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| **STAGE 2 FRENCH CONTINUERS** |
| **Student:****SACE number:** | **Teacher:** | **Class:** |
| **Assessmenttask: IN-DEPTH STUDY: REFLECTION IN ENGLISH** |
| **Purpose/Learning Requirements*** To demonstrate research and reflection on an aspect of French culture.

**Description of Assessment:**Students prepare either a written or oral response which is personal and reflective in nature. They share their insights on the research process and how their findings have affected them, e.g. influenced their understanding of the topic, changed their thinking, increased their self-awareness.You may reflect on:* How the research experience was similar to or different from your preconceptions
* How the research has influenced your thinking about language and culture
* How cultures, values, ideas, practices and beliefs are represented or expressed in the texts studied
* How the research has influenced your own understandings or perspectives on issues/topics learning that was new, surprising, or challenging
* How the learning may have changed your thinking
* How the In-depth study has increased your understanding of the French-speaking communities
* How your learning in your In-depth study has contributed to your understanding of yourself (eg. Identity, culture(s) ,values)

**Ideas**The specific features are as follows:1. Relevance
	* relevance to context, purpose, audience, and topic
	* conveying appropriate detail, ideas, information, or opinions
	* creating interest and engaging the audience.
2. Depth of treatment of ideas, information, or opinions
	* depth and breadth of content
	* elaboration of ideas and support of opinions
	* planning and preparation.

**Expression**E2 Coherence in structure and sequence* + organisation of information and ideas
	+ use of the conventions of text types
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**Interpretation and Reflection**

The specific features are as follows:

IR3 Reflection

* reflection on how cultures, values, beliefs, practices, and ideas are represented or expressed in texts
* reflection on own values, beliefs, practices, and ideas in relation to those represented or expressed in the texts studied
* reflection on own learning.

**Assessment conditions** (e.g. format, maximum word count etc.)

**Task details**

Length: 600 words or 5-7 minutes.

To be done upon completion of the research phase of the task.

To be completed over 3 weeks with dass and homework time allocated. Students provide evidence of planning and preparation, such as notes, drafts.

**Audience:**

Class and teacher

**IDS Reflection**

**Context:** My reflection on my IDS studies this year in Stage 2 French.

**Purpose:** To explore what I have learned, how the research process impacted me, and to further determine how this newfound knowledge has impacted my thoughts and attitudes towards various aspects of France and its culture.

**Audience:** The readers of my reflection.

Having previously visited France, my preconceptions towards the country and its homeless situation was very different. From memory, France was not in such a dire state as this research has exemplified. Before starting this task, I had no knowledge of EmmaUs at all. I was conscious of the fact that there were groups in France aiming to help homeless people, however it was not until beginning the task that I learned of EmmaUs' impact in France. With regards to Australian and French similarities, my preconceptions were correct -Australia has many homeless shelters and organisations (Vinnies, Red Cross, Homelessness Australia,) just like France (Emmaus, Saint-Vincent de Paul, La Croix-Rouge.) I am glad to know that there are so many groups in France, because one resource had a homeless French man say that "people are more kind to homeless people than the government'' which I found upsetting.

The most challenging part of this learning was understanding French texts and listening to French speeches. However, I found that although a lot of the time I couldn't fluently comprehend what was being said, in speeches such as L'Abbe Pierre's "les voix des sans-voix" speech, just the tone, enthusiasm and passion the speaker put forth broke the language barrier, and this provided me with the ability to go into further, detailed research. The topic was challenging emotionally. One video I watched had a man very jokingly speak about his "office," and his "home," beckoning to a stone wall on a street, and it was clear despite his laughing tone that he was struggling. He bluntly said, after his joking, "I have been thinking about killing myself," and the way in which he instantly switched from joking to contemplating suicide impacted me greatly, as his sense of humour was similar to mine, and I couldn't and didn't want to comprehend myself in his situation.

