

**Proposed changes to the French syllabus (2008/15989v10)**  
 (Changes are proposed for the sections or parts of sections indicated in the table only)

**Recommendations from French Course Advisory Committee Meeting 1 December 2010**

Stage 3 Current	Stage 3 Proposed
<p><b>1. Practical (oral) examination</b></p> <p><b>Preparation</b></p> <p><b>Part A</b>  <b>Discussion prompted by stimulus item</b>                      10% of the total examination                      Approximate duration: 4 minutes                      The candidate chooses one stimulus item from a choice of three (e.g. image, photograph, poster, advertisement) provided by the supervisor. Stimulus items could contain a minimal amount of reading. Focus questions are in French.</p> <p><b>Part B</b>  <b>General conversation</b>                      20% of the total examination                      Approximate duration: 8 minutes                      The candidate nominates one youth or world issue to start discussion with the marker. The candidate may bring in a stimulus item related to the nominated youth or world issue. The candidate then participates in a general conversation drawing on a range of learning contexts from Stage 3.</p>	<p><b>Preparation time is removed.</b></p> <p><b>Part A</b>  <b>Discussion prompted by stimulus item</b>                      10% of the total examination                      Approximate duration: 4 minutes  <b>The candidate brings one stimulus item (e.g. picture, image, object, diagram, photograph, poster, article, advertisement, brochure) related to the learning contexts and topics of one or both of the Stage 3 units. Annotations are not permitted on the stimulus item.</b></p> <p><b>Part B</b>  <b>Conversation</b>                      20% of the total examination                      Approximate duration: 8 minutes  <b>The discussion on one youth or world issue is removed.</b>  <b>Following Part A, the candidate participates in a conversation drawing on a range of learning contexts and topics from Stage 3.</b></p>
<p><b>2. Written examination</b></p> <p><b>Section Two</b>  <b>Response</b>  <b>Part B: Response in French to visual and/or print texts (10%)</b>                      2 texts                      2 questions                      Suggested working time: 25 minutes                      The questions are in parts.                      Question formats could include multiple-choice, tick-the-box, true/false and/or short answer.</p> <p><b>Section Three</b>  <b>Written communication</b>                      30% of the total examination</p> <p><b>Part A: Short response to stimulus texts (15%)</b>                      2 texts (print and/or visual)                      2 questions                      Suggested working time: 40 minutes                      In Part A, the candidate responds to two French stimulus texts. The questions elicit comments and/or points of view. The questions are in French and the candidate responds in French in approximately 75 words.</p> <p><b>Part B: Extended response (15%)</b>                      1 question from a choice of 3                      Suggested working time 40 minutes The French print and/or visual texts are contemporary and cover a range of text types.                      In Part B, the candidate chooses one of the three focus questions that could be accompanied by a print/visual text. The questions elicit comments and/or points of view. The questions are in French and the candidate writes an extended response of approximately 150 words in French.</p>	<p><b>Section Two</b>  <b>Response</b>  <b>Part B: Response in French to visual and/or print texts (10%)</b>                      2 texts                      2 questions                      Suggested working time: 25 minutes                      The questions are in parts.  <b>Question formats will be limited to multiple-choice, tick-the-box, cloze and true/false.</b></p> <p><b>Section Three</b>  <b>Written communication</b>                      30% of the total examination</p> <p><b>Part A: Response to stimulus text (15%)</b>  <b>1 text (print or visual)</b>                      2 questions                      Suggested working time: 40 minutes                      In Part A, the candidate responds to <b>one of the two questions relating to the French stimulus text</b>. The questions elicit comments and/or points of view. The questions are in French <b>and English</b> and the candidate responds in French in approximately <b>150 words</b>.</p> <p><b>Part B: Extended response (15%)</b>                      1 question from a choice of 3                      Suggested working time 40 minutes. The French print and/or visual texts are contemporary and cover a range of text types.                      In Part B, the candidate chooses one of the three questions that could be accompanied by a print/visual text. The questions elicit comments and/or points of view. The questions are in French <b>and English</b> and the candidate writes an extended response of approximately 150 words in French.</p>

