaking (Objectives 1 and 4)	20	• An oral examination consisting of: Conversation	20	
Listening and responding (Objective 3)	25	• A written examination consisting of: Listening and responding Reading and responding Part A Part B Writing in French First task Second task	25	
Reading and responding (Objectives 1 and 3)	40		25	
Writing in French (Objective 2)	15		Part A	25
			Part B	15
		Writing in French First task	5	
		Second task	10	
Marks	100	Marks	100	

## 11.8 Summary of Examination Specifications

<b>Oral Examination</b>	<b>Time allocation – approximately 10 minutes</b>
Conversation	Objective 1 Weighting – 20%
<b>Written Examination</b>	<b>Time allocation – 3 hours (including 10 minutes reading time)</b>
Section I: Listening and responding	Objective 3 Weighting – 25% • seven to ten texts in French with responses in English or French as specified
Section II: Reading and responding	Objectives 1 and 3  Part A Weighting – 25% • two texts in French with responses in English  Part B Weighting – 15% • one text in French with response in French
Section III: Writing in French	Objective 2 First task Weighting – 5%  • one original text to be written in French  Second task Weighting – 10%  • one original text to be written in French

## 11.9 Criteria for Judging Performance

### Oral Examination

#### Conversation

When judging performance in the oral examination, the examiner(s) will take into account the extent to which the student demonstrates:

- capacity to maintain a conversation (comprehension, communication strategies)
- relevance and depth of treatment of information, opinions, comment
- clarity of expression (pronunciation, intonation, stress)
- accuracy of vocabulary and sentence structures
- variety and appropriateness of vocabulary and sentence structures.

#### Written Examination

##### Listening and responding

When judging performance in this section, the examiner(s) will take into account the extent to which the student demonstrates:

- capacity to understand general and specific aspects of texts by identifying and analysing information
- capacity to convey the information accurately and appropriately.

##### Reading and responding

When judging performance in this section, the examiner(s) will take into account the extent to which the student demonstrates:

###### Part A

- capacity to understand general and/or specific aspects of texts, through, for example, summarising or evaluating
- capacity to convey the information accurately and appropriately;

###### Part B

- capacity to understand general and specific aspects of a text by identifying, analysing and responding to information
- relevance of ideas, information or opinions
- accuracy of vocabulary and sentence structures
- variety of vocabulary and sentence structures.

## **Writing in French**

When judging performance in this section, the examiner(s) will take into account the extent to which the student demonstrates:

- relevance of the treatment of ideas, information or opinions
- accuracy of vocabulary and sentence structures
- variety of vocabulary and sentence structures
- capacity to structure and sequence responses.

### **11.10 Reporting Student Performance Against Standards**

Student performance in an HSC course will be reported against standards on a course report. The course report contains a performance scale for the course describing levels (bands) of achievement, an HSC examination mark and the internal assessment mark. It will also show, graphically, the statewide distribution of examination marks of all students in the course.

Each band on the performance scale (except for band 1) includes descriptions that summarise the attainments typically demonstrated in that band.

The distribution of marks will be determined by students' performances against the standards and not scaled to a predetermined pattern of marks.