

# French 2019 v1.3

## General Senior Syllabus

This syllabus is for implementation with Year 11 students in 2019.

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# 1 Course overview

## 1.1 Introduction

### 1.1.1 Rationale

The need to communicate is the foundation for all language development. People use language to achieve their personal communicative needs — to express, exchange, interpret and negotiate meaning, and to understand the world around them. The central goal for additional language acquisition is communication. Students do not simply learn a language — they participate in a range of interactions in which they exchange meaning and become active participants in understanding and constructing written, spoken and visual texts.

Additional language acquisition provides students with opportunities to reflect on their understanding of a language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Communicating with people from French-speaking communities provides insight into the purpose and nature of language and promotes greater sensitivity to, and understanding of, linguistic structures, including the linguistic structures of English. As students develop the ability to explore cultural diversity and similarities between another language and their own, this engagement with other languages and cultures fosters intercultural understanding.

Language acquisition occurs in social and cultural settings. It involves communicating across a range of contexts for a variety of purposes, in a manner appropriate to context. As students experience and evaluate a range of different text types, they reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions. This informs their capacity to create texts for a range of contexts, purposes and audiences.

Central to the capacity to evaluate and create texts are the skills of critical and creative thinking, intellectual flexibility and problem-solving. Acquiring an additional language provides the opportunity to develop these interrelated skills, and requires students to use language in a meaningful way through the exchange of information, ideas and perspectives relevant to their life experiences.

For exchanges to be relevant and useful, additional language acquisition must position students at the centre of their own learning. When students communicate their own aspirations, values, opinions, ideas and relationships, the personalisation of each student's learning creates a stronger connection with the language. Activities and tasks are developed to fit within the student's life experience.

The ability to communicate in an additional language such as French is an important 21st century skill. Students develop knowledge, understanding and skills that enable successful participation in a global society. Communication in an additional language expands students' horizons and opportunities as national and global citizens.

Additional language acquisition contributes to and enriches intellectual, educational, linguistic, metacognitive, personal, social and cultural development. It requires intellectual discipline and systematic approaches to learning, which are characterised by effective planning and organisation, incorporating processes of self-management and self-monitoring.

## **Assumed knowledge, prior learning or experience**

This syllabus is designed for students who wish to study French as an additional language and who have studied P–10 Australian Curriculum: French or similar. Other students with less formal language learning experience may also be able to meet the requirements of the syllabus successfully.

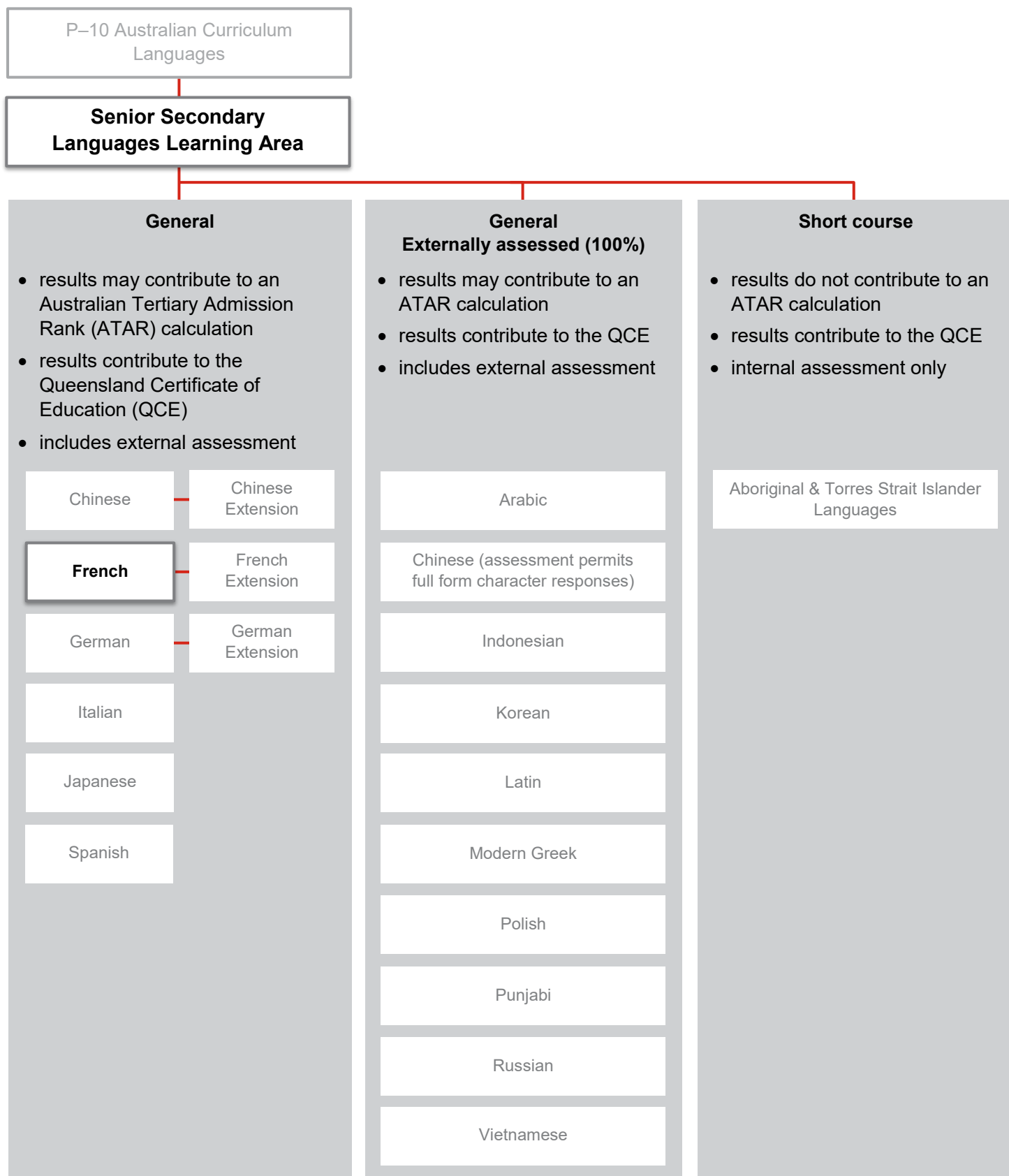
## **Pathways**

French is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in French can establish a basis for further education and employment in many professions and industries. For example, those which value the knowledge of an additional language and the intercultural understanding it encompasses, such as business, hospitality, law, science, technology, sociology and education.

## 1.1.2 Learning area structure

All learning areas build on the P–10 Australian Curriculum.

Figure 1: Learning area structure



### 1.1.3 Course structure

French is a course of study consisting of four units. Subject matter, learning experiences and assessment increase in complexity from Units 1 and 2 to Units 3 and 4 as students develop greater independence as learners.

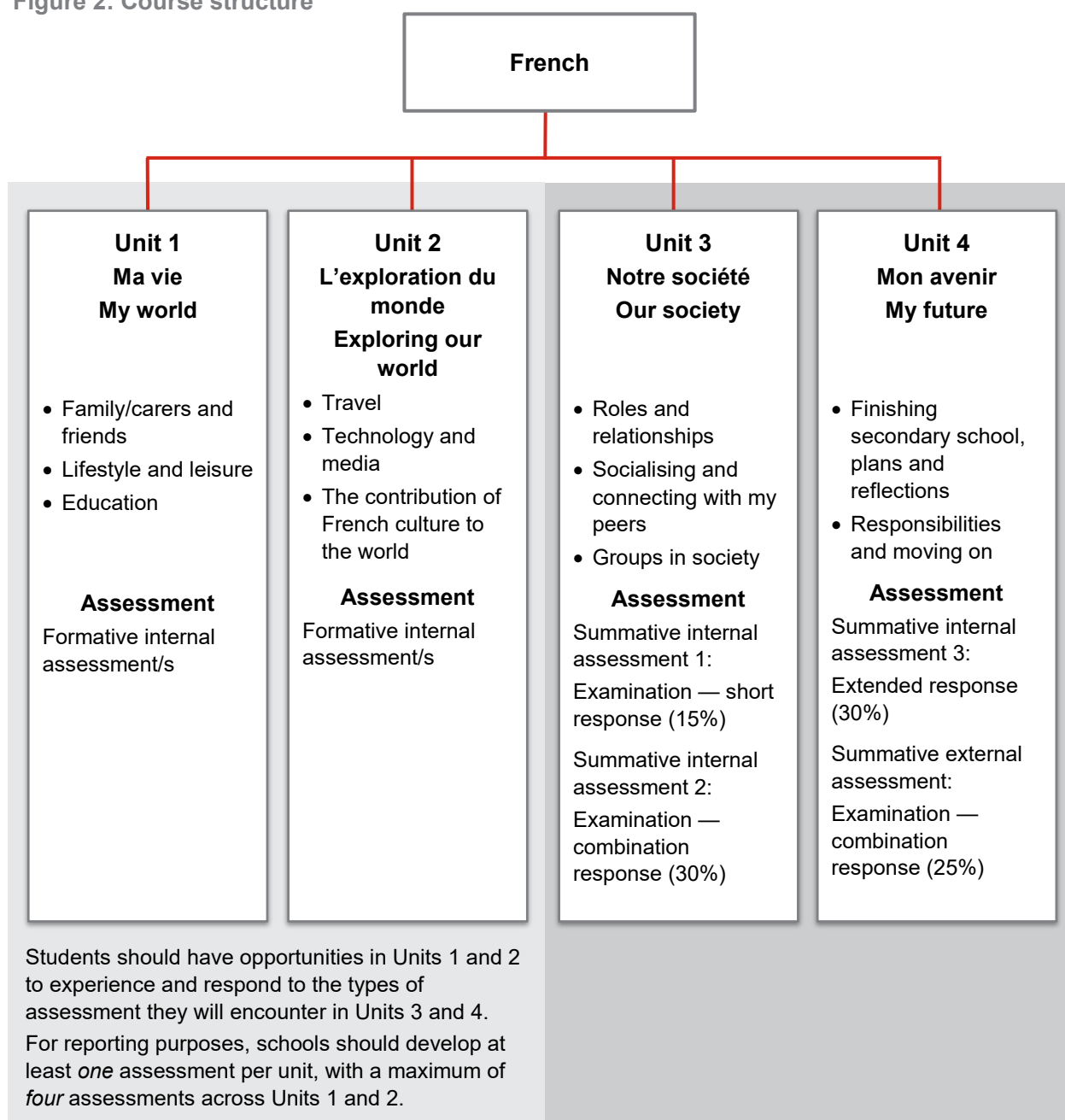
Units 1 and 2 provide foundational learning, which allows students to experience all syllabus objectives and begin engaging with the course subject matter. Students should complete Units 1 and 2 before beginning Unit 3. It is recommended that Unit 3 be completed before Unit 4.

Units 3 and 4 consolidate student learning. Only the results from Units 3 and 4 will contribute to ATAR calculations.

Figure 2 outlines the structure of this course of study.

Each unit has been developed with a notional time of 55 hours of teaching and learning, including assessment.

Figure 2: Course structure



# 1.2 Teaching and learning

## 1.2.1 Syllabus objectives

The syllabus objectives outline what students have the opportunity to learn. Assessment provides evidence of how well students have achieved the objectives.

Syllabus objectives inform unit objectives, which are contextualised for the subject matter and requirements of the unit. Unit objectives, in turn, inform the assessment objectives, which are further contextualised for the requirements of the assessment instruments. The number of each objective remains constant at all levels, i.e. Syllabus objective 1 relates to Unit objective 1 and to Assessment objective 1 in each assessment instrument.

Syllabus objectives are described in terms of actions that operate on the subject matter. Students are required to use a range of cognitive processes in order to demonstrate and meet the syllabus objectives. These cognitive processes are described in the explanatory paragraph following each objective in terms of four levels: retrieval, comprehension, analytical processes (analysis), and knowledge utilisation, with each process building on the previous processes (see Marzano & Kendall 2007, 2008). That is, comprehension requires retrieval, and knowledge utilisation requires retrieval, comprehension and analytical processes (analysis).

By the conclusion of the course of study, students will:

Syllabus objective	Unit 1	Unit 2	Unit 3	Unit 4
1. <u>comprehend</u> French to <u>understand</u> information, ideas, opinions and experiences	•	•	•	•
2. <u>identify tone</u> , <u>purpose</u> , <u>context</u> and <u>audience</u> to <u>infer</u> meaning, <u>values</u> and <u>attitudes</u>	•	•	•	•
3. <u>analyse</u> and <u>evaluate</u> information and ideas to draw conclusions and <u>justify</u> opinions, ideas and <u>perspectives</u>	•	•	•	•
4. <u>apply</u> knowledge of French <u>language elements</u> , structures and <u>textual conventions</u> to <u>convey meaning appropriate to context</u> , <u>purpose</u> , <u>audience</u> and <u>cultural conventions</u>	•	•	•	•
5. <u>structure</u> , <u>sequence</u> and <u>synthesise</u> information to <u>justify</u> opinions, ideas and <u>perspectives</u>	•	•	•	•
6. <u>use strategies to maintain communication</u> and <u>exchange</u> meaning in French	•	•	•	•

### 1. **comprehend French to understand information, ideas, opinions and experiences**

When students comprehend French to understand information, ideas, opinions and experiences, they respond to French texts in contexts and determine meaning.

### 2. **identify tone, purpose, context and audience to infer meaning, values and attitudes**

When students identify tone, purpose, context and audience, they use and synthesise linguistic and cultural knowledge to identify language elements and structures to examine meaning, values, attitudes and beliefs.

### 3. **analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives**

When students analyse and evaluate information and ideas to draw conclusions and justify opinions, they identify gist, key points, and detail to develop a point of view.



**4. apply knowledge of French language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions**

When students apply knowledge of language elements, structures and textual conventions to create texts, they retrieve and synthesise their knowledge of French to construct, communicate, exchange and convey meaning.

**5. structure, sequence and synthesise information to justify opinions, ideas and perspectives**

When students structure, sequence and synthesise information to exchange and justify opinions, ideas and perspectives in French, they organise language elements to explain and transmit information and ideas.

**6. use strategies to maintain communication and exchange meaning in French.**

When students use strategies to maintain communication in French, they retrieve and synthesise knowledge and skills of language and culture to generate and sustain the exchange of meaning.

## 1.2.2 Underpinning factors

There are three skill sets that underpin senior syllabuses and are essential for defining the distinctive nature of subjects:

- literacy — the set of knowledge and skills about language and texts essential for understanding and conveying French content
- numeracy — the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations, to recognise and understand the role of mathematics in the world, and to develop the dispositions and capacities to use mathematical knowledge and skills purposefully
- 21st century skills — the attributes and skills students need to prepare them for higher education, work and engagement in a complex and rapidly changing world.

These skill sets, which overlap and interact, are derived from current education, industry and community expectations. They encompass the knowledge, skills, capabilities, behaviours and dispositions that will help students live and work successfully in the 21st century.

Together these three skill sets shape the development of senior subject syllabuses. Although coverage of each skill set may vary from syllabus to syllabus, students should be provided with opportunities to learn through and about these skills over the course of study. Each skill set contains identifiable knowledge and skills that can be directly assessed.

### Literacy in French

Literacy is the set of knowledge and skills about language and texts that is essential for understanding and conveying information in French. Ongoing systematic teaching and learning focused on the literacy knowledge and skills specific to French is essential for student achievement. This includes knowledge of the nature and structure of letters, spelling conventions, written accents and punctuation and their application to communicate effectively.