This learning has influenced my thinking in many ways. When I was young and living in England, I saw a homeless man out in below freezing temperatures, which evoked my ongoing sympathy for homeless people. My experience as a child was the reason I chose to look at homeless people and the ways in which EmmaUs help them as my in-depth study topic. I feel that this empathy has been emphasised and strengthened. Reading first-hand stories of people struggling with homelessness was a contributing factor to that, but knowing that poverty is so dire in a first-world country like France made me very enthusiastic about helping homeless people. I feel as though before this research I sympathised for homeless people, however now I would like to genuinely do something more to help them.

I have learnt through this study about various French communities, in particular, Emmaus and the French homeless community. The most important French-speaking community I have learnt about is Emmaus itself. This is a community that has endured countless feats, and learning about it has inspired me to act more positively towards other people. Emmaus has spread to many other countries in the world, and its practices (emergency shelter, insertion and helping people find jobs, among many) are incredibly helpful to a vast amount of people not only in France but in the world. This research has definitely solidified within my mind the importance of the three French values, liberte, egalite and fraternite. The organisation's will for solidarity is admirable. One notion I loved was that essentially, the goal of EmmaUs is for there to be no Emmaus; they want homeless people to be homed and cared for, until there is no need to have shelters any longer.

Word count 598

STAGE 2 FRENCH CONTINUERS

Student: SACE number:

Teacher: Class:

Assessment task: IN-DEPTH STUDY: ORAL PRESENTATION in French

Purpose/Learning Requirements

To present ideas, opinions, information and experiences in French about an aspect of your In-Depth Study

**Description of Assessment:**

Students give an oral presentation to the class on the topic studied to exchange information, ideas and opinions. Students use engaging language appropriate for the purpose and audience to provide relevant information in a logically sequenced manner. The information presented demonstrates depth of research and clear evidence of planning, research, preparation and reflection. The tasks are individually negotiated and differ in context, purpose, and audience from the other two In-depth study tasks

**Your response should demonstrate:**

**Ideas**

**The specific features are as follows:**

1. **Relevance**
	* relevance to context, purpose, audience, and topic
	* conveying appropriate detail, ideas, information, or opinions
	* creating interest and engaging the audience.
2. **Depth of treatment of ideas, information, or opinions**
	* depth and breadth of content
	* elaboration of ideas and support of opinions
	* planning and preparation.

**Expression**

**The specific features are as follows:**

**E1 Capacity to convey information accurately and appropriately**

* + range of expression (i.e. linguistic structures and features)
	+ accuracy of expression (i.e. linguistic structures and features, grammar)
	+ use of cohesive devices
	+ appropriateness of expression, including cultural appropriateness
	+ clarity of expression, including fluency, pronunciation, and intonation.

**E2 Coherence in structure and sequence**

* + organfsation of information and ideas
	+ use of the conventions of text types.

**Assessment conditions** (e.g. format, maximum word count etc.)

**Task details**

Length: 3-5 mins

Props, cue cards, PowerPoint, images etc. permitted.

Evidence of planning, preparation and research e.g. notes, drafts, etc.

As you prepare for the three parts of the In-Depth Study, you must show evidence such as: a list of words, phrases or expressions,

a written plan or cue cards for the oral presentation in French a draft of response in French and also in English

personal notes, paragraphs, short summaries relatinQ to texts in your own words a bibliography of references

You will be asked to hand up your draft work, including glossary and bibliography.

**Audience:**

Class arid your French Teacher

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| **STAGE 2 FRENCH CONTINUERS** |
| **Student:****SACE number:** | **Teacher:** | **Class:** |
| **Assessment task: IN-DEPTH STUDY : Written Response in French** |
| **Purpose/Learning Requirements*** To demonstrate research and reflection on an aspect of French culture.

