Stage 2 French Continuers

Assessment Type 2: In-depth Study

Reflective Response in English

Write a reflection about your experience in undertaking the In-depth Study.

In your response you may consider the following:

* How your research has increased your understanding of your topic
* How the research experience was similar to or different from your preconceptions
* How cultures, values and beliefs are represented in texts studied
* How your learning may have changed your thinking
* How you may use this experience in the future

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| Theme | The French-speaking Communities |
| Topic | The Arts and Entertainment / Lifestyles |
| Aspect/Focus | Comparing stereotypical Paris with a less glamorous Paris |
| Context | Present Day |
| Audience | Self |
| Text Type | Journal Entry |

**Assessment Conditions**

Task length: maximum 600 words in English

Task duration: 3 weeks

Task completion: homework, some class time will be allocated

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| Learning Requirements | Assessment Design Criteria |
| * analyse texts that are in [Language] to interpret meaning * examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication. | Expression  E2 Coherence in structure and sequence   * organisation of information and ideas * observation of the conventions of the text type   Interpretation and Reflection  IR1 Interpretation of meaning in texts, by identifying and explaining   * the content (general and specific information) * the context, purpose, and audience of the text * concepts, perspectives, and ideas represented in the text.   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. |

*Dear Diary,*

*A love of Paris inspired me to explore the opposing ways in which Paris is represented in texts. I had a preconception that was similar to that of many Westerners – the postcard Paris, full of cafés, well-dressed people and fabulous tourist attractions. What I found did not disappoint me, but at the back of my mind I knew that like most cities, there would be another side to Paris, one that was surely less beautiful.*

**Reflection**

Sophisticated recognition and explanation of connections between own values, beliefs, practices, and ideas, and those explored in texts.

*I decided to explore that ‘other’ side of Paris, using Mathieu Kassovitz’s film La Haine and the song Banlieue Rouge by Renaud Sechan, and contrast them with the film Le fabuleux destin d’Amélie Poulain by Jean-Pierre Jeunet and Edith Piaf s song Sous Le Ciel De Paris, as these texts were ones that best reflected my, and the majority of tourists, preconceptions of the city.*

**Reflection**

Critical reflection on how cultures, values, beliefs, practices, and ideas are represented or expressed in texts

Sophisticated recognition and explanation of connections between own values, beliefs, practices, and ideas, and those explored in texts.

Critical reflection on own learning.

*Through analysing La Haine and Banlieue Rouge, my initial assumption was confirmed. There was in fact an ugly side of Paris riddled with crime, poverty, racism and unemployment. Why don't I hear about this side of Paris? These texts are less prevalent in Western society and that inherent in their culture, is the tendency to favour portrayals of Paris that support our preconceptions. My research indicated that these texts were both well received by the international community, however it is films like Jeunet’s or Piaf’s song that, due to their romantic and light-hearted sentiments, are more popular.*

*The idea of two versions of Paris, one ugly and one beautiful, was a topic that became intriguing. What I would call-the ‘real’ version of Paris is portrayed in La Haine, a film shot in black and white to highlight racism and increase the ‘banality’ of the living conditions in the outer suburbs. The three male protagonists are each a different race, one Jewish, one Maghrebin and one Afro-French. This contrasted with Jeunet’s idealistic representation of Paris, set in a picturesque Montmartre – an ethnically “cleansed” vision of the city in which all the characters except Lucien, the Arab greengrocer, are white. The plots of each film also differ, the director of La Haine choosing to end the film with the confronting death of one of its protagonists, a decision completely unlike that of Jeunet’s superficial ending, where Amélie ultimately falls in love.*

**Interpretation**

Detailed and appropriate use of evidence from texts to support arguments/conclusions.

Conclusions are drawn about the purpose, audience, and message (argument) of the text, and justified with evidence from the text.

Concepts, perspectives, and ideas represented in texts are identified and explained with clarity and insight.