Students need to learn and use the knowledge and skills of reading, viewing and listening to understand and acquire the French language. Students need to learn and use the knowledge and skills of writing, composing and speaking to convey information in French.

To understand and use literacy skills in French, teaching and learning strategies include:

- comprehending language and texts to make literal and inferred meanings from French texts
- using French in the classroom, real-world and/or lifelike contexts to progress their own learning.

To analyse and evaluate French texts, teaching and learning strategies include:

- using French to convey ideas and information in particular ways to suit audience and purpose
- analysing the ways language is used to convey ideas and information in French texts
- drawing conclusions about the purpose and audience of French texts.

These aspects of literacy knowledge and skills are embedded in the syllabus objectives, unit objectives and subject matter, and instrument-specific marking guides (ISMGs) for French.

## Numeracy in French

Numeracy is about using mathematics to make sense of the world and applying mathematics in a context for a social purpose.

Numeracy encompasses the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations, to recognise and understand the role of mathematics in the world and to develop the dispositions and capacities to use mathematical knowledge and skills purposefully.

Although much of the explicit teaching of numeracy skills occurs in Mathematics, being numerate involves using mathematical skills across the curriculum. Therefore, numeracy development is an essential component of teaching and learning across the curriculum and a responsibility for all teachers.

To understand and use numeracy skills in French, teaching and learning strategies include:

- identifying specific mathematical information in French texts
- providing learning experiences and opportunities that support the application of students' general mathematical knowledge and problem-solving processes
- communicating and representing the language of numeracy in teaching, as appropriate.

These aspects of numeracy knowledge and skills are embedded in the syllabus objectives, unit objectives and subject matter, and ISMGs for French.

## 21st century skills

The 21st century skills identified in the following table reflect a common agreement, both in Australia and internationally, on the skills and attributes students need to prepare them for higher education, work and engagement in a complex and rapidly changing world.

21st century skills	Associated skills	21st century skills	Associated skills
critical thinking	<ul style="list-style-type: none"> <li>• analytical thinking</li> <li>• problem-solving</li> <li>• decision-making</li> <li>• reasoning</li> <li>• reflecting and evaluating</li> <li>• intellectual flexibility</li> </ul>	creative thinking	<ul style="list-style-type: none"> <li>• innovation</li> <li>• initiative and enterprise</li> <li>• curiosity and imagination</li> <li>• creativity</li> <li>• generating and applying new ideas</li> <li>• identifying alternatives</li> <li>• seeing or making new links</li> </ul>
communication	<ul style="list-style-type: none"> <li>• effective oral and written communication</li> <li>• using language, symbols and texts</li> <li>• communicating ideas effectively with diverse audiences</li> </ul>	collaboration and teamwork	<ul style="list-style-type: none"> <li>• relating to others (interacting with others)</li> <li>• recognising and using diverse perspectives</li> <li>• participating and contributing</li> <li>• community connections</li> </ul>
personal and social skills	<ul style="list-style-type: none"> <li>• adaptability/flexibility</li> <li>• management (self, career, time, planning and organising)</li> <li>• character (resilience, mindfulness, open- and fair-mindedness, self-awareness)</li> <li>• leadership</li> <li>• citizenship</li> <li>• cultural awareness</li> <li>• ethical (and moral) understanding</li> </ul>	information & communication technologies (ICT) skills	<ul style="list-style-type: none"> <li>• operations and concepts</li> <li>• accessing and analysing information</li> <li>• being productive users of technology</li> <li>• digital citizenship (being safe, positive and responsible online)</li> </ul>

French helps develop the following 21st century skills:

- critical thinking
- communication
- personal and social skills
- creative thinking
- collaboration and teamwork
- information & communication technologies (ICT) skills.

These elements of 21st century skills are embedded in the syllabus objectives, unit objectives and subject matter, and ISMGs for French.

### 1.2.3 Aboriginal perspectives and Torres Strait Islander perspectives

The QCAA is committed to reconciliation in Australia. As part of its commitment, the QCAA affirms that:

- Aboriginal peoples and Torres Strait Islander peoples are the first Australians, and have the oldest living cultures in human history
- Aboriginal peoples and Torres Strait Islander peoples have strong cultural traditions and speak diverse languages and dialects, other than Standard Australian English
- teaching and learning in Queensland schools should provide opportunities for students to deepen their knowledge of Australia by engaging with the perspectives of Aboriginal peoples and Torres Strait Islander peoples
- positive outcomes for Aboriginal students and Torres Strait Islander students are supported by successfully embedding Aboriginal perspectives and Torres Strait Islander perspectives across planning, teaching and assessing student achievement.

Guidelines about Aboriginal perspectives and Torres Strait Islander perspectives and resources for teaching are available at [www.qcaa.qld.edu.au/k-12-policies/aboriginal-torres-strait-islander-perspectives](http://www.qcaa.qld.edu.au/k-12-policies/aboriginal-torres-strait-islander-perspectives).

Where appropriate, Aboriginal perspectives and Torres Strait Islander perspectives have been embedded in the subject matter.

Languages foster and sustain cultures, identities and communities. Through the study and acquisition of an additional language, students learn to value other identities and cultures as well as their own.

As the custodians of Australia's first languages, Australian Aboriginal peoples and Torres Strait Islander peoples are important members of the Australian community, whose cultures and perspectives have been sustained for over 50 000 years. For learners of French, study that recognises the diversity and specificity of Aboriginal identities and Torres Strait Islander identities — through histories, traditional and contemporary cultures, lifestyles and values — provides further insight into the complexity and uniqueness of Australian identity in the present day.

When learning French, teachers should consider the context of the local area and community. The place of Aboriginal cultures and languages and Torres Strait Islander cultures and languages should be acknowledged, and authentic connections to Aboriginal communities and Torres Strait Islander communities made. Students can explore Aboriginal perspectives and Torres Strait Islander perspectives in a number of contexts, such as lifestyle, leisure, travel, roles and relationships, and groups in society.

## 1.2.4 Pedagogical and conceptual frameworks

Language acquisition occurs in communicative contexts: communication encompasses the exchange and negotiation of meaning, drawing on awareness of intercultural understanding and cultural conventions.

Students acquire language through the purposeful and meaningful use of that language. Exchanges of information and ideas are authentic and relevant to the learner; students practise receptive, interactive and productive exchanges of information in communicative and age-appropriate contexts. Through engagement with a range of French texts, students will demonstrate communicative and cognitive facility and a capacity to create and comprehend texts in French.

The syllabus objectives for French are interrelated and interdependent. They reflect the nature of French language acquisition in a communicative and cultural context. To effectively engage students in exchanging ideas, information and opinions, the teaching and learning experiences for French need to encompass a variety and range of modes, media and formats. Students and teachers are encouraged to interact in French as the language of the classroom. Active language use, in a variety of meaningful everyday situations and contexts, fosters an understanding and appreciation of French language, culture, and their interrelationships.

Teaching and learning experiences should support student engagement. Exchanges in and engagement with French are meaningful when teaching and learning experiences allow for:

- retrieval of knowledge of language elements and textual conventions to understand and create texts
- consideration of context and cultural conventions to construct and engage with a range of written, spoken and visual text types
- development and organisation of information in a cohesive manner to communicate, explain and transmit ideas and demonstrate intercultural understanding
- synthesis of knowledge and skills to generate and sustain the exchange of meaning
- use of linguistic, textual and cultural knowledge for the analysis and creation of texts
- interpretation, analysis, comparison and evaluation of information and ideas to draw conclusions and justify opinions in responding to texts
- identification of information, ideas and textual elements to develop points of view
- recognition and appreciation of variations within languages that reflect cultural and community diversity.

Schools should develop learning experiences that allow students the opportunity to:

- analyse texts
- create texts
- exchange information and ideas.

These opportunities should cover unit objectives contextualised to the subject matter and requirements of each unit.

Schools should ensure that there is a balance of:

- modes
- subject matter
- objectives

and that students engage with:

- listening, reading and viewing, with responses to
  - short items in English and French
  - extended responses, paragraphs and/or short sentences in English and/or French
- speaking and writing, with responses
  - in a wide variety of text types for each mode
  - across the different media or forms of technology, where possible
  - in French to French stimulus texts
- exchanges of information in French.

In this way, each student develops their capacity to listen, read, speak, view and write in French. Because students develop the capacity to listen, read, speak, view and write in French unevenly, it is important that opportunities to demonstrate analysis, evaluation, drawing conclusions and the justification of opinions, ideas and perspectives be provided through responses in both English and French.

Schools develop a course of study that balances learning and assessment so that students can easily move between the classroom experience and assessment of those experiences. This will allow schools to identify the most appropriate ways to improve language acquisition and monitor individual performance in relation to the syllabus objectives.

## Use of dictionaries

Dictionaries are an important tool in the acquisition of an additional language. Knowing how to use a dictionary is a necessary skill for learners of an additional language. The use of a dictionary is one of the problem-solving strategies employed by language learners and is useful for mediating conceptual meaning. Dictionaries may also be used for confirming literal meaning where a word or phrase is not known by a student. Dictionaries are important for maintaining communication in exchanges of information but their use should not hinder or impede the immediacy and spontaneity of an exchange.

While the use of a dictionary is not an assessable skill, dictionaries may be used for assessment where this is indicated in the syllabus. The conditions of assessment are varied to allow for a range of evidence of student achievement to be collected and so dictionaries are not used for all assessment.

Schools determine the dictionary to be used and ensure that all students in each cohort have access to the same dictionary when being assessed. In order to align teaching, learning and assessment, the same dictionary should be part of each student's daily use of French.

## 1.2.5 Subject matter

Subject matter is the body of information, mental procedures and psychomotor procedures (see Marzano & Kendall 2007, 2008) that are necessary for students' learning and engagement with French. It is particular to each unit in the course of study and provides the basis for student learning experiences.

Subject matter has a direct relationship to the unit objectives, but is of a finer granularity and is more specific. These statements of learning are constructed in a similar way to objectives. Each statement:

- describes an action (or combination of actions) — what the student is expected to do
- describes the element — expressed as information, mental procedures and/or psychomotor procedures
- is contextualised for the topic or circumstance particular to the unit.

### Organisation of subject matter

Subject matter in this syllabus is organised as topics.

Students acquire French through engagement with the subject matter, using the mandatory language elements to respond to and create texts in relation to the unit topics. The subject matter and assessment in this syllabus requires students to use French.

This is an iterative process. Across the four units, students should be given the opportunity to understand and create a wide range of text types.

Resources related to subject matter should support student acquisition of French and understanding of the culture of French people and French-speaking communities. Therefore, resources and stimulus texts should be authentic; however, texts may be adapted for use in the classroom to allow student access to ideas and information where expressions are beyond the language acquisition level of a cohort.

An integrated approach to teaching subject matter should be incorporated into the analysis and creation of French texts. In a communicative language acquisition course, language elements should not be taught discretely, but should be integrated into the creation and analysis of French texts.

Student acquisition of communicative French will allow the cumulative engagement with subject matter to be demonstrated through analysis and evaluation of ideas and information in texts and through the creation of texts that convey and exchange meaning.

Unit duration is provided as advice for schools, to inform the depth and balance of coverage of each topic covered. Examples are provided as guidance for resource selection and are not exhaustive.

Assessment instruments across all four units are aligned with topics for each unit. While assessment will address the specific topics, it is expected that students will be able to demonstrate their knowledge and skills across the course of study.

## Mandatory language elements

The syllabus provides the mandatory language elements for French. A working knowledge of these elements supports students in their development of learning the subject matter.

Students will be exposed to the mandatory language elements across Units 1 and 2 of the course of study. Learning experiences across the four units will provide the opportunity for students to acquire communicative language capacity using these language elements. Students will then be required to demonstrate their capacity to use these language elements.

In the mandatory language elements below, examples of sentences or phrases are given to highlight grammatical usage, rather than to indicate particular vocabulary. Other language elements may be added.

Language elements	Examples in French
<b>Adjectives</b>	
<ul style="list-style-type: none"> <li>• abbreviations</li> <li>• agreement</li> <li>• comparative</li> <li>• demonstrative</li> <li>• indefinite</li> <li>• interrogative</li> <li>• participle (past, present)</li> <li>• position</li> <li>• possessive</li> <li>• superlative</li> </ul>	<p>1<sup>er</sup>, 2<sup>ème</sup> / 2<sup>e</sup></p> <p>des voitures grises</p> <p>plus, moins, aussi ... que</p> <p>ce, cet, cette, ces; cette robe-ci, cette robe-là</p> <p>quelque/s, plusieurs, chaque, autre/s</p> <p>quel, quelle, quels, quelles</p> <p>l'homme battu; un enfant fatiguant</p> <p>le drapeau français; une petite maison; mon ancien patron / une maison ancienne</p> <p>mon, ma, mes ...</p> <p>le, la, les plus / moins; le film le plus intéressant</p>
<b>Adverbs</b>	
<ul style="list-style-type: none"> <li>• adverbial phrases               <ul style="list-style-type: none"> <li>– concession</li> <li>– degree</li> <li>– place</li> <li>– quantity</li> <li>– time</li> </ul> </li> <li>• comparative</li> <li>• formation</li> </ul>	<p>tout de même</p> <p>à peu près; tout à fait</p> <p>tout autour; au premier plan; tout droit</p> <p>de plus en plus</p> <p>tous les dimanches; de bonne heure; tout de suite</p> <p>plus, moins, aussi ... que La vie est moins chère à Cerisy-la-Salle qu'à Paris.</p> <p>feminine adjective + ment, e.g. doucement</p>



Language elements	Examples in French
<ul style="list-style-type: none"> <li>• position <ul style="list-style-type: none"> <li>– after conjugated verb</li> <li>– at the beginning of a sentence</li> </ul> </li> <li>• superlative</li> <li>• types <ul style="list-style-type: none"> <li>– affirmation</li> <li>– concession</li> <li>– degree</li> <li>– doubt</li> <li>– manner</li> <li>– negation</li> <li>– place</li> <li>– quantity</li> <li>– time</li> </ul> </li> </ul>	<p>Il écoute rarement. J'ai déjà vu ce film.</p> <p>Généralement, les étudiants adorent les voyages scolaires.</p> <p>le plus rapidement</p> <p>vraiment</p> <p>cependant</p> <p>très</p> <p>peut-être</p> <p>bien</p> <p>ne ... jamais, rien, personne</p> <p>là</p> <p>beaucoup de / d'</p> <p>aujourd'hui</p>
<b>Articles</b>	
<ul style="list-style-type: none"> <li>• contractions</li> <li>• definite</li> <li>• indefinite</li> <li>• partitive</li> </ul>	<p>au, aux, du, des</p> <p>le, la, l', les</p> <p>un, une, des</p> <p>du, de la, de l', des</p>
<b>Conjunctions</b>	
<ul style="list-style-type: none"> <li>• followed by the indicative</li> <li>• followed by the subjunctive</li> </ul>	<p>mais, ou, et, donc, or, ni, car, sinon, parce que, puisque, pendant que, dès que, vu que</p> <p>avant que, pour que, afin que, bien que, jusqu'à ce que, à moins que</p>
<b>Nouns</b>	
<ul style="list-style-type: none"> <li>• gender and number</li> <li>• nominal phrases</li> </ul>	<p>stylo m.; pomme f.; amis pl.</p> <p>Voici mes parents.</p>