Stage 3 Current	Stage 3 Proposed
<p><b>3. Unit 3AFRE</b></p> <p>The focus for this unit is <b>les médias (the media)</b>. It is aimed at students who have well-developed skills and understanding and are ready to work with challenging content. They explore media influence and trends in their lives, in France and in French-speaking communities. <b>Les médias</b> is a snap shot of what is current for French speakers, particularly young people and what is important to them; how they feel and what they do; sharing ideas and opinions.</p> <p>Students develop an insight into the cultures of the French-speaking world by exploring television, the cinema, radio, music, advertising and electronic communication.</p> <p><b>Unit learning contexts</b></p> <p>Teachers may determine a variety of learning contexts (examples shown below), ensuring coverage of the three nationally required themes of <i>The Individual</i>, <i>The French-speaking Communities</i> and <i>The Changing World</i>.</p> <p><b>The Individual</b></p> <ul style="list-style-type: none"> <li>• what's in, what's not</li> <li>• personal choices.</li> </ul> <p><b>The French-speaking Communities</b></p> <ul style="list-style-type: none"> <li>• media trends</li> <li>• role of the media in France.</li> </ul> <p><b>The Changing World</b></p> <ul style="list-style-type: none"> <li>• advertising</li> <li>• technology's influence today.</li> </ul>	<p><b>Unit 3AFRE</b></p> <p>The focus for this unit is <b>les médias (the media)</b>. Students explore media influence and trends in their lives, in France and in French-speaking communities. <b>Les médias</b> is a snap shot of what is current for French speakers, particularly young people and what is important to them; how they feel and what they do; sharing ideas and opinions.</p> <p>Students develop an insight into the cultures of the French-speaking world by exploring television, the cinema, radio, music, advertising and electronic communication.</p> <p><del>The unit is aimed at students who have well-developed skills and understanding and are ready to work with challenging content.</del></p> <p><b>Unit content</b></p> <p>This unit includes knowledge, understandings and skills related to the following interrelated areas of content:</p> <p><b>Unit learning contexts</b></p> <p>There are three prescribed learning contexts:</p> <ul style="list-style-type: none"> <li>• the Individual</li> <li>• the French-speaking communities</li> <li>• the Changing world.</li> </ul> <p>Each learning context has a number of prescribed topics.</p> <p><b>The Individual</b></p> <ul style="list-style-type: none"> <li>• <i>technology and me</i></li> <li>• <i>personal choice –television, print media and music.</i></li> </ul> <p><b>The French-speaking Communities</b></p> <ul style="list-style-type: none"> <li>• <i>cinema</i></li> <li>• <i>the changing face of media</i></li> <li>• <i>print media.</i></li> </ul> <p><b>The Changing World</b></p> <ul style="list-style-type: none"> <li>• <i>advertising</i></li> <li>• <i>technology then and now.</i></li> </ul>

Stage 3 Current	Stage 3 Proposed
<p><b>Unit 3BFRE</b></p> <p>The focus for this unit is <i><b>le monde qui nous entoure (the world around us)</b></i>. It is aimed at students who have well-developed skills and understanding, and are ready to work with challenging content. They reflect on, critically evaluate and respond to issues related to the nationally required themes of the individual, the French-speaking communities and the changing world.</p> <p>Students focus on current youth, environmental and social issues that relate to the students themselves, their community or to the French-speaking communities. They reflect on their lives, past experiences and future.</p> <p><b>Unit learning contexts</b></p> <p>Teachers may determine a variety of learning contexts (examples shown below), ensuring coverage of the three nationally required themes of <i>The Individual</i>, <i>The French-speaking Communities</i> and <i>The Changing World</i>.</p> <p><b>The Individual</b></p> <ul style="list-style-type: none"> <li>• looking back, looking forward</li> <li>• my environment.</li> </ul> <p><b>The French-speaking Communities</b></p> <ul style="list-style-type: none"> <li>• urban and rural problems</li> <li>• the old and the new.</li> </ul> <p><b>The Changing World</b></p> <ul style="list-style-type: none"> <li>• youth and world issues</li> <li>• world of work.</li> </ul>	<p><b>Unit 3BFRE</b></p> <p>The focus for this unit is <i><b>le monde qui nous entoure (the world around us)</b></i>. Students focus on current youth and environmental and social issues that relate to the students themselves, their community or to the French-speaking communities. They reflect on their lives, past experiences and future.</p> <p>Students develop skills to reflect on, critically evaluate and respond personally to issues related to the prescribed learning contexts of the individual, the French-speaking communities and the changing world.</p> <p><del>The unit is aimed at students who have well-developed skills and understanding, and are ready to work with challenging content.</del></p> <p><b>Unit content</b></p> <p>This unit includes knowledge, understandings and skills related to the following interrelated areas of content:</p> <p><b>Unit learning contexts</b></p> <p>There are three prescribed learning contexts:</p> <ul style="list-style-type: none"> <li>• the Individual</li> <li>• the French-speaking communities</li> <li>• the Changing world.</li> </ul> <p>Each learning context has a number of <i>prescribed topics</i>.</p> <p><b>The Individual</b></p> <ul style="list-style-type: none"> <li>• <i>memories, inspirations and influences</i></li> <li>• <i>planning my future.</i></li> </ul> <p><b>The French-speaking Communities</b></p> <ul style="list-style-type: none"> <li>• <i>immigration –new life, new challenges</i></li> <li>• <i>unemployment.</i></li> </ul> <p><b>The Changing World</b></p> <ul style="list-style-type: none"> <li>• <i>healthy living</i></li> <li>• <i>drugs and alcohol</i></li> <li>• <i>environmental issues.</i></li> </ul>