*Likewise, my analysis of the two songs proved to highlight a conflicting portrayal of Paris. Banlieue Rouge describes Paris as “always grey” and “dirty outside”, with streets riddled with graffiti and inhabited by people excluded from the ‘wealthier’ Paris. This conflicted with my earlier preconception of Paris, one supported by Piaf’s ‘sickly-sweet’ song, in its descriptions of “lovers walking under the Paris sky” and “hope flourishing”. It seemed that the four artists either wanted to create awareness in a Western audience or indulge their idealistic needs. With such contrasting texts, I found the analytical side of the research process relatively easy. It was difficult to find credible and scholarly texts to support my findings. I referred back to the original songs and films, as well as supportive documentaries, such as segments from Dateline and Foreign Correspondent on “Burning Paris” and “French Youth” respectively. These documentaries precisely paralleled the version of Paris depicted in La Haine and Banlieue Rouge and gave a ‘voice’ to those living in the banlieues: “We want to be treated as equals and we are not getting the same treatment because of the colour of our skin.”*

**Reflection**

Sophisticated recognition and explanation of connections between own values, beliefs, practices, and ideas, and those explored in texts.

Critical reflection on own learning.

*From undertaking this study, I now know that my original preconception of Paris was one that was real, but certainly not the only side of Paris.*

**Interpretation**

Detailed and appropriate use of evidence from texts to support arguments/conclusions. Interpretations of text are enhanced by making connections within and/or between texts (e.g. comparing and contrasting information, ideas, and opinions).

Conclusions are drawn about the purpose, audience, and message (argument) of the text, and justified with evidence from the text.

Concepts, perspectives, and ideas represented in texts are identified and explained with clarity and insight.

*Seems there really is two sides to every story...*

*Annemarie*

Additional Comments

This example is illustrative of an A grade.

Expression

Information and ideas are organized logically and coherently.

Conventions of the text type are observed.