Language elements	Examples in French
<b>Numbers</b>	
<ul style="list-style-type: none"> <li>• approximation</li> <li>• cardinal</li> <li>• comma in decimals</li> <li>• dates</li> <li>• dimensions/measurement</li> <li>• fractions</li> <li>• ordinal</li> <li>• point or space in thousands / millions</li> <li>• prices</li> <li>• time</li> <li>• title of a king</li> </ul>	<p>une vingtaine</p> <p>un, deux, trois ... Deux personnes se disputent.</p> <p>3,8% Le chômage est passé à trois virgule huit pour cent.</p> <p>le premier avril; mardi 24 juillet</p> <p>deux mètres de long; un mètre de large; 50 centimètres de haut Je mesure un mètre soixante-huit.</p> <p>un cinquième; un tiers; un sur dix; douze sur cent</p> <p>premier/première, mon premier album; la deuxième chanson; au neuvième étage</p> <p>3.800 (trois mille huit cents habitants) 3 000 000 (trois millions d'habitants)</p> <p>quarante euros</p> <p>Il est deux heures. Il est quinze heures trente. Il est trois heures et demie. Il est cinq heures moins le quart.</p> <p>Louis XIV</p>
<b>Prepositions</b>	
<ul style="list-style-type: none"> <li>• before the infinitive</li> <li>• common</li> <li>• <i>en</i> followed by the present participle</li> <li>• prepositional phrases</li> <li>• time</li> </ul>	<p>à, de, par, pour, sans, dans, sur, sous, après ... C'est facile à faire. Il commence à travailler.</p> <p>sur, sous, dans, devant, derrière</p> <p>en jouant; en parlant; en finissant</p> <p>en face de; au fond de; à cause de; grâce à</p> <p>après minuit; avant six heures</p>

Language elements	Examples in French
<b>Pronouns</b>	
<ul style="list-style-type: none"> <li>• demonstrative</li> <li>• direct object</li> <li>• disjunctive</li> <li>• emphatic</li> <li>• governed by a preposition / conjunction</li> <li>• indefinite</li> <li>• indirect object</li> <li>• interrogative forms</li> <li>• personal</li> <li>• position and principles of order</li> <li>• possessive</li> <li>• reflexive</li> <li>• relative</li> <li>• <i>y, en</i></li> </ul>	<p>ceci, cela, celui; celui-ci, celui-là, celle..., ceux ..., celles...</p> <p>me/m', te/t', le/l', la/l', nous, vous, les</p> <p>moi, toi, lui, elle, soi, nous, vous, eux, elles</p> <p>moi, je ... ; moi-même ...</p> <p>C'est à moi. Après vous, Madame.</p> <p>on, chacun, quelqu'un, autrui, certain, nul, quiconque, quelque chose, l'autre</p> <p>me/m', te/t', lui, nous, vous, leur</p> <p>qui ? Qui est-ce qui vient ? Qui est-ce que tu as vu ? que ? Que veux-tu ? Qu'est-ce que tu veux ? à quoi ? À quoi est-ce que tu penses ? de quoi ? De quoi parles-tu ? lequel/laquelle/ lesquels ? ...</p> <p>je, tu, il, elle, on, nous, vous, ils, elles</p> <p>Je te l'ai dit. Elles me les ont données. On nous y emmène.</p> <p>le mien, la mienne, les miens, les miennes ...</p> <p>me/m', te/t', se/s', nous, vous, se/s'</p> <p>qui, que, quoi, dont, où, ce qui, ce que, ce dont, ce à quoi, lequel, auquel, duquel</p> <p>Je l'y emmène. J'en ai pris. Je lui en parlerai.</p>
<b>Punctuation</b>	
<ul style="list-style-type: none"> <li>• usage</li> <li>• use of upper and lower case — (majuscule, minuscule)</li> </ul>	<p>le point, la virgule, les deux points, le point-virgule, le point d'exclamation, le point d'interrogation, le tiret, les guillemets, les points de suspension, les parenthèses</p> <p>juillet, lundi, la France, les Français, le français</p>

Language elements	Examples in French
<b>Situations where the usage of French and English differs</b>	
<ul style="list-style-type: none"> <li>• complements of <i>être</i> and <i>devenir</i></li> <li>• exclamations</li> <li>• in negative sentences</li> <li>• possessive case</li> <li>• price</li> <li>• rate</li> </ul>	<p>Je suis journaliste. Elle veut devenir médecin.</p> <p>Quelle vue !</p> <p>Je n'ai pas de / d'...</p> <p>l'ordinateur de ma mère.</p> <p>€ le kilo</p> <p>50 km à l'heure</p>
<b>Verbs</b>	
<ul style="list-style-type: none"> <li>• agreement of past participles <ul style="list-style-type: none"> <li>– with <i>avoir</i></li> <li>– with <i>être</i></li> <li>– with reflexive verbs</li> </ul> </li> <li>• conditional mood <ul style="list-style-type: none"> <li>– present</li> <li>– perfect</li> </ul> </li> <li>• imperative mood</li> <li>• indicative mood: <ul style="list-style-type: none"> <li>– present (<i>présent</i>)</li> <li>– future (<i>futur</i>)</li> <li>– immediate future (<i>futur proche</i>)</li> <li>– future perfect (<i>futur antérieur</i>)</li> <li>– immediate past (<i>passé récent</i>)</li> <li>– perfect (<i>passé composé</i>)</li> <li>– imperfect (<i>imparfait</i>)</li> <li>– pluperfect (<i>plus-que-parfait</i>)</li> <li>– the past historic (<i>passé simple</i>), for recognition only</li> </ul> </li> <li>• irregular verbs in general use</li> <li>• passive voice</li> <li>• reflexive verbs</li> <li>• regular verbs</li> </ul>	<p>J'ai acheté deux voitures. Les voitures que j'ai achetées.</p> <p>Elle est allée.</p> <p>Ce matin, elle s'est levée tard. Elle s'est lavé les mains.</p> <p>je chanterais j'aurais chanté</p> <p>Chante ! Chantons ! Chantez !</p> <p>je chante</p> <p>je chanterai</p> <p>je vais chanter</p> <p>j'aurai chanté</p> <p>je viens de chanter</p> <p>j'ai chanté</p> <p>je chantais</p> <p>j'avais chanté</p> <p>je chantai</p> <p>être, avoir, faire, aller ...</p> <p>L'atmosphère est polluée par la fumée.</p> <p>se coucher; s'habiller</p> <p>-er, -ir, -re</p>

Language elements	Examples in French
<ul style="list-style-type: none"> <li>• subjunctive mood (present tense)</li> <li>• tenses <ul style="list-style-type: none"> <li>– after <i>quand / dès que</i> (future implied)</li> <li>– after <i>si</i></li> </ul> </li> <li>• use of infinitive form</li> <li>• use of present participle</li> <li>• word order in interrogative forms</li> <li>• word order in negative forms</li> </ul>	<p>... que je sache</p> <p>Quand / dès que j'aurai de l'argent, je partirai.</p> <p>S'il pleut, tu prendras un taxi. S'il pleuvait, tu prendrais un taxi. S'il avait plu, tu aurais pris un taxi.</p> <p>Je veux partir. Je commence à écrire. J'ai oublié de faire mes devoirs. sans me regarder une maison à vendre ne pas fumer faire cuire</p> <p>en courant</p> <p>Est-ce qu'il chante ? Chante-t-il ? Est-ce qu'il a chanté ? A-t-il chanté ?</p> <p>Je ne chante pas. Je n'ai pas chanté.</p>
<b>Other language features</b>	
<p>The following are examples only. The language features covered should be relevant to the context in which they are used and may change over time. Check for current usage.</p>	
Acronyms and abbreviations	DOM-TOM, ANPE, MSF, TGV, SIDA, SDF, MDR ...
Cohesive devices	en ce qui me concerne; d'abord; enfin; au contraire; par conséquent; tel que ...
Idiomatic expressions	J'en ai ras le bol ! Donner un coup de main. Tomber dans les pommes. Pourquoi tu fais la tête ?
Pause fillers	euh, ben, voyons, alors, bof
Slang	le mec; la meuf; kiffer; un truc; taffer

## Text selection

Text selection is a school-based decision and should reflect the interests and needs of students.

Throughout the course of study, students should be provided with opportunities to engage with a wide range of texts to encourage their development as language learners and users. Texts selected for the course of study may be analytical, descriptive, informative, narrative, persuasive, satirical and comedic and transactional texts.

There should be a range and balance in the texts that students read, listen to and view, which embody the intercultural nature of language. The course should include texts designed for different purposes and audiences, and delivered through different media.

## Text types

Texts are classified by the purpose/s they are designed to achieve, which influence the characteristic features the texts employ, such as language, structure and mode of communication. Classifications are sometimes ambiguous or overlapping; they may include analytical, comedic, descriptive, informative, narrative, persuasive, procedural, satirical, transactional texts, among others.

**Analytical texts** develop an argument, make a judgment or advance an interpretation. They do this by identifying, examining and drawing conclusions about the elements or components that make up other texts, e.g. short essays, research reports.

**Descriptive texts** explain the features or characteristics of something, including a range of details, often with affective or sensory description. The purpose is to invite perception, empathy or visualisation (of people, places, or emotions), e.g. travel blogs, film reviews.

**Informative texts** convey factual content to educate or inform. Sub-types of informational texts include:

- explanatory texts, which present factual information with details to elucidate. The purpose is to invite developed understanding (of an action or event), e.g. annotations on a building plan or map, travel brochures
- procedural texts, which lay out a series of steps to be followed in a set order to complete a task, e.g. recipes, directions to a point of interest.

**Narrative texts** tell a story through a series of related events or experiences. Narrative texts use aesthetic features to provoke audience or reader responses, e.g. fairytales, novels, feature films.

**Persuasive texts** put forward a point of view to influence an audience. They may do this explicitly with argument and justification, or implicitly through the use of purposefully selected textual features, e.g. speeches, advertisements.

**Satirical and comedic texts** make fun of or mock people, events or concepts, or tell jokes, for the purposes of entertainment or social comment, e.g. satirical cartoons, comedy series.

**Transactional texts** occur in situations between two or more people, often involving negotiation or discussion, to achieve an outcome, e.g. conversations to purchase a product, a series of emails to organise a time and place for a meeting.

## 1.3 Assessment — general information

Assessments are formative in Units 1 and 2, and summative in Units 3 and 4.

Assessment	Unit 1	Unit 2	Unit 3	Unit 4
Formative assessments	•	•		
Summative internal assessment 1			•	
Summative internal assessment 2			•	
Summative internal assessment 3				•
Summative external assessment				•

### 1.3.1 Formative assessments — Units 1 and 2

Formative assessments provide feedback to both students and teachers about each student's progress in the course of study.

Schools develop internal assessments for each senior subject, based on the learning described in Units 1 and 2 of the subject syllabus. Each unit objective must be assessed at least once.

For reporting purposes, schools should devise at least *two* but no more than *four* assessments for Units 1 and 2 of this subject. At least *one* assessment must be completed for *each* unit.

The sequencing, scope and scale of assessments for Units 1 and 2 are matters for each school to decide and should reflect the local context.

Teachers are encouraged to use the A–E descriptors in the reporting standards (Section 1.4) to provide formative feedback to students and to report on progress.

### 1.3.2 Summative assessments — Units 3 and 4

Students will complete a total of *four* summative assessments — three internal and one external — that count towards their final mark in each subject.

Schools develop *three* internal assessments for each senior subject, based on the learning described in Units 3 and 4 of the syllabus.

The three summative internal assessments will be endorsed and the results confirmed by the QCAA. These results will be combined with a single external assessment developed and marked by the QCAA. The external assessment results for French will contribute 25% towards a student's result.

### Summative internal assessment — instrument-specific marking guides

This syllabus provides ISMGs for the three summative internal assessments in Units 3 and 4.

The ISMGs describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the unit objectives and are contextualised for the requirements of the assessment instrument.

#### Criteria

Each ISMG groups assessment objectives into criteria. An assessment objective may appear in multiple criteria, or in a single [criterion](#) of an assessment.

## **Making judgments**

Assessment evidence of student performance in each criterion is matched to a performance-level descriptor, which describes the typical characteristics of student work.

Where a student response has characteristics from more than one performance level, a best-fit approach is used. Where a performance level has a two-mark range, it must be decided if the best fit is the higher or lower mark of the range.

## **Authentication**

Schools and teachers must have strategies in place for ensuring that work submitted for internal summative assessment is the student's own. Authentication strategies outlined in QCAA guidelines, which include guidance for drafting, scaffolding and teacher feedback, must be adhered to.

## **Summative external assessment**

The summative external assessment adds valuable evidence of achievement to a student's profile. External assessment is:

- common to all schools
- administered under the same conditions at the same time and on the same day
- developed and marked by the QCAA according to a commonly applied marking scheme.

The external assessment contributes 25% to the student's result in French. It is not privileged over the school-based assessment.



## 1.4 Reporting standards

Reporting standards are summary statements that succinctly describe typical performance at each of the five levels (A–E). They reflect the cognitive taxonomy and objectives of the course of study.

The primary purpose of reporting standards is for twice-yearly reporting on student progress. These descriptors can also be used to help teachers provide formative feedback to students and to align ISMGs.

### Reporting standards

A
<p>The student, in responding to texts in a range of contexts, demonstrates <u>thorough</u> comprehension of information, ideas, opinions and experiences in French. <u>Tone</u>, purpose, <u>context</u> and <u>audience</u> are identified to <u>infer</u> valid and justifiable meaning, <u>values</u> and <u>attitudes</u>. <u>Discerning</u> analysis and evaluation of information and ideas are developed to draw valid conclusions with well-substantiated justification of opinions, ideas and <u>perspectives</u>.</p> <p>The student, in creating texts in a range of contexts, demonstrates a <u>discerning</u> application of knowledge of <u>language elements</u>, structures and <u>textual conventions</u> to <u>create</u> texts that <u>convey meaning appropriate to context</u>, purpose, <u>audience</u> and <u>cultural conventions</u>. Information and language elements are <u>structured</u>, sequenced and synthesised to convey well-<u>justified</u> opinions, <u>perspectives</u> and ideas in French.</p> <p>The student, in exchanging meaning, demonstrates the use of <u>strategies to maintain communication</u>, demonstrating <u>effective</u> and contextually <u>appropriate</u> French language.</p>
B
<p>The student, in responding to texts in a range of contexts, demonstrates an <u>effective</u> comprehension of information, ideas, opinions and experiences in French. <u>Tone</u>, purpose, <u>context</u> and <u>audience</u> are identified to <u>infer</u> meaning, <u>values</u> and <u>attitudes</u>. <u>Appropriate</u> analysis and evaluation of information and ideas are developed to draw conclusions with justification of opinions, ideas and <u>perspectives</u>.</p> <p>The student, in creating texts in a range of contexts, demonstrates an <u>effective</u> application of knowledge of <u>language elements</u>, structures and <u>textual conventions</u> to <u>create</u> texts that <u>convey meaning appropriate to context</u>, purpose and <u>audience</u>. Information and language elements are <u>structured</u>, sequenced and synthesised to convey opinions, <u>perspectives</u> and ideas in French.</p> <p>The student, in exchanging meaning, demonstrates the use of <u>strategies to maintain communication</u>, demonstrating contextually <u>appropriate</u> French language.</p>
C
<p>The student, in responding to texts in a range of contexts, demonstrates comprehension of information, ideas, opinions and experiences in French. <u>Tone</u>, purpose, <u>context</u> and <u>audience</u> are identified to <u>infer</u> some meaning, <u>values</u> and <u>attitudes</u>. Analysis and evaluation of <u>relevant</u> information and ideas are developed to draw conclusions with some justification of opinions, ideas and <u>perspectives</u>.</p> <p>The student, in creating texts in a range of contexts, demonstrates application of knowledge of <u>language elements</u>, structures and <u>textual conventions</u> to <u>create</u> texts that convey some meaning <u>appropriate to context</u>, purpose and <u>audience</u>. Information and language elements are <u>structured</u>, sequenced and synthesised to convey opinions, <u>perspectives</u> and ideas in French.</p> <p>The student, in exchanging meaning, demonstrates the use of some <u>strategies to maintain communication</u>, demonstrating contextually <u>appropriate</u> French language.</p>

D

The student, in responding to and creating texts in a range of contexts, demonstrates partial comprehension of French to understand obvious information and ideas. Some context and audience are identified to draw conclusions. Knowledge of French language elements, structures and textual conventions is applied to create texts that convey fragmented meaning.