**Description of Assessment:**Students use both French and English resources to research an aspect of a topic associated with either the French-Speaking Communities or The Changing World, and subsequently create a text/a written response in French.The task is individually negotiated with the students.They demonstrate relevance to context, purpose and audience, and their ability to communicate information, elaborate ideas and support opinions about their chosen topic. Students convey information accurately and appropriately demonstrating accurate expression (i.e. linguistic structures and features) and use a range of cohesive devices and give evidence of the use of a wide range of vocabulary items. They also adhere to the conventions of their chosen text type.You have ***to write one text in French*** in which you express ideas and/or information and/or opinions in relation to your in­ depth study.The design of the assessment should specify:* **A context:** this may be real, simulated or imaginary and include aspects such as where, when, who is involved, e.g. a person writing a contribution to a magazine, an exchange student in France or Australia, during a particular moment in history, in a particular location.
* **A purpose:** a reason for undertaking the task, e.g. to inform, to discuss, to compare and contrast, to describe, to persuade, to sustain an argument, to amuse,. to entertain, to exchange information, to maintain and sustain communication, to classify, to record personal reflections or experiences, to give different points of view, to examine issues from more than one point of view, to make recommendations based on evidence, to seek a response, to analyse, to assess, to guide or teach, to request information, to express an opinion, to convey information, to retell events, to retell what happened, to recall a series of events, to organize facts, to draw conclusions, to respond to a stimulus.
* **An audience:** e.g. fellow revolutionaries, classmates, a character in a film, your teacher, television or radio audience, an assembled group.
* **The text type for production:** diary/journal entry, letter, interview...
* **The kind of writing required:** e.g. informative, imaginative, narrative, personal, persuasive, descriptive

Choice of Texts:* Texts chosen depend on the availability of resources and the level of the language.
* The term 'text' refers to any form of communication-spoken, written, visual or a combination of them.
* Texts could include, for example, guest speakers, newspaper articles, websites, documentaries, films, short stories, songs and oral histories, either in their original form or adapted for language learning. Texts may be in French, subtitled, or in English if appropriate.
* At least three different texts relating to the subject of your in-depth study must be used for analysis (at least two of these should be in French):
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**Your response should demonstrate:**

**Ideas**

The specific features are as follows:

1. Relevance
	* relevance to context, purpose, audience, and topic
	* conveying appropriate detail, ideas, information, or opinions
	* creating interest and engaging the audience.
2. Depth of treatment of ideas, information, or opinions
	* depth and breadth of content
	* elaboration of ideas and support of opinions
	* planning and preparation.

**Expression**

E1 Capacity to convey information accurately and appropriately range of expressions (i.e. linguistic structures and features)

accuracy of expression (i.e. linguistic structures and features, grammar) use of cohesive devices

appropriateness of expression, including register and cultural appropriateness

E2 Coherence in structure and sequence

* + organisation of information and ideas
	+ use of the conventions of text types

**Assessment conditions** (e.g. format, maximum word count etc.)

**Task details**

Length: 500 words

To be done upon completion of the research phase of the task.

To be completed over 2 -3 weeks with class and homework time allocated.

Students provide evidence of planning, preparation and research such as notes, drafts.

As you prepare for the three parts of the In-Depth Study, you must show evidence such as: a list of words, phrases or expressions,

a written plan or cue cards for the oral presentation in French a draft of response in French and also in English

personal notes, paragraphs, short summaries relating to texts in your own words a bibliography of references

You will be asked to hand up your draft work, including glossary and bibliography.

**Audience:**

Depends on the Text choice.

**Topic: Emmaus.**

**Context: A volunteer for Emmaus writes a newspaper article about their experiences with the group, states statistics about homelessness within France and explains the aim of the group.**

**Purpose** : **To inform readers about the struggles of homelessness in France, particularly within Paris, and the extent to which it exists, and to encourage empathy from everyday people to aid the homeless however they can.**

**Audience** : **The readers of the article.**

**Le Figaro**

**Emmaus et Les Sans-Abris en France**

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