Performance Standards for Stage 2 Locally Assessed Languages at Continuers Level

|  | **Ideas** | **Expression** | | **Interpretation and Reflection** |
| --- | --- | --- | --- | --- |
| A | *Relevance*  Responses are consistently relevant to context, purpose, audience, and topic.  Responses consistently convey the appropriate detail, ideas, information, opinions.  Responses successfully create the desired impact and interest, and engage the audience.  *Depth of Treatment of Ideas, Information, or Opinions*  Depth and breadth in the treatment of the topic and content is very detailed and varied.  Ideas are elaborated, opinions and arguments are supported and justified, and complex ideas are communicated effectively with originality and creativity.  Comprehensive evidence of planning and preparation. | *Capacity to Convey Information Accurately and Appropriately*  Use of an extensive range of complex linguistic structures and features with a high degree of accuracy to achieve interest, flow, and cohesion.  A few errors may be evident when attempting to use more complex language, but errors do not impede meaning.  Effective use of a range of sophisticated cohesive devices to connect ideas.  Expression consistently appropriate to the cultural and social context.  Very effective communication with a high degree of fluency. Pronunciation is accurate, and there is little hesitation in the choice of linguistic resources. Intonation and stress are used effectively to enhance meaning.  *Coherence in Structure and Sequence*  Information and ideas are organised logically and coherently.  Conventions of the text type are observed. | *Capacity to Interact and Maintain a Conversation and Discussion*  Interaction is initiated, sustained, and spontaneous across a wide range of topics. Comments or opinions are adjusted or elaborated on in response to reactions and comments. Interest, enthusiasm, and passion for the topic of discussion are conveyed.  A variety of communication strategies are used with effect during interaction (e.g. using new vocabulary encountered during interaction, seeking clarification, using appropriate pause fillers).  Responses are quick, confident, and fluent. Topic shifts and unpredictable elements are handled well. | *Interpretation of Meaning in Texts*  Detailed and appropriate use of evidence from texts to support arguments/conclusions. Interpretations of text are enhanced by making connections within and/or between texts (e.g. comparing and contrasting information, ideas, and opinions).  Conclusions are drawn about the purpose, audience, and message (argument) of the text, and justified with evidence from the text.  Concepts, perspectives, and ideas represented in texts are identified and explained with clarity and insight.  *Analysis of the Language in Texts*  The functions of particular linguistic and cultural features in the text are explained with clarity and insight.  Detailed explanation of how stylistic features are used for effect in the text (e.g. register, tone, textual features/organisation).  *Reflection*  Critical reflection on how cultures, values, beliefs, practices, and ideas are represented or expressed in texts.  Sophisticated recognition and explanation of connections between own values, beliefs, practices, and ideas, and those explored in texts.  Critical reflection on own learning. |
| B | *Relevance*  Responses are mostly relevant to context, purpose, audience, and topic.  Responses mostly convey the appropriate detail, ideas, information, and opinions.  Responses generally create the desired impact and interest, and engage the audience.  *Depth of Treatment of Ideas, Information, or Opinions*  Breadth and some depth in the treatment of the topic.  Ideas are elaborated by offering additional details, and opinions are supported with examples. When dealing with unfamiliar topics, ideas are presented as a series of statements rather than as an argued position.  Sound planning and preparation. | *Capacity to Convey Information Accurately and Appropriately*  Use of a range of linguistic structures and features with good control to convey meaning.  Mostly accurate use of high-frequency vocabulary and sentence structures. Attempts are made to use some complex language, and errors sometimes impede meaning.  A range of cohesive devices are used to connect ideas.  Expression is mostly appropriate to the cultural and social context.  Effective communication with some degree of fluency. Reasonably accurate pronunciation and intonation.  *Coherence in Structure and Sequence*  Mostly coherent organisation of information and ideas.  Most conventions of the text type are observed. | *Capacity to Interact and Maintain a Conversation and Discussion*  Interaction is maintained on a range of familiar topics. Some clarification or repetition is required to comprehend topic shifts into unfamiliar areas or when complex sentence constructions are used. Interest in the topic is conveyed effectively.  A number of communication strategies are used to maintain interaction (e.g. self-correcting, responding to correction by the interlocutor, seeking support and clarification).  Occasional pauses to process questions and to search for linguistic resources. | *Interpretation of Meaning in Texts*  Key ideas represented in texts are identified and explained. Interpretations of meaning are supported with some appropriate examples from the text.  Some conclusions are drawn about the purpose, audience, and message (argument) of the text and supported with some relevant examples from the text.  Concepts, perspectives, and ideas represented in texts are generally identified and explained with some clarity.  *Analysis of the Language in Texts*  The functions of particular linguistic and cultural features in the text are described.  Some detail in explaining stylistic features in the text (e.g. register, tone, textual features/organisation).  *Reflection*  Some depth in reflection on how cultures, values, beliefs, practices, and ideas are represented or expressed in texts.  Some depth in reflection on own values, beliefs, ideas, and practices in relation to those represented in texts.  Thoughtful reflection on own learning. |