E

The student, in responding to and creating texts in a range of contexts, demonstrates fragmented understanding of information in French, and fragmented application of knowledge of French language elements, structures and textual conventions.

## 2 Unit 1: Ma vie — My world

### 2.1 Unit description

In Unit 1, students compare and contrast lifestyles and education in Australian and French-speaking communities, schools, homes and peer-group contexts. They communicate their understanding and experiences of relationships through the use of information and ideas in texts and language, such as formal and informal spoken language, and develop a variety of strategies to maintain communication. Students generate and compare information about their own and others' personal identities, and the cultural values related to personal and wider community lifestyles, leisure and education.

The subject matter engages students with aspects of language and textual conventions — to communicate similarities and differences, and to develop opinions about the lives and interests of young people — in familiar and unfamiliar school and home environments.

#### Unit requirements

In Unit 1, Ma vie — My world, subject matter is organised into three topics that require a notional 55 hours of teaching, learning and assessment in total, with a suggested:

- 15 hours on Unit 1 Topic 1: Family/carers and friends
- 40 hours on Unit 1 Topic 2: Lifestyle and leisure and Unit 1 Topic 3: Education.

Suggestions for French resources and texts are incorporated in the subject matter.

### 2.2 Unit objectives

Unit objectives are drawn from the syllabus objectives and are contextualised for the subject matter and requirements of the unit. Each unit objective must be assessed at least once.

Students will:

1. comprehend French to understand information, ideas, opinions and experiences related to family/carers, friendships, lifestyle, leisure and education
2. identify tone, purpose, context and audience to infer meaning, values and attitudes related to family/carers, friendships, lifestyle, leisure and education
3. analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives related to family/carers, friendships, lifestyle, leisure and education
4. apply knowledge of French language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions related to family/carers, friendships, lifestyle, leisure and education
5. structure, sequence and synthesise information to justify opinions, ideas and perspectives related to family/carers, friendships, lifestyle, leisure and education
6. use strategies to maintain communication and exchange meaning in French to discuss family/carers, friendships, lifestyle, leisure and education with peers and French-speaking community members.

## 2.3 Topic 1: Family/carers and friends

### Subject matter

In creating and evaluating French texts, students will:

- consider and create introductions in a variety of age-appropriate settings in their own and French-speaking communities, e.g. introduce and describe themselves and others in a variety of settings and text types
- comment on the similarities and differences in family/carers, friends and daily life in their own and French-speaking communities, e.g. compare family/carer structures, discuss relationships with family/carers or siblings, create explanatory texts about family/carers, friends and daily life.

## 2.4 Topic 2: Lifestyle and leisure

### Subject matter

In creating and evaluating French texts, students will:

- consider how interests, traditions, events and celebrations impact on family/carer identity, community connections and cultural values in their own and French-speaking communities, e.g. research and compare significant events, leisure activities or sports in French-speaking communities and Australia
- compare and contrast lifestyle and leisure for themselves and their peers in French-speaking communities, e.g. negotiate leisure activity arrangements; compare what is considered a healthy lifestyle
- appraise the diversity of celebrations in their social sphere and those of their peers in French-speaking communities, e.g. give reasons for family/carer activity preferences and/or values.

## 2.5 Topic 3: Education

### Subject matter

In creating and evaluating French texts, students will:

- compare and explain education experiences, e.g. compare education systems or school expectations and traditions
- analyse perspectives on the benefits and challenges of study, e.g. contrast experiences of peers in a variety of educational contexts in Australia and French-speaking communities
- assess a variety of texts comparing education systems in French-speaking communities and Australia, e.g. discuss values and attitudes towards education and school traditions or expectations and societal and cultural factors.

## 2.6 Assessment guidance

In constructing assessment instruments for Unit 1, schools should ensure that the objectives cover, or are chosen from, the unit objectives. If one assessment instrument is developed for a unit, it must assess all the unit objectives; if more than one assessment instrument is developed, the unit objectives must be covered across those instruments.

All assessments in Unit 1 are school based. Schools should devise at least one but no more than two assessment instruments.

Students should have opportunities in Units 1 and 2 to experience and respond to the types of assessment they will encounter in Units 3 and 4.

Instruments with similar specifications and conditions to Summative internal assessment 2: Examination — combination response, or Summative internal assessment 3: Extended response, would enable students to demonstrate their ability across the unit objectives, unit topics and the mandatory [language elements](#).

# 3 Unit 2: L'exploration du monde — Exploring our world

## 3.1 Unit description

In Unit 2, students move beyond their personal world to how they engage with the world. They do this by exploring options for personal travel and tourism in French-speaking countries and Australia, and by considering the associated cultural conventions. Their study focuses on the increasingly central role and impact of technology and media in their own lives and the lives of French-speaking peers. Students consider the ways that French culture has contributed to the world, and reflect upon their experiences, compare options and express preferences, while appreciating diverse cultural values. This provides the opportunity to develop knowledge and understanding of a range of language elements and textual structures; to communicate similarities and differences; and to develop opinions about travel, technology and media, and the contribution of French culture in the wider world.

### Unit requirements

In Unit 2, L'exploration du monde — Exploring our world, subject matter is organised into three topics that require a notional 55 hours of teaching, learning and assessment in total, with a minimum of 5 hours on any single topic:

- Unit 2 Topic 1: Travel
- Unit 2 Topic 2: Technology and media
- Unit 2 Topic 3: The contribution of French culture to the world.

Suggestions for French resources and texts are incorporated in the subject matter.

## 3.2 Unit objectives

Unit objectives are drawn from the syllabus objectives and are contextualised for the subject matter and requirements of the unit. Each unit objective must be assessed at least once.

Students will:

1. comprehend French to understand information, ideas, opinions and experiences related to travel, technology, media and French culture
2. identify tone, purpose, context and audience to infer meaning, values and attitudes related to travel, technology, media and French culture
3. analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives related to travel, technology, media and French culture
4. apply knowledge of French language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions related to travel, technology, media and French culture
5. structure, sequence and synthesise information to justify opinions, ideas and perspectives related to travel, technology, media and French culture
6. use strategies to maintain communication and exchange meaning in French to discuss travel, technology, media and French culture with peers and French-speaking community members.

### 3.3 Topic 1: Travel

#### Subject matter

In creating and evaluating French texts, students will:

- describe personal travel and tourism in French-speaking communities and Australia, e.g. identify places students have visited, recognise places of interest to French-speakers and/or highlights of French-speaking countries and Australian destinations (including places that are significant to Indigenous cultures)
- consider conversations related to travel options and experiences in French-speaking communities, e.g. contrast cultural conventions associated with travel experiences
- analyse trends in travel and their impact, e.g. consider economic, environmental and/or security factors; compare types of tourism and marketing, e.g. ecotourism, sharing economy, extreme tourism, volunteer tourism
- evaluate tourist destinations by reflecting on travel experiences and the importance of travel, e.g. comment on the reasons for and attitudes towards travelling and/or popular destinations and events
- investigate the significant features of a famous destination or event, e.g. identify geographical, historical and/or cultural features of a French destination or event; comment on the similarities and differences between significant sites in Australia
- justify decisions about travel options for specific audiences, e.g. discuss guidelines, rules, laws and expectations of travellers and the resulting recommendations for different groups.

### 3.4 Topic 2: Technology and media

#### Subject matter

In creating and evaluating French texts, students will:

- consider the central role of technology in their own lives and the lives of French-speaking peers, e.g. compare and contrast the ways they connect and acquire new information; identify ways technology has made travel easier or more accessible
- assess the impact of, and trends in, technology with regards to young people in the 21st century society, e.g. investigate the advantages and disadvantages of using technology to communicate and/or access information
- appraise the effects of technology and media on their own world view and on the world view of French-speaking peers, e.g. evaluate the positive and negative effects of their own use of technology; discuss how the rapid transfer of news and information (substantiated and not) influences their world view.

### 3.5 Topic 3: The contribution of French culture to the world

#### Subject matter

In creating and evaluating French texts, students will:

- identify how French traditional culture is maintained in the modern world, e.g. describe festivals, events, rites of passage and community celebrations
- analyse how aspects of French culture have made diverse contributions around the world, e.g. consider to what extent French culture is present in the local community and the reasons why
- investigate significant/prominent French speaker/s and their contribution to linguistic/cultural identity, e.g. summarise significant/prominent French speaker/s influence on the arts (music, film, literature or digital), sports or broader community.

## 3.6 Assessment guidance

In constructing assessment instruments for Units 1 and 2, schools should ensure that the objectives cover, or are chosen from, the unit objectives. If one assessment instrument is developed for a unit, it must assess all the unit objectives; if more than one assessment instrument is developed, the unit objectives must be covered across those instruments.

All assessments in Unit 1 are school based. Schools should devise at least one but no more than two assessment instruments.

Students should have opportunities in Units 1 and 2 to experience and respond to the types of assessment they will encounter in Units 3 and 4.

Instruments with similar specifications and conditions to Summative internal assessment 2: Examination — combination response, or Summative internal assessment 3: Extended response, would enable students to demonstrate their ability across the unit objectives, unit topics and the mandatory [language elements](#).



# 4 Unit 3: Notre société — Our society

## 4.1 Unit description

In Unit 3, students investigate their place in society. They reflect on roles and relationships in society and how they and their peers retain a sense of connectedness and belonging. Consideration is also given to stereotyping of groups in the community and how identity is linked or challenged by membership of these groups in their own and French-speaking communities. They learn how to express opinions about pressures and social expectations among their peers. As they comprehend, analyse, interpret and consider topics affecting their current and future society, students develop knowledge and understanding of a range of language elements. Students deepen their appreciation of cultural perspectives, as they are offered opportunities to use French to synthesise how society impacts on themselves and their peers.

### Unit requirements

In Unit 3, Notre société — Our society, subject matter is organised into three topics that require a notional 55 hours of teaching, learning and assessment in total, with a suggested:

- 15 hours on Unit 3 Topic 1: Roles and relationships
- 40 hours across Unit 3 Topic 2: Socialising and connecting with my peers and Unit 3 Topic 3: Groups in society.

Suggestions for French resources and texts are incorporated in the subject matter.

## 4.2 Unit objectives

Unit objectives are drawn from the syllabus objectives and are contextualised for the subject matter and requirements of the unit. Each unit objective must be assessed at least once.

Students will:

Unit objective	IA1	IA2
1. <u>comprehend</u> French to <u>understand</u> information, ideas, opinions and experiences <u>related</u> to relationships, roles in society, socialising and societal issues and ideas	•	•
2. <u>identify tone</u> , purpose, <u>context</u> and <u>audience</u> to <u>infer</u> meaning, <u>values</u> and <u>attitudes</u> <u>related</u> to relationships, roles in society, socialising and societal issues and ideas	•	•
3. <u>analyse</u> and <u>evaluate</u> information and ideas to <u>draw conclusions</u> and <u>justify</u> opinions, ideas and <u>perspectives related</u> to relationships, roles in society, socialising and societal issues and ideas	•	•
4. <u>apply</u> knowledge of French <u>language elements</u> , structures and <u>textual conventions</u> to <u>convey meaning appropriate to context</u> , purpose, <u>audience</u> and <u>cultural conventions related</u> to relationships, roles in society, socialising and societal issues and ideas		•
5. <u>structure</u> , <u>sequence</u> and <u>synthesise</u> information to <u>justify</u> opinions, ideas and <u>perspectives related</u> to relationships, roles in society, socialising and societal issues and ideas		•
6. <u>use strategies to maintain communication</u> and <u>exchange</u> meaning in French to <u>discuss</u> relationships, roles in society, socialising and societal issues and ideas with peers and French-speaking <u>community</u> members.		•

## 4.3 Topic 1: Roles and relationships

### Subject matter

In creating and evaluating French texts, students will:

- recognise the diversity of roles and relationships as portrayed in a variety of media, e.g. summarise personal accounts detailing the evolving nature of family/carers, identify stereotypical versus actual family/carers and/or gender roles
- consider the concept of the individual and how different factors influence their perceptions of themselves and their place in society, e.g. compare and contrast how relationship status, cultural norms, social media and peer pressure impact self-image
- comment on the changing structure of the family/carer unit, stereotypical roles in society and gender bias in their own and French-speaking communities in the 21st century, as represented in texts and media, e.g. summarise the differences and similarities of traditional social structures, cultural expectations and employment opportunities between home and French-speaking communities.

## 4.4 Topic 2: Socialising and connecting with my peers

### Subject matter

In creating and evaluating French texts, students will:

- identify and describe how they and their French-speaking peers socialise and connect with each other, e.g. summarise the opportunities available, describe specific activities and barriers to socialising and connecting
- compare the opportunities and challenges for young people in maintaining a sense of connectedness, e.g. determine societal expectations and definitions of success and the impact on young peoples' sense of belonging
- analyse the impact of socialising and connecting with their peers, e.g. consider the nature of connectedness with their peers in their own and French-speaking communities
- discuss and advise peers on issues that affect young people and are impacted by their cultural values and beliefs, e.g. consider topics such as youth health, addiction and harassment.

## 4.5 Topic 3: Groups in society

### Subject matter

In creating and evaluating French texts, students will:

- identify how young people in their own and French-speaking communities represent their perspectives and uniqueness by joining groups with particular identities, appearances, and interests, e.g. participating in community service organisations and support groups for those in need
- investigate news items impacting on young people, e.g. comment on the effect of world events on their lives and how they develop opinions and/or make decisions
- evaluate the impact of 'the group' and 'the individual' in terms of independence, individuality and responsibility, e.g. appraise the impact of societal expectations/conventions on their life and those of French-speaking peers.

## 4.6 Assessment

### 4.6.1 Summative internal assessment 1 (IA1): Examination — short response (15%)

#### Description

Summative internal assessment 1 assesses subject matter from Unit 3 Topic 1: Roles and relationships.

The examination assesses the application of a range of cognitions to multiple provided items — questions related to unseen French stimulus texts.

Student responses must be completed individually, under supervised conditions, and in a set timeframe.

#### Assessment objectives

This assessment is used to determine student achievement in the following objectives.

1. comprehend French to understand information, ideas, opinions and experiences related to relationships and roles in society
2. identify tone, purpose, context and audience to infer meaning, values and attitudes related to relationships and roles in society
3. analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives related to relationships and roles in society

**Note:** Objectives 4, 5 and 6 are not assessed in this instrument.

#### Specifications

##### Requirements: Examination — short response

Short response — Criterion: Analysing French texts in English (15 marks)

The criterion requires students to respond:

- to three to five French stimulus texts, of which one is written, one is audio or audiovisual and one is visual, which are:
  - unseen materials that students have not previously been exposed to directly in class
  - authentic
  - related to the Unit 3 Topic 1 subject matter
  - written text/s and transcripts of 500–800 words in length, when combined.

Stimulus materials must be succinct enough to allow students sufficient time to engage with them, but complex enough to allow them to demonstrate the range of cognitions in the ISMGs.

Examination questions must:

- enable students to respond to the range of cognitions required
- consist of a minimum of four and a maximum of six questions
- not specify or lead the student through a series of steps, dictating a solution or the information to be used.

Students should:

- write in full sentences, where appropriate, constructing a response so that ideas are maintained, developed and justified
- have the opportunity to answer at least one question that relies upon more than one stimulus text.

### Conditions

Short response — Criterion: Analysing French texts in English

- Time: 75–85 minutes plus 5 minutes planning.
- Length: written short answer responses in English, up to 100 words per question, to a minimum of four and a maximum of six questions.
- Resources
  - dictionaries not permitted
  - French audio or audiovisual text/s may
    - be heard up to three times
    - be delivered more slowly than background speaker pace
    - include judicious pausing.

### Summary of the instrument-specific marking guide

The following table summarises the criteria, assessment objectives and mark allocation for the examination — short response.

Criterion	Objectives	Marks
Analysing French texts in English	1, 2 and 3	15
<b>Total</b>		<b>15</b>

### Instrument-specific marking guide

#### Criterion: Analysing French texts in English

Assessment objectives

1. comprehend French to understand information, ideas, opinions and experiences related to relationships and roles in society
2. identify tone, purpose, context and audience to infer meaning, values and attitudes related to relationships and roles in society
3. analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives related to relationships and roles in society

In responding to French texts in English, the student work has the following characteristics:	Marks
<ul style="list-style-type: none"> <li>• <u>thorough</u> comprehension of information, ideas and/or opinions in all the stimulus texts <u>related</u> to relationships and roles in society</li> <li>• <u>perceptive</u> identification of <u>tone</u>, purpose, <u>context</u> and <u>audience</u> to draw a <u>valid</u> and justifiable interpretation of inferences about meaning, <u>values</u> and <u>attitudes</u> related to relationships and roles in society</li> <li>• <u>discerning</u> analysis and evaluation of <u>relevant</u> information and ideas in stimulus texts to draw well-constructed and valid conclusions with well-substantiated justification of opinions, ideas and <u>perspectives</u> related to relationships and roles in society.</li> </ul>	14–15
<ul style="list-style-type: none"> <li>• <u>effective</u> comprehension of information, ideas and/or opinions in most of the stimulus texts <u>related</u> to relationships and roles in society</li> <li>• effective identification of <u>tone</u>, purpose, <u>context</u> and <u>audience</u> to draw a <u>valid</u> interpretation of inferences about meaning, <u>values</u> and <u>attitudes</u> related to relationships and roles in society</li> <li>• effective analysis and evaluation of most <u>relevant</u> information and ideas in stimulus texts to draw valid conclusions with justification of opinions, ideas and <u>perspectives</u> related to relationships and roles in society.</li> </ul>	12–13
<ul style="list-style-type: none"> <li>• comprehension of information and ideas in some of the stimulus texts <u>related</u> to relationships and roles in society</li> <li>• identification of purpose, <u>context</u> and <u>audience</u> to <u>infer</u> some meaning, <u>values</u> and <u>attitudes</u> related to relationships and roles in society</li> <li>• analysis and evaluation of some <u>relevant</u> information and ideas in stimulus texts to <u>draw conclusions</u> with justification of opinions, ideas and <u>perspectives</u> related to relationships and roles in society.</li> </ul>	10–11
<ul style="list-style-type: none"> <li>• comprehension of the <u>gist</u> and <u>obvious</u> information from some of the stimulus texts <u>related</u> to relationships and roles in society</li> <li>• identification of purpose, <u>context</u> and <u>audience</u> related to relationships and roles in society</li> <li>• analysis of some <u>relevant</u> information and ideas in stimulus texts to <u>draw conclusions</u> with some justification from the <u>text/s</u> related to relationships and roles in society.</li> </ul>	8–9
<ul style="list-style-type: none"> <li>• comprehension of parts of the stimulus texts <u>related</u> to relationships and roles in society</li> <li>• identification of <u>context</u> and/or <u>audience</u> related to relationships and roles in society</li> <li>• analysis of some information and ideas in stimulus texts to <u>draw conclusions</u> related to relationships and roles in society.</li> </ul>	6–7
<ul style="list-style-type: none"> <li>• comprehension of some parts of the stimulus texts <u>related</u> to relationships and roles in society</li> <li>• <u>partial</u> identification of <u>context</u> and/or <u>audience</u> related to relationships and roles in society</li> <li>• analysis of some information related to relationships and roles in society.</li> </ul>	4–5
<ul style="list-style-type: none"> <li>• comprehension of some words and phrases <u>related</u> to relationships and roles in society</li> <li>• <u>cursor</u>y identification of context and/or audience.</li> </ul>	2–3
<ul style="list-style-type: none"> <li>• comprehension of some words <u>related</u> to relationships and roles in society.</li> </ul>	1
<ul style="list-style-type: none"> <li>• does not satisfy any of the descriptors above.</li> </ul>	0

## 4.6.2 Summative internal assessment 2 (IA2): Examination — combination response (30%)

### Description

Summative internal assessment 2 assesses subject matter from both:

- Unit 3 Topic 2: Socialising and connecting with my peers
- Unit 3 Topic 3: Groups in society.

The examination assesses the application of a range of cognitions to multiple provided items — questions, scenarios and/or problems related to unseen French stimulus texts, i.e. written, audio, audiovisual or visual.

Student responses must be completed individually, under supervised conditions, and in a set timeframe.

This instrument is designed to be delivered over two sessions, but schools must ensure that the integrity of the examination is not compromised.

### Assessment objectives

This assessment is used to determine student achievement in the following objectives:

1. comprehend French to understand information, ideas, opinions and experiences related to socialising and societal issues and/or ideas
2. identify tone, purpose, context and audience to infer meaning, values and attitudes related to socialising and societal issues and/or ideas
3. analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives related to socialising and societal issues and/or ideas
4. apply knowledge of French language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions related to socialising and societal issues and/or ideas
5. structure, sequence and synthesise information to justify opinions, ideas and perspectives related to socialising and societal issues and/or ideas
6. use strategies to maintain communication and exchange meaning in French to discuss socialising and societal issues and/or ideas with peers and French-speaking community members.

### Specifications

#### Requirements: Examination — combination response

This examination is designed to be undertaken in two sessions.

Session 1:

- Part 1: Short response — Criterion: Analysing French texts in English
- Part 2: Extended response — Criterion: Creating French texts with French stimulus.

Session 2:

- Unprepared response — Criterion: Exchanging information and ideas in French.

Session 1, Part 1: Short response — Criterion: Analysing French texts in English (6 marks)

This criterion requires students to respond to two to three French stimulus texts, of which one is written and one is an audio or audiovisual text, which are:

- unseen materials that students have not previously been exposed to directly in class
- authentic
- related to the Unit 3 Topic 2 and 3 subject matter
- written texts and transcripts of 500–800 words in length, when combined.

Stimulus materials must be succinct enough to allow students sufficient time to engage with them, but complex enough to allow them to demonstrate the range of cognitions in the ISMGs.

Examination questions must:

- enable students to respond to the range of cognitions required
- consist of a minimum of three and a maximum of four questions
- not specify or lead the student through a series of steps, dictating a solution or the information to be used.

Students should:

- write in full sentences, where appropriate, constructing responses in which ideas are maintained, developed and justified
- have the opportunity to answer at least one question that relies upon more than one stimulus text.

Session 1, Part 2: Extended response — Criterion: Creating French texts with French stimulus (12 marks)

This criterion requires students to respond:

- to a task related to the stimulus texts from the short response
- from their personal perspective, e.g. explain behaviour, reflect on actions and/or propose future courses of action
- in French in 200–300 words.

Session 2: Unprepared response — Criterion: Exchanging information and ideas in French (12 marks)

This criterion requires students to respond:

- in a one-to-one and student-centred French conversation
- to stimulus texts including
  - an unseen written or visual stimulus text on a task related to the stimulus used in Session 1, Part 1: Short response — Criterion: Analysing French texts in English
  - questions in the French conversation
- to unseen questions that provide opportunities to sustain communication, exchange meaning and provide a spontaneous personal response to the stimulus.

The written or visual stimulus text must:

- provide a different perspective from those offered in Session 1

- be provided no more than 10 minutes before the conversation
- contain no more than 60 words in French or English.

The conversation must be recorded as evidence of the quality of the student response and be made available for quality assurance processes.

### Conditions

Session 1, Parts 1 and 2: Short response — Criterion: Analysing French texts in English, and Extended response — Criterion: Creating French texts with French stimulus

- Time: 90–100 minutes plus 5 minutes planning for the session.
- Length
  - Part 1: Short response
    - written short answer responses in English, up to 100 words per item, with a minimum of three and a maximum of four questions.
  - Part 2: Extended response
    - written extended response in French of 200–300 words.
- Resources
  - French-English bilingual dictionaries permitted
  - word processor (with internet disabled) permitted
  - French audio or audiovisual stimulus text/s may
    - be heard up to three times
    - be delivered more slowly than background speaker pace
    - include judicious pausing.

Session 2: Unprepared response — Criterion: Exchanging information and ideas in French

- Time: 10 minutes planning with the stimulus plus 3–7 minutes of student-centred conversation in French.
- Resources:
  - no access to materials or notes other than stimulus materials
  - during 10 minutes planning, students may make notes to use as prompts
  - during 3–7 minutes of student-centred conversation, students may use notes prepared in planning time.



## Summary of the instrument-specific marking guide

The following table summarises the criteria, assessment objectives and mark allocation for the examination — combination response.

Criterion	Objectives	Marks
Analysing French texts in English	1, 2 and 3	6
Creating French texts with French stimulus	1, 4 and 5	12
Exchanging information and ideas in French	1, 4, 5 and 6	12
<b>Total</b>		<b>30</b>

## Instrument-specific marking guide

### Criterion: Analysing French texts in English

#### Assessment objectives

1. comprehend French to understand information, ideas, opinions and experiences related to socialising and societal issues and/or ideas
2. identify tone, purpose, context and audience to infer meaning, values and attitudes related to socialising and societal issues and/or ideas
3. analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives related to socialising and societal issues and/or ideas

In responding to French texts in English, the student work has the following characteristics:	Marks
<ul style="list-style-type: none"> <li>• <u>thorough</u> comprehension of information, ideas and/or opinions in all the stimulus texts <u>related</u> to socialising and societal issues and/or ideas</li> <li>• <u>perceptive</u> identification of <u>tone</u>, <u>purpose</u>, <u>context</u> and <u>audience</u> to draw a <u>valid</u> and <u>justifiable</u> interpretation of inferences about meaning, <u>values</u> and <u>attitudes</u> related to socialising and societal issues and/or ideas</li> <li>• <u>discerning</u> analysis and evaluation of <u>relevant</u> information and ideas in stimulus texts to draw well-constructed and valid conclusions with well-substantiated justification of opinions, ideas and <u>perspectives</u> related to socialising and societal issues and/or ideas.</li> </ul>	6
<ul style="list-style-type: none"> <li>• <u>effective</u> comprehension of information and ideas in most of the stimulus texts <u>related</u> to socialising and societal issues and/or ideas</li> <li>• effective identification of <u>tone</u>, <u>purpose</u>, <u>context</u> and <u>audience</u> to draw an interpretation of inferences about meaning, <u>values</u> and <u>attitudes</u> related to socialising and societal issues and/or ideas</li> <li>• effective analysis and evaluation of most <u>relevant</u> information and ideas in stimulus texts to <u>draw conclusions</u> with justification of opinions, ideas and <u>perspectives</u> related to socialising and societal issues and/or ideas.</li> </ul>	5
<ul style="list-style-type: none"> <li>• comprehension of the <u>gist</u> and <u>obvious</u> information from some of the stimulus texts <u>related</u> to socialising and societal issues and/or ideas</li> <li>• identification of purpose, <u>context</u> and/or <u>audience</u> related to socialising and societal issues and/or ideas</li> <li>• analysis of some <u>relevant</u> information and ideas in stimulus texts to <u>draw conclusions</u> with some justification from the <u>text/s</u> related to socialising and societal issues and/or ideas.</li> </ul>	4

In responding to French texts in English, the student work has the following characteristics:	Marks
<ul style="list-style-type: none"> <li>comprehension of parts of the stimulus texts <u>related</u> to socialising and societal issues and/or ideas</li> <li>identification of <u>context</u> and/or <u>audience</u> related to socialising and societal issues and/or ideas</li> <li>analysis of some information and ideas in stimulus texts to <u>draw conclusions</u>.</li> </ul>	3
<ul style="list-style-type: none"> <li>comprehension of parts of the stimulus texts <u>related</u> to socialising and societal issues and/or ideas</li> <li>analysis of some information.</li> </ul>	2
<ul style="list-style-type: none"> <li>comprehension of some words and/or phrases <u>related</u> to socialising and societal issues and/or ideas.</li> </ul>	1
<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above.</li> </ul>	0

### Criterion: Creating French texts with French stimulus

#### Assessment objectives

- comprehend French to understand information, ideas, opinions and experiences related to socialising and societal issues and/or ideas
- apply knowledge of French language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions related to socialising and societal issues and/or ideas
- structure, sequence and synthesise information to justify opinions, ideas and perspectives related to socialising and societal issues and/or ideas

In responding in French to French texts, the student work has the following characteristics:	Marks
<ul style="list-style-type: none"> <li><u>discerning</u> application of <u>conventions</u> and use of <u>language elements</u> to write a <u>comprehensive</u> response to stimulus texts and the task in <u>proficient</u> and <u>complex</u> French <u>related</u> to socialising and societal issues and/or ideas</li> <li>provision of a cohesive and <u>detailed personal response/justified</u> opinion in relation to topics identified in stimulus texts and the task related to socialising and societal issues and/or ideas</li> <li>discerning selection, sequencing and synthesis of details from French stimulus texts to support the personal response/justified opinions related to socialising and societal issues and/or ideas.</li> </ul>	11–12
<ul style="list-style-type: none"> <li><u>appropriate</u> application of <u>conventions</u> and use of <u>language elements</u> to write a response to stimulus texts and the task in mostly <u>proficient</u> and <u>complex</u> French <u>related</u> to socialising and societal issues and/or ideas</li> <li>provision of an effective <u>personal response</u> and/or opinion in relation to topics identified in stimulus texts and the task related to socialising and societal issues and/or ideas</li> <li><u>effective</u> selection, sequencing and synthesis of details from French stimulus texts to support the personal response/justified opinions related to socialising and societal issues and/or ideas.</li> </ul>	9–10
<ul style="list-style-type: none"> <li>application of <u>conventions</u> and <u>language elements</u> to write a response to stimulus texts and the task with <u>sufficient</u> proficiency to <u>convey meaning related</u> to socialising and societal issues and/or ideas</li> <li>provision of a clear <u>personal response</u> and/or opinion in relation to the task related to</li> </ul>	7–8