| C | *Relevance*  Responses are generally relevant to topic and purpose, with some relevance to context and audience.  Responses generally convey simple ideas and opinions with generally appropriate information.  Responses generally create some interest, and partly engage the audience.  *Depth of Treatment of Ideas, Information, or Opinions*  Some variety in the treatment of information and simple ideas or opinions on mostly familiar topics.  Short simple sentences usually containing one idea are used to convey meaning with some effectiveness and support an opinion.  Competent planning and preparation. | *Capacity to Convey Information Accurately and Appropriately*  Use of a range of linguistic structures and features to convey meaning. Reliance on rehearsed patterns.  Accuracy tends to be variable, with some basic errors. Generally accurate when using formulaic expressions and rehearsed patterns.  Cohesive devices are simple and repetitive. Reliance on a limited range of cohesive devices to connect ideas at sentence, paragraph, and whole text level.  Expression is generally appropriate to the cultural and social context.  Some hesitancy in responding. Pronunciation and intonation are understandable.  *Coherence in Structure and Sequence*  Generally coherent organisation of information and ideas.  Responses generally conform to the conventions of the text type. | *Capacity to Interact and Maintain a Conversation and Discussion*  Use of well-rehearsed language to maintain an interaction by responding to questions on familiar topics. Some reliance on the interlocutor to take the lead. Some interest in the topic is conveyed.  Use of prepared phrases to indicate lack of comprehension and ask for support. Often relies on the interlocutor’s sentence patterns to respond.  Occasional silences because of lack of comprehension and time required to process more complex language and to search for words. Responses may be repetitive. Some hesitation in communication when dealing with unfamiliar contexts. | *Interpretation of Meaning in Texts*  Identifies and explains some relevant information from texts on familiar topics containing predictable and familiar language structures.  Competent understanding of context, purpose, and audience, supported with isolated examples from the text.  Main concepts, ideas, and one or more perspectives in texts are identified, with some explanation.  *Analysis of the Language in Texts*  Particular linguistic and cultural features of the text are identified.  Identification of stylistic features in texts (e.g. idioms, rhetoric, expressions).  *Reflection*  Some reflection on cultures, values, beliefs, practices, and ideas represented or expressed in texts.  Some reflection on, with mostly description of, own values, beliefs, ideas, and practices in relation to those represented in texts.  Some reflection on own learning. |
| D | *Relevance*  Responses partially relevant to the topic and purpose.  Responses convey some basic information that may be appropriate.  Responses include one or more elements of interest that may engage the audience.  *Depth of Treatment of Ideas, Information, or Opinions*  Some basic treatment of information or ideas relating to simple aspects of familiar topics.  Short and generally incomplete sentences are used with partial effectiveness to convey an idea or opinion.  Some planning and preparation. | *Capacity to Convey Information Accurately and Appropriately*  Use of simple vocabulary, short sentences, formulaic expressions, and rehearsed patterns to convey meaning. When attempts are made to elaborate, the structure is often based on word order derived from English.  Frequent errors and incorrect selection of words from the dictionary impede meaning.  A cohesive device may be used with some effectiveness.  Expression occasionally appropriate to cultural and social context.  Frequent hesitancy in responding. Pronunciation may impede meaning.  *Coherence in Structure and Sequence*  Some basic organisation of information and/or ideas.  Some use of very basic conventions of the text type. | *Capacity to Interact and Maintain a Conversation and Discussion*  Routine courtesy phrases and basic structures are used to respond to simple questions on familiar topics. Reliance on the interlocutor to take the lead and maintain interaction. Some interest in the topic may be conveyed.  Reliance on repetition and rephrasing of questions. Partial understanding of questions may lead to a response that is not relevant.  Frequent silences may occur because of lack of comprehension and time required to search for words and construct answers. | *Interpretation*  Keywords and some supporting detail are identified in texts dealing with familiar situations.  Some basic understanding of context, purpose, and/or audience.  Identification of one or more concepts or ideas, with specific information in texts transcribed rather than interpreted.  *Analysis of the Language in Texts*  One or more basic linguistic structures and/or cultural features of the text are identified.  One or more stylistic features are identified.  *Reflection*  One or more familiar aspects of cultures, values, beliefs, practices, or ideas represented or expressed in texts are identified.  One or more of the student’s own values, beliefs, practices, or ideas in relation to those represented in texts are described.  Learning experiences are recounted. |
| E | *Relevance*  Responses have limited relevance to the topic and purpose.  Responses attempt to convey some basic information, with limited appropriateness.  Responses attempt to include an element of interest.  *Depth of Treatment of Ideas, Information, or Opinions*  Attempted treatment of simple information relating to one or more aspects of familiar topics.  Responses are brief and often rely on a keyword to convey basic meaning.  Attempted planning or preparation. | *Capacity to Convey Information Accurately and Appropriately*  Relies heavily on the dictionary. Use of a very limited range of vocabulary and sentence structures, with single words and set formulaic expressions to convey basic information. Reliance on anglicisms to convey meaning.  Frequent errors impede meaning.  Limited appropriateness of expression.  Attempted use of a cohesive device, with limited effectiveness.  Always or mostly hesitant in responding. Pronunciation impedes meaning.  *Coherence in Structure and Sequence*  Limited organisation of information or ideas.  Limited evidence of conventions of text type. | *Capacity to Interact and Maintain a Conversation and Discussion*  Reliance on interlocutor to assist with communication breakdowns to complete sentences or to interpret intended meanings.  Repetition, rephrasing of questions, and a slowed rate of speech are required for comprehension. Utterances rarely consist of more than two or three words. Frequent misunderstandings of simple questions.  Frequent long pauses to process questions and to search for words. May resort to using English to convey meaning. | *Interpretation of Meaning in Texts*  Isolated items of information are identified in short texts on familiar topics containing simple language.  Identification of a context, purpose, or audience.  Understanding of information is limited to occasional isolated words (e.g. borrowed words, high-frequency social conventions).  *Analysis of the Language in Texts*  Attempted identification of a basic linguistic structure of the text.  Attempted identification of a stylistic feature.  *Reflection*  One or more formulaic cultural expressions are identified.  One or more of the student’s own values, beliefs, practices, or ideas are identified.  Learning experiences are listed. |