In responding in French to French texts, the student work has the following characteristics:	Marks
<ul style="list-style-type: none"> <li>socialising and societal issues and/or ideas</li> <li>purposeful selection, sequencing and synthesis of details from French stimulus texts to support the personal response/justified opinions related to socialising and societal issues and/or ideas.</li> </ul>	
<ul style="list-style-type: none"> <li>application of conventions and some language elements to write a response to some stimulus texts and/or the task, in which the overall response can be understood</li> <li>explanation of the topic related to socialising and societal issues and/or ideas</li> <li>adequate selection, sequencing and synthesis of some details from French stimulus texts to support the personal response/justified opinions related to socialising and societal issues and/or ideas</li> </ul>	5–6
<ul style="list-style-type: none"> <li>application of some language elements to write a response</li> <li>explanation of some aspects of the topic related to socialising and societal issues and/or ideas</li> <li>fragmented selection, sequencing and synthesis of a response to French stimulus texts related to socialising and societal issues and/or ideas</li> </ul>	3–4
<ul style="list-style-type: none"> <li>isolated use of French language related to socialising and societal issues and/or ideas</li> <li>disjointed selection and sequencing in a response to French stimulus texts related to socialising and societal issues and/or ideas.</li> </ul>	1–2
<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above.</li> </ul>	0

### Criterion: Exchanging information and ideas in French

#### Assessment objectives

- comprehend French to understand information, ideas, opinions and experiences related to socialising and societal issues and/or ideas
- apply knowledge of French language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions related to socialising and societal issues and/or ideas
- structure, sequence and synthesise information to justify opinions, ideas and perspectives related to socialising and societal issues and/or ideas
- use strategies to maintain communication and exchange meaning in French to discuss socialising and societal issues and/or ideas with peers and French-speaking community members

In exchanging information and ideas in French, the student work has the following characteristics:	Marks
<ul style="list-style-type: none"> <li>synthesis of relevant information and ideas in stimulus texts to draw well-constructed and valid conclusions with well-substantiated justification of opinions, ideas and perspectives related to socialising and societal issues and/or ideas</li> <li>discerning application of conventions and use of language features in a spoken conversation to respond to the stimulus related to socialising and societal issues and/or ideas</li> <li>use of strategies to generate and maintain communication to provide a personal response related to socialising and societal issues and/or ideas.</li> </ul>	11–12

In exchanging information and ideas in French, the student work has the following characteristics:	Marks
<ul style="list-style-type: none"> <li>• synthesis of most <u>relevant</u> information and ideas in texts to draw <u>valid</u> conclusions with justification of opinions, ideas and <u>perspectives related</u> to socialising and societal issues and/or ideas</li> <li>• <u>proficient</u> application of <u>conventions</u> and use of <u>language features</u> with occasional errors in a spoken conversation in French to respond to the stimulus related to socialising and societal issues and/or ideas</li> <li>• use of <u>strategies to maintain communication</u> to provide a <u>personal response</u> related to socialising and societal issues and/or ideas.</li> </ul>	9–10
<ul style="list-style-type: none"> <li>• synthesis of some <u>relevant</u> information and ideas in stimulus texts to <u>draw conclusions</u> with justification of opinions, ideas and <u>perspectives related</u> to socialising and societal issues and/or ideas</li> <li>• use of <u>suitable language features</u> with errors that do not impede meaning in a spoken conversation related to the stimulus</li> <li>• occasional need for prompting to maintain communication and provide a <u>personal response</u> related to socialising and societal issues and/or ideas.</li> </ul>	7–8
<ul style="list-style-type: none"> <li>• comprehension of some <u>relevant</u> information and ideas in stimulus texts and <u>draw conclusions</u> with some justification from the <u>text/s related</u> to socialising and societal issues and/or ideas</li> <li>• use of <u>language features</u> with errors that impede meaning but overall response can be understood</li> <li>• <u>frequent</u> need for prompting to maintain communication and provide a response related to socialising and societal issues and/or ideas.</li> </ul>	5–6
<ul style="list-style-type: none"> <li>• comprehension of some information in stimulus texts <u>related</u> to socialising and societal issues and/or ideas</li> <li>• use of <u>language features</u> with <u>frequent</u> errors that impede meaning but some information can be understood</li> <li>• is hesitant, relying heavily on prompts and cues to <u>communicate</u> related to socialising and societal issues and/or ideas.</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• comprehension of some words and phrases in the stimulus texts</li> <li>• <u>isolated</u> use of some French phrases or words <u>related</u> to socialising and societal issues and/or ideas.</li> </ul>	1–2
<ul style="list-style-type: none"> <li>• does not satisfy any of the descriptors above.</li> </ul>	0

# 5 Unit 4: Mon avenir — My future

## 5.1 Unit description

In Unit 4, students focus on their final year of school and their post-school future. This includes end-of-school celebrations, students’ plans for their immediate future and how these plans, responsibilities and aspirations compare with those of young French speakers. As students research and discuss, and then create texts relevant to school leavers, they consolidate their knowledge and understanding of a range of language elements, structures and text types. Students are offered opportunities to use French, to explore their perspectives on issues relevant to their futures and to the futures of their peers, and to reflect on the end of their school lives.

### Unit requirements

In Unit 4, Mon avenir — My future, subject matter is organised into two topics that require a notional 55 hours of teaching, learning and assessment in total, with a suggested:

- 27 hours on Unit 4 Topic 1: Finishing secondary school, plans and reflections
- 28 hours on Unit 4 Topic 2: Responsibilities and moving on.

Suggestions for French resources and texts are incorporated in the subject matter.

## 5.2 Unit objectives

Unit objectives are drawn from the syllabus objectives and are contextualised for the subject matter and requirements of the unit. Each unit objective must be assessed at least once.

Students will:

Unit objective	IA3	EA
1. <u>comprehend</u> French to <u>understand</u> information, ideas, opinions and experiences <u>related</u> to finishing secondary school, future plans and responsibilities	•	•
2. <u>identify tone</u> , purpose, <u>context</u> and <u>audience</u> to <u>infer</u> meaning, <u>values</u> and <u>attitudes related</u> to finishing secondary school, future plans and responsibilities	•	•
3. <u>analyse</u> and <u>evaluate</u> information and ideas to <u>draw conclusions</u> and <u>justify</u> opinions, ideas and <u>perspectives related</u> to finishing secondary school, future plans and responsibilities	•	•
4. <u>apply</u> knowledge of French <u>language elements</u> , structures and <u>textual conventions</u> to <u>convey meaning appropriate to context</u> , purpose, <u>audience</u> and <u>cultural conventions related</u> to finishing secondary school, future plans and responsibilities	•	•
5. <u>structure</u> , <u>sequence</u> and <u>synthesise</u> information to <u>justify</u> opinions, ideas and <u>perspectives related</u> to finishing secondary school, future plans and responsibilities	•	•
6. <u>use strategies to maintain communication</u> and <u>exchange</u> meaning in French to <u>discuss</u> finishing secondary school, future plans and responsibilities with peers and French-speaking <u>community</u> members.	•	

## 5.3 Topic 1: Finishing secondary school, plans and reflections

### Subject matter

In creating and evaluating French texts, students will:

- reflect on the end of their school lives, e.g. describe the significance of graduation ceremonies and end-of-secondary-school celebrations in Australian and French-speaking communities; explain their achievements, challenges and experiences as a student
- consider the role of French in their future, e.g. explore the opportunities for future study, travel, employment and career prospects
- discuss a variety of perspectives about finishing secondary school and plans for the future, e.g. summarise their plans for travel, study and careers and the factors that impact on these decisions
- comment on personal feelings about their experiences at school, the relationships they most valued, and what they will miss as they leave school, e.g. advise future senior students on what they wish they had known and/or done differently.

## 5.4 Topic 2: Responsibilities and moving on

### Subject matter

In creating and evaluating French texts, students will:

- compare and contrast employment prospects and post-school options in their own and French-speaking communities, e.g. consider study and job opportunities in a range of French-speaking communities and the associated economic factors (cost of living, accommodation)
- discuss the considerations associated with creating a more independent life after school for themselves and French-speaking peers, e.g. offer advice to their peers on study, employment and gap years post-secondary school
- comment on their own concerns relating to the responsibilities they face at the end of their secondary school lives, e.g. discuss the kind of person they aspire to be and the impact they hope to have on others/the world.

## 5.5 Assessment

### 5.5.1 Summative internal assessment 3 (IA3): Extended response (30%)

#### Description

Summative internal assessment 3 assesses subject matter selected from:

- Unit 4 Topic 1: Finishing secondary school, plans and reflections
- Unit 4 Topic 2: Responsibilities and moving on.

This assessment focuses on the communication and exchange of ideas and information. It is an open-ended task responding to three French stimulus texts. While students may undertake some research when developing the extended response, it is not the focus of this technique.

Student responses must be completed individually and in a set timeframe.

Students may choose to support their response with additional resources; these do not form part of the stimulus for the task.

This assessment occurs over an extended period of time. Students may use class time and their own time to develop a response. Some parts of the preparation time for the response may be conducted under supervised conditions to ensure authenticity.

#### Assessment objectives

This assessment is used to determine student achievement in the following objectives.

1. comprehend French to understand information, ideas, opinions and experiences related to finishing secondary school, future plans and responsibilities
2. identify tone, purpose, context and audience to infer meaning, values and attitudes related to finishing secondary school, future plans and responsibilities
3. analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives related to finishing secondary school, future plans and responsibilities
4. apply knowledge of French language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions related to finishing secondary school, future plans and responsibilities
5. structure, sequence and synthesise information to justify opinions, ideas and perspectives related to finishing secondary school, future plans and responsibilities
6. use strategies to maintain communication and exchange meaning in French to discuss finishing secondary school, future plans and responsibilities with peers and French-speaking community members

#### Specifications

##### Requirements: Extended response

For each student, the extended response is undertaken in a single session, divided into two parts:

- Part 1: Extended response — Criterion: Analysing French texts in French — a prepared, individual, multimodal response to French stimulus texts

- Part 2: Extended response — Criterion: Exchanging information and ideas in French — an individual spoken response to unseen open-ended follow-up questions in a teacher and student French conversation.

Part 1: Extended response — Criterion: Analysing French texts in French (15 marks)

This criterion requires students to:

- respond to three French stimulus texts related to the Unit 4 Topic 1 and/or Unit 4 Topic 2 subject matter
- analyse and synthesise the stimulus texts to identify different perspectives
- structure, sequence and synthesise their individual response over an extended period.

The three stimulus texts must:

- cover a range of text types
- be authentic
- be related to the Unit 4 subject matter.

One stimulus text must:

- be studied in class
- enable students to select elements of the text that support their perspective/s and
- be chosen from: a French film, documentary, television series episode, extended interview, newspaper, magazine article, journal, short story, novella, website or printed materials. This stimulus is not included in the combined word length specification.

The other two stimulus texts will:

- be unseen materials that students have not been exposed to directly in class
- have a combined length of 400-700 words in French
- include one that is written
- include one that is audio or audiovisual or a series of visual texts.

The student response:

- must be a prepared, individual, multimodal presentation of 4–8 minutes in French
- may be supported by notes
- must offer a personal response, including their own perspectives, on the ideas and information offered in the three stimulus texts
- must be recorded as evidence of the quality of the response and be made available for quality assurance processes.

Students must provide evidence of their authorship of the response through:

- negotiation with the teacher about the perspective and content before development and/or supplementary research begins
- established checkpoints throughout the production process, including a draft
- submission of evidence of the preparation of the final response
- submission of visual evidence of the final product presented, e.g. slides, video.



Part 2: Extended response — Criterion: Exchanging information and ideas in French (15 marks)

This criterion requires students to respond spontaneously to unseen open-ended questions in French related to their response to the stimulus texts and Unit 4 subject matter.

The spoken conversation must:

- be an unprepared student-centred conversation in French with the teacher of 5–7 minutes in length
- provide opportunities to sustain communication and exchange meaning in French
- be recorded as evidence of the quality of the response and be made available for quality assurance processes.

### Conditions

Part 1: Extended response — Criterion: Analysing French texts in French

- Time: 2–3 weeks preparation (in-class and out-of-class time).
- Length: 4–8 minutes in French.

Part 2: Extended response — Criterion: Exchanging information and ideas in French

- Length: 5–7 minutes of unprepared student-centred conversation in French with the teacher.
- Other: dictionaries not permitted.

### Summary of the instrument-specific marking guide

The following table summarises the criteria, assessment objectives and mark allocation for the extended response.

Criterion	Objectives	Marks
Analysing French texts in French	1, 2, 3, 4 and 5	15
Exchanging information and ideas in French	1, 4, 5 and 6	15
<b>Total</b>		<b>30</b>

## Instrument-specific marking guide

### Criterion: Analysing French texts in French

#### Assessment objectives

1. comprehend French to understand information, ideas, opinions and experiences related to finishing secondary school, future plans and responsibilities
2. identify tone, purpose, context and audience to infer meaning, values and attitudes related to finishing secondary school, future plans and responsibilities
3. analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives related to finishing secondary school, future plans and responsibilities
4. apply knowledge of French language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions related to finishing secondary school, future plans and responsibilities
5. structure, sequence and synthesise information to justify opinions, ideas and perspectives related to finishing secondary school, future plans and responsibilities

In responding in French to French texts, the student work has the following characteristics:	Marks
<ul style="list-style-type: none"> <li>• <u>comprehensive</u> understanding of information, ideas and/or opinions in all the stimulus texts <u>related</u> to finishing secondary school, future plans and responsibilities</li> <li>• <u>perceptive</u> identification of <u>tone</u>, purpose, <u>context</u> and <u>audience</u> to draw <u>valid</u> and justifiable interpretation of inferences about meaning, <u>values</u> and <u>attitudes</u> in <u>proficient</u> and <u>complex</u> French related to finishing secondary school, future plans and responsibilities</li> <li>• <u>discerning</u> analysis and evaluation of <u>relevant</u> information and ideas in the stimulus texts to draw well-constructed and valid conclusions with well-substantiated justification of opinions, ideas and <u>perspectives</u> related to finishing secondary school, future plans and responsibilities.</li> </ul>	14–15
<ul style="list-style-type: none"> <li>• <u>effective</u> understanding of information, ideas and/or opinions in the stimulus texts <u>related</u> to finishing secondary school, future plans and responsibilities</li> <li>• effective identification of <u>tone</u>, purpose, <u>context</u> and <u>audience</u> to draw a <u>valid</u> interpretation or inferences about meaning, <u>values</u> and <u>attitudes</u> in mostly <u>proficient</u> and <u>complex</u> French related to finishing secondary school, future plans and responsibilities</li> <li>• effective analysis and evaluation of most <u>relevant</u> information and ideas in the stimulus texts to draw valid conclusions with justification of opinions, ideas and <u>perspectives</u> related to finishing secondary school, future plans and responsibilities.</li> </ul>	12–13
<ul style="list-style-type: none"> <li>• understanding of information and ideas in most of the stimulus texts <u>related</u> to finishing secondary school, future plans and responsibilities</li> <li>• identification of purpose, <u>context</u> and <u>audience</u> to draw an interpretation of inferences about meaning, <u>values</u> and <u>attitudes</u> in mostly <u>proficient</u> French related to finishing secondary school, future plans and responsibilities</li> <li>• analysis and evaluation of some <u>relevant</u> information and ideas in the stimulus texts to <u>draw conclusions</u> with justification of opinions, ideas and <u>perspectives</u> related to finishing secondary school, future plans and responsibilities.</li> </ul>	10–11
<ul style="list-style-type: none"> <li>• understanding of the <u>gist</u> and <u>obvious</u> information from some of the stimulus texts <u>related</u> to finishing secondary school, future plans and responsibilities</li> <li>• identification of purpose, <u>context</u> and/or <u>audience</u> with <u>sufficient</u> proficiency in French related to finishing secondary school, future plans and responsibilities</li> <li>• analysis of some <u>relevant</u> information and ideas in the stimulus texts to <u>draw conclusions</u> with some justification from the <u>text</u>/s related to finishing secondary school, future plans</li> </ul>	8–9

In responding in French to French texts, the student work has the following characteristics:	Marks
and responsibilities.	
<ul style="list-style-type: none"> <li>• understanding of <u>gist</u> and <u>obvious</u> information from parts of the stimulus texts <u>related</u> to finishing secondary school, future plans and responsibilities</li> <li>• identification of <u>context</u> and/or <u>audience</u> in which the overall response can be understood related to finishing secondary school, future plans and responsibilities</li> <li>• analysis of some information and ideas in the stimulus <u>text/s</u> to <u>draw conclusions</u> related to finishing secondary school, future plans and responsibilities.</li> </ul>	6–7
<ul style="list-style-type: none"> <li>• understanding of parts of the stimulus <u>text/s</u> <u>related</u> to finishing secondary school, future plans and responsibilities</li> <li>• some aspects of <u>context</u> and/or <u>audience</u> identified in <u>fragmented</u> French</li> <li>• analysis of some information related to finishing secondary school, future plans and responsibilities.</li> </ul>	4–5
<ul style="list-style-type: none"> <li>• understanding of some words and phrases <u>related</u> to finishing secondary school, future plans and responsibilities</li> <li>• <u>fragmented</u> information identified related to finishing secondary school, future plans and responsibilities.</li> </ul>	2–3
<ul style="list-style-type: none"> <li>• understanding of some words <u>related</u> to finishing secondary school, future plans and responsibilities.</li> </ul>	1
<ul style="list-style-type: none"> <li>• does not satisfy any of the descriptors above.</li> </ul>	0

### Criterion: Exchanging information and ideas in French

#### Assessment objectives

1. comprehend French to understand information, ideas, opinions and experiences related to finishing secondary school, future plans and responsibilities
4. apply knowledge of French language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions related to finishing secondary school, future plans and responsibilities
5. structure, sequence and synthesise information to justify opinions, ideas and perspectives related to finishing secondary school, future plans and responsibilities
6. use strategies to maintain communication and exchange meaning in French to discuss finishing secondary school, future plans and responsibilities with peers and French-speaking community members

In exchanging information and ideas in French, the student work has the following characteristics:	Marks
<ul style="list-style-type: none"> <li>• <u>discerning</u> application of <u>conventions</u> and use of <u>language features</u> in a spoken conversation in French to <u>exchange</u> information and ideas about their presentation <u>related</u> to finishing secondary school, future plans and responsibilities</li> <li>• <u>structured</u>, sequenced and synthesised use of strategies to <u>generate</u> and maintain the conversation in a <u>discerning</u> manner</li> <li>• provision of a <u>perceptive</u> and <u>justified personal response</u> using <u>relevant</u> information related to finishing secondary school, future plans and responsibilities</li> </ul>	14–15
<ul style="list-style-type: none"> <li>• <u>effective</u> and <u>proficient</u> application of <u>conventions</u> and use of <u>language features</u> in a spoken conversation in French to <u>exchange</u> information and ideas about their presentation <u>related</u> to finishing secondary school, future plans and responsibilities</li> </ul>	12–13

In exchanging information and ideas in French, the student work has the following characteristics:	Marks
<ul style="list-style-type: none"> <li>• <u>structured</u>, sequenced and synthesised use of strategies to <u>generate</u> and maintain the conversation in an effective manner</li> <li>• provision of an effective <u>personal response</u> using <u>relevant</u> information related to finishing secondary school, future plans and responsibilities.</li> </ul>	
<ul style="list-style-type: none"> <li>• <u>proficient</u> application of <u>conventions</u> and use of <u>language features</u> in a spoken conversation in French to <u>exchange</u> information and ideas about their presentation <u>related</u> to finishing secondary school, future plans and responsibilities</li> <li>• <u>structured</u>, sequenced and synthesised use of strategies to <u>generate</u> and maintain the conversation in a <u>purposeful</u> manner</li> <li>• provision of a <u>clear personal response</u> related to finishing secondary school, future plans and responsibilities.</li> </ul>	10–11
<ul style="list-style-type: none"> <li>• use of <u>suitable language features</u> with errors that do not impede meaning in a spoken conversation in French to <u>exchange</u> information and ideas <u>related</u> to finishing secondary school, future plans and responsibilities</li> <li>• can maintain communication in a <u>structured</u> and sequenced manner</li> <li>• provision of an <u>appropriate personal response</u> related to finishing secondary school, future plans and responsibilities.</li> </ul>	8–9
<ul style="list-style-type: none"> <li>• use of French <u>language features</u> with some errors that impede meaning at times <u>related</u> to finishing secondary school, future plans and responsibilities</li> <li>• occasional need for prompting to maintain communication in a <u>structured</u> manner</li> <li>• provision of an <u>adequate</u> response related to finishing secondary school, future plans and responsibilities.</li> </ul>	6–7
<ul style="list-style-type: none"> <li>• use of French language with errors that impede meaning but can be understood <u>related</u> to finishing secondary school, future plans and responsibilities</li> <li>• <u>frequent</u> need for prompting to maintain communication</li> <li>• <u>fragmented</u> response to finishing school, future plans and responsibilities.</li> </ul>	4–5
<ul style="list-style-type: none"> <li>• use of French language with <u>frequent</u> errors but some information can be understood <u>related</u> to finishing secondary school, future plans and responsibilities</li> <li>• is hesitant, relying heavily on prompts and cues to <u>communicate</u></li> <li>• <u>disjointed</u> response to finishing school, future plans and responsibilities.</li> </ul>	2–3
<ul style="list-style-type: none"> <li>• <u>isolated</u> use of French phrases or words <u>related</u> to finishing secondary school, future plans and responsibilities.</li> </ul>	1
<ul style="list-style-type: none"> <li>• does not satisfy any of the descriptors above.</li> </ul>	0

## 5.5.2 Summative external assessment (EA): Examination — combination response (25%)

### General information

Summative external assessment is developed and marked by the QCAA. In French, it contributes 25% to a student's overall subject result.

The external assessment in French is common to all schools and administered under the same conditions, at the same time, on the same day.

### Description

The summative external assessment covers the subject matter from Unit 4. The examination assesses the application of a range of cognitions to multiple provided items — questions related to unseen French stimulus texts, questions, scenarios and/or problems.

Student responses must be completed individually, under supervised conditions, and in a set timeframe.

### Assessment objectives

This assessment is used to determine student achievement in the following objectives:

1. comprehend French to understand information, ideas, opinions and experiences related to finishing secondary school, future plans and responsibilities
2. identify tone, purpose, context and audience to infer meaning, values and attitudes related to finishing secondary school, future plans and responsibilities
3. analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives related to finishing secondary school, future plans and responsibilities
4. apply knowledge of French language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions related to finishing secondary school, future plans and responsibilities
5. structure, sequence and synthesise information to justify opinions, ideas and perspectives related to finishing secondary school, future plans and responsibilities

**Note:** Objective 6 is not assessed in this instrument.

### Specifications

#### Requirements: Examination — combination response

This examination is a combination of extended and short responses in English and French related to three to six unseen French stimulus texts. French stimulus written text/s and transcripts of 500–800 words in length, when combined.

Criterion: Analysing French texts in English and French

The criterion requires students to:

- respond to three to six French stimulus texts, of which at least one is written, and one is audio or audiovisual, which are:
  - authentic
  - related to the Unit 4 subject matter

- written text/s and transcripts of 500–800 words in length, when combined.
- respond in English and French to unseen questions, scenarios and/or problems, e.g.
  - interpreting graphs, tables or diagrams
  - completing items requiring short and/or extended responses
  - responding to unseen stimulus texts
  - interpreting ideas and information in French texts
- analyse, synthesise and evaluate questions, scenarios and/or problems in response to French text/s
- write in full sentences, where appropriate, constructing a response so that ideas are maintained, developed and justified.

Criterion: Creating French texts

Students respond in French to unseen questions, scenarios, problems and/or French stimulus.

### Conditions

- Time: 120 minutes plus 5 minutes perusal.
- Length:
  - responses in English
    - written short answer responses, up to 100 words per item
    - total response of 300–400 words
  - responses in French
    - written short answer responses up to 100 words per item
    - written extended answer responses of 200–300 words
    - total response of 400–600 words
- Resources: notes and reference materials are not permitted.

### Instrument-specific marking guide

No ISMG is provided for the external assessment.

## 6 Glossary

Term	Explanation
<b>A</b>	
<b>accomplished</b>	highly trained or skilled in a particular activity; perfected in knowledge or training; expert
<b>accuracy</b>	the condition or quality of being true, correct or exact; freedom from error or defect; precision or exactness; correctness; in science, the extent to which a measurement result represents the quantity it purports to measure; an accurate measurement result includes an estimate of the true value and an estimate of the uncertainty
<b>accurate</b>	precise and exact; to the point; consistent with or exactly conforming to a truth, standard, rule, model, convention or known facts; free from error or defect; meticulous; correct in all details
<b>additional language acquisition</b>	process by which a language other than a person's native language is learnt, including culturally appropriate communicative habits; also referred to as 'second language acquisition'
<b>adept</b>	very/highly skilled or proficient at something; expert
<b>adequate</b>	satisfactory or acceptable in quality or quantity equal to the requirement or occasion
<b>analyse</b>	dissect to ascertain and examine constituent parts and/or their relationships; break down or examine in order to identify the essential elements, features, components or structure; determine the logic and reasonableness of information; examine or consider something in order to explain and interpret it, for the purpose of finding meaning or relationships and identifying patterns, similarities and differences
<b>applied learning</b>	the acquisition and application of knowledge, understanding and skills in real-world or lifelike contexts that may encompass workplace, industry and community situations; it emphasises learning through doing and includes both theory and the application of theory, connecting subject knowledge and understanding with the development of practical skills
<b>Applied subject</b>	a subject whose primary pathway is work and vocational education; it emphasises applied learning and community connections; a subject for which a syllabus has been developed by the QCAA with the following characteristics: results from courses developed from Applied syllabuses contribute to the QCE; results may contribute to ATAR calculations
<b>apply</b>	use knowledge and understanding in response to a given situation or circumstance; carry out or use a procedure in a given or particular situation
<b>appraise</b>	evaluate the worth, significance or status of something; judge or consider a text or piece of work
<b>appreciate</b>	recognise or make a judgment about the value or worth of something; understand fully; grasp the full implications of

Term	Explanation
<b>appropriate</b>	acceptable; suitable or fitting for a particular purpose, circumstance, context, etc.
<b>apt</b>	suitable to the purpose or occasion; fitting, appropriate
<b>area of study</b>	a division of, or a section within a unit
<b>argue</b>	give reasons for or against something; challenge or debate an issue or idea; persuade, prove or try to prove by giving reasons
<b>aspect</b>	a particular part of a feature of something; a facet, phase or part of a whole
<b>assess</b>	measure, determine, evaluate, estimate or make a judgment about the value, quality, outcomes, results, size, significance, nature or extent of something
<b>assessment</b>	purposeful and systematic collection of information about students' achievements
<b>assessment instrument</b>	a tool or device used to gather information about student achievement
<b>assessment objectives</b>	drawn from the unit objectives and contextualised for the requirements of the assessment instrument (see also 'syllabus objectives', 'unit objectives')
<b>assessment technique</b>	the method used to gather evidence about student achievement, (e.g. examination, project, investigation)
<b>astute</b>	showing an ability to accurately assess situations or people; of keen discernment
<b>ATAR</b>	Australian Tertiary Admission Rank
<b>attitudes</b>	in languages, how an author or creator of a text feels about the topic, situation and audience
<b>audience</b>	in languages, recipients of a text; the group of readers, listeners or viewers that the writer, designer, filmmaker or speaker is addressing, e.g. students in the classroom, an individual, the wider community
<b>audio</b>	in languages, texts that are listened to
<b>audiovisual</b>	in languages, texts that are viewed and listened to
<b>authentic</b>	in languages, (original or modified text) that would be used by a background speaker for communicative purposes
<b>authoritative</b>	able to be trusted as being accurate or true; reliable; commanding and self-confident; likely to be respected and obeyed
<b>B</b>	
<b>background speaker</b>	native speaker of a language or a person who has had significant exposure to and/or knowledge of a language and culture
<b>balanced</b>	keeping or showing a balance; not biased; fairly judged or presented; taking everything into account in a fair, well-judged way



Term	Explanation
<b>basic</b>	fundamental
<b>beliefs</b>	what a person, society or group holds to be true
<b>C</b>	
<b>calculate</b>	determine or find (e.g. a number, answer) by using mathematical processes; obtain a numerical answer showing the relevant stages in the working; ascertain/determine from given facts, figures or information
<b>categorise</b>	place in or assign to a particular class or group; arrange or order by classes or categories; classify, sort out, sort, separate
<b>challenging</b>	difficult but interesting; testing one's abilities; demanding and thought-provoking; usually involving unfamiliar or less familiar elements
<b>characteristic</b>	a typical feature or quality
<b>clarify</b>	make clear or intelligible; explain; make a statement or situation less confused and more comprehensible
<b>clarity</b>	clearness of thought or expression; the quality of being coherent and intelligible; free from obscurity of sense; without ambiguity; explicit; easy to perceive, understand or interpret
<b>classify</b>	arrange, distribute or order in classes or categories according to shared qualities or characteristics
<b>clear</b>	free from confusion, uncertainty, or doubt; easily seen, heard or understood
<b>clearly</b>	in a clear manner; plainly and openly, without ambiguity
<b>coherent</b>	having a natural or due agreement of parts; connected; consistent; logical, orderly; well-structured and makes sense; rational, with parts that are harmonious; having an internally consistent relation of parts
<b>cohesive</b>	characterised by being united, bound together or having integrated meaning; forming a united whole
<b>comment</b>	express an opinion, observation or reaction in speech or writing; give a judgment based on a given statement or result of a calculation
<b>communicate</b>	convey knowledge and/or understandings to others; make known; transmit
<b>community</b>	a group of people who share common language, identity, and/or experience
<b>compare</b>	display recognition of similarities and differences and recognise the significance of these similarities and differences
<b>competent</b>	having suitable or sufficient skills, knowledge, experience, etc. for some purpose; adequate but not exceptional; capable; suitable or sufficient for the purpose; having the necessary ability, knowledge or skill to do something successfully; efficient and capable (of a person); acceptable and satisfactory, though not outstanding

Term	Explanation
<b>competently</b>	in an efficient and capable way; in an acceptable and satisfactory, though not outstanding, way
<b>complex</b>	composed or consisting of many different and interconnected parts or factors; compound; composite; characterised by an involved combination of parts; complicated; intricate; a complex whole or system; a complicated assembly of particulars
<b>comprehend</b>	understand the meaning or nature of; grasp mentally
<b>comprehensive</b>	inclusive; of large content or scope; including or dealing with all or nearly all elements or aspects of something; wide-ranging; detailed and thorough, including all that is relevant
<b>concise</b>	expressing much in few words; giving a lot of information clearly and in a few words; brief, comprehensive and to the point; succinct, clear, without repetition of information
<b>concisely</b>	in a way that is brief but comprehensive; expressing much in few words; clearly and succinctly
<b>conduct</b>	direct in action or course; manage; organise; carry out
<b>consider</b>	think deliberately or carefully about something, typically before making a decision; take something into account when making a judgment; view attentively or scrutinise; reflect on
<b>considerable</b>	fairly large or great; thought about deliberately and with a purpose
<b>considered</b>	formed after careful and deliberate thought
<b>consistent</b>	agreeing or accordant; compatible; not self-opposed or self-contradictory, constantly adhering to the same principles; acting in the same way over time, especially so as to be fair or accurate; unchanging in nature, standard, or effect over time; not containing any logical contradictions (of an argument); constant in achievement or effect over a period of time
<b>construct</b>	create or put together (e.g. an argument) by arranging ideas or items; display information in a diagrammatic or logical form; make; build
<b>context</b>	the environment in which an event occurs, or in the case of a text, is created or responded to; context may include the general social, historical and cultural conditions (the context of culture), the specific features of its immediate social environment (context of situation), or, when analysing a text, the parts of a text before or after a selected passage or word, and relevant to it (in context)
<b>contrast</b>	display recognition of differences by deliberate juxtaposition of contrary elements; show how things are different or opposite; give an account of the differences between two or more items or situations, referring to both or all of them throughout
<b>controlled</b>	shows the exercise of restraint or direction over; held in check; restrained, managed or kept within certain bounds
<b>conventions</b>	in languages, cultural and linguistic norms or accepted practices
<b>convey meaning</b>	to express a thought, feeling, idea, opinion, experience or fact so it is understood by others

Term	Explanation
<b>convincing</b>	persuaded by argument or proof; leaving no margin of doubt; clear; capable of causing someone to believe that something is true or real; persuading or assuring by argument or evidence; appearing worthy of belief; credible or plausible
<b>course</b>	a defined amount of learning developed from a subject syllabus
<b>create</b>	bring something into being or existence; produce or evolve from one's own thought or imagination; reorganise or put elements together into a new pattern or structure or to form a coherent or functional whole
<b>creative</b>	resulting from originality of thought or expression; relating to or involving the use of the imagination or original ideas to create something; having good imagination or original ideas
<b>credible</b>	capable or worthy of being believed; believable; convincing
<b>criterion</b>	the property or characteristic by which something is judged or appraised
<b>critical</b>	involving skilful judgment as to truth, merit, etc.; involving the objective analysis and evaluation of an issue in order to form a judgment; expressing or involving an analysis of the merits and faults of a work of literature, music, or art; incorporating a detailed and scholarly analysis and commentary (of a text); rationally appraising for logical consistency and merit
<b>critique</b>	review (e.g. a theory, practice, performance) in a detailed, analytical and critical way
<b>cultural conventions</b>	common set of norms and established standards shared by members of a group, to which each person is expected to conform
<b>cultural values</b>	common set of beliefs and principles shared by a group
<b>cursory</b>	hasty, and therefore not thorough or detailed; performed with little attention to detail; going rapidly over something, without noticing details; hasty; superficial
<b>D</b>	
<b>decide</b>	reach a resolution as a result of consideration; make a choice from a number of alternatives
<b>deduce</b>	reach a conclusion that is necessarily true, provided a given set of assumptions is true; arrive at, reach or draw a logical conclusion from reasoning and the information given
<b>defensible</b>	justifiable by argument; capable of being defended in argument
<b>define</b>	give the meaning of a word, phrase, concept or physical quantity; state meaning and identify or describe qualities
<b>demonstrate</b>	prove or make clear by argument, reasoning or evidence, illustrating with practical example; show by example; give a practical exhibition
<b>derive</b>	arrive at by reasoning; manipulate a mathematical relationship to give a new equation or relationship; in mathematics, obtain the derivative of a function

Term	Explanation
<b>describe</b>	give an account (written or spoken) of a situation, event, pattern or process, or of the characteristics or features of something
<b>design</b>	produce a plan, simulation, model or similar; plan, form or conceive in the mind; in English, select, organise and use particular elements in the process of text construction for particular purposes; these elements may be linguistic (words), visual (images), audio (sounds), gestural (body language), spatial (arrangement on the page or screen) and multimodal (a combination of more than one)
<b>detailed</b>	executed with great attention to the fine points; meticulous; including many of the parts or facts
<b>determine</b>	establish, conclude or ascertain after consideration, observation, investigation or calculation; decide or come to a resolution
<b>develop</b>	elaborate, expand or enlarge in detail; add detail and fullness to; cause to become more complex or intricate
<b>devise</b>	think out; plan; contrive; invent
<b>differentiate</b>	identify the difference/s in or between two or more things; distinguish, discriminate; recognise or ascertain what makes something distinct from similar things; in mathematics, obtain the derivative of a function
<b>discerning</b>	discriminating; showing intellectual perception; showing good judgment; making thoughtful and astute choices; selected for value or relevance
<b>discriminate</b>	note, observe or recognise a difference; make or constitute a distinction in or between; differentiate; note or distinguish as different
<b>discriminating</b>	differentiating; distinctive; perceiving differences or distinctions with nicety; possessing discrimination; perceptive and judicious; making judgments about quality; having or showing refined taste or good judgment
<b>discuss</b>	examine by argument; sift the considerations for and against; debate; talk or write about a topic, including a range of arguments, factors or hypotheses; consider, taking into account different issues and ideas, points for and/or against, and supporting opinions or conclusions with evidence
<b>disjointed</b>	disconnected; incoherent; lacking a coherent order/sequence or connection
<b>distinguish</b>	recognise as distinct or different; note points of difference between; discriminate; discern; make clear a difference/s between two or more concepts or items
<b>diverse</b>	of various kinds or forms; different from each other
<b>document</b>	support (e.g. an assertion, claim, statement) with evidence (e.g. decisive information, written references, citations)
<b>draw conclusions</b>	make a judgment based on reasoning and evidence

Term	Explanation
<b>E</b>	
<b>effective</b>	successful in producing the intended, desired or expected result; meeting the assigned purpose
<b>efficient</b>	working in a well-organised and competent way; maximum productivity with minimal expenditure of effort; acting or producing effectively with a minimum of waste, expense or unnecessary effort
<b>element</b>	a component or constituent part of a complex whole; a fundamental, essential or irreducible part of a composite entity
<b>elementary</b>	simple or uncompounded; relating to or dealing with elements, rudiments or first principles (of a subject); of the most basic kind; straightforward and uncomplicated
<b>erroneous</b>	based on or containing error; mistaken; incorrect
<b>essential</b>	absolutely necessary; indispensable; of critical importance for achieving something
<b>evaluate</b>	make an appraisal by weighing up or assessing strengths, implications and limitations; make judgments about ideas, works, solutions or methods in relation to selected criteria; examine and determine the merit, value or significance of something, based on criteria
<b>examination</b>	a supervised test that assesses the application of a range of cognitions to one or more provided items such as questions, scenarios and/or problems; student responses are completed individually, under supervised conditions, and in a set timeframe
<b>examine</b>	investigate, inspect or scrutinise; inquire or search into; consider or discuss an argument or concept in a way that uncovers the assumptions and interrelationships of the issue
<b>exchange</b>	to give and receive information, ideas, opinions and/or experiences
<b>experiment</b>	try out or test new ideas or methods, especially in order to discover or prove something; undertake or perform a scientific procedure to test a hypothesis, make a discovery or demonstrate a known fact
<b>explain</b>	make an idea or situation plain or clear by describing it in more detail or revealing relevant facts; give an account; provide additional information
<b>explicit</b>	clearly and distinctly expressing all that is meant; unequivocal; clearly developed or formulated; leaving nothing merely implied or suggested
<b>explore</b>	look into both closely and broadly; scrutinise; inquire into or discuss something in detail
<b>express</b>	convey, show or communicate (e.g. a thought, opinion, feeling, emotion, idea or viewpoint); in words, art, music or movement, convey or suggest a representation of; depict

Term	Explanation
<b>extended response</b>	an open-ended assessment technique that focuses on the interpretation, analysis, examination and/or evaluation of ideas and information in response to a particular situation or stimulus; while students may undertake some research when writing of the extended response, it is not the focus of this technique; an extended response occurs over an extended and defined period of time
<b>Extension subject</b>	a two-unit subject (Units 3 and 4) for which a syllabus has been developed by QCAA, that is an extension of one or more General subject/s, studied concurrently with, Units 3 and 4 of that subject or after completion of, Units 3 and 4 of that subject
<b>extensive</b>	of great extent; wide; broad; far-reaching; comprehensive; lengthy; detailed; large in amount or scale
<b>external assessment</b>	summative assessment that occurs towards the end of a course of study and is common to all schools; developed and marked by the QCAA according to a commonly applied marking scheme
<b>external examination</b>	a supervised test, developed and marked by the QCAA, that assesses the application of a range of cognitions to multiple provided items such as questions, scenarios and/or problems; student responses are completed individually, under supervised conditions, and in a set timeframe
<b>extrapolate</b>	infer or estimate by extending or projecting known information; conjecture; infer from what is known; extend the application of something (e.g. a method or conclusion) to an unknown situation by assuming that existing trends will continue or similar methods will be applicable
<b>F</b>	
<b>factual</b>	relating to or based on facts; concerned with what is actually the case; actually occurring; having verified existence
<b>familiar</b>	well-acquainted; thoroughly conversant with; well known from long or close association; often encountered or experienced; common; (of materials, texts, skills or circumstances) having been the focus of learning experiences or previously encountered in prior learning activities
<b>feasible</b>	capable of being achieved, accomplished or put into effect; reasonable enough to be believed or accepted; probable; likely
<b>fluent</b>	spoken or written with ease; able to speak or write smoothly, easily or readily; articulate; eloquent; in artistic performance, characteristic of a highly developed and excellently controlled technique; flowing; polished; flowing smoothly, easily and effortlessly
<b>fluently</b>	in a graceful and seemingly effortless manner; in a way that progresses smoothly and readily
<b>formative assessment</b>	assessment whose major purpose is to improve teaching and student achievement
<b>fragmented</b>	disorganised; broken down; disjointed or isolated

Term	Explanation
<b>French culture</b>	culture that pertains to the French language and the communities in which the language is spoken, rather than just the country of France
<b>frequent</b>	happening or occurring often at short intervals; constant, habitual, or regular
<b>fundamental</b>	forming a necessary base or core; of central importance; affecting or relating to the essential nature of something; part of a foundation or basis
<b>G</b>	
<b>General subject</b>	a subject for which a syllabus has been developed by the QCAA with the following characteristics: results from courses developed from General syllabuses contribute to the QCE; General subjects have an external assessment component; results may contribute to ATAR calculations
<b>generate</b>	produce; create; bring into existence
<b>gist</b>	substance or essence of a matter or of a text
<b>H</b>	
<b>hypothesise</b>	formulate a supposition to account for known facts or observed occurrences; conjecture, theorise, speculate; especially on uncertain or tentative grounds
<b>I</b>	
<b>identify</b>	distinguish; locate, recognise and name; establish or indicate who or what someone or something is; provide an answer from a number of possibilities; recognise and state a distinguishing factor or feature
<b>illogical</b>	lacking sense or sound reasoning; contrary to or disregarding of the rules of logic; unreasonable
<b>implement</b>	put something into effect, e.g. a plan or proposal
<b>implicit</b>	implied, rather than expressly stated; not plainly expressed; capable of being inferred from something else
<b>improbable</b>	not probable; unlikely to be true or to happen; not easy to believe
<b>inaccurate</b>	not accurate
<b>inappropriate</b>	not suitable or proper in the circumstances
<b>inconsistent</b>	lacking agreement, as one thing with another, or two or more things in relation to each other; at variance; not consistent; not in keeping; not in accordance; incompatible, incongruous
<b>independent</b>	thinking or acting for oneself, not influenced by others
<b>in-depth</b>	comprehensive and with thorough coverage; extensive or profound; well-balanced or fully developed
<b>infer</b>	derive or conclude something from evidence and reasoning, rather than from explicit statements; listen or read beyond what has been literally expressed; imply or hint at

Term	Explanation
<b>informed</b>	knowledgeable; learned; having relevant knowledge; being conversant with the topic; based on an understanding of the facts of the situation (of a decision or judgment)
<b>innovative</b>	new and original; introducing new ideas; original and creative in thinking
<b>insightful</b>	showing understanding of a situation or process; understanding relationships in complex situations; informed by observation and deduction
<b>instrument-specific marking guide</b>	ISMG; a tool for marking that describes the characteristics evident in student responses and aligns with the identified objectives for the assessment (see 'assessment objectives')
<b>integral</b>	<i>adjective</i> necessary for the completeness of the whole; essential or fundamental; <i>noun</i> in mathematics, the result of integration; an expression from which a given function, equation, or system of equations is derived by differentiation
<b>intended</b>	designed; meant; done on purpose; intentional
<b>intercultural understanding</b>	understanding that there are multiple ways to view the world; an awareness of diverse beliefs, values and customs
<b>internal assessment</b>	assessments that are developed by schools; summative internal assessments are endorsed by the QCAA before use in schools and results externally confirmed contribute towards a student's final result
<b>interpret</b>	use knowledge and understanding to recognise trends and draw conclusions from given information; make clear or explicit; elucidate or understand in a particular way; bring out the meaning of, e.g. a dramatic or musical work, by performance or execution; bring out the meaning of an artwork by artistic representation or performance; give one's own interpretation of; identify or draw meaning from, or give meaning to, information presented in various forms, such as words, symbols, pictures or graphs
<b>investigate</b>	carry out an examination or formal inquiry in order to establish or obtain facts and reach new conclusions; search, inquire into, interpret and draw conclusions about data and information
<b>investigation</b>	an assessment technique that requires students to research a specific problem, question, issue, design challenge or hypothesis through the collection, analysis and synthesis of primary and/or secondary data; it uses research or investigative practices to assess a range of cognitions in a particular context; an investigation occurs over an extended and defined period of time
<b>irrelevant</b>	not relevant; not applicable or pertinent; not connected with or relevant to something



Term	Explanation
<b>ISMG</b>	instrument-specific marking guide; a tool for marking that describes the characteristics evident in student responses and aligns with the identified objectives for the assessment (see 'assessment objectives')
<b>isolated</b>	detached, separate, or unconnected with other things; one-off; something set apart or characterised as different in some way
<b>J</b>	
<b>judge</b>	form an opinion or conclusion about; apply both procedural and deliberative operations to make a determination
<b>justified</b>	sound reasons or evidence are provided to support an argument, statement or conclusion
<b>justify</b>	give reasons or evidence to support an answer, response or conclusion; show or prove how an argument, statement or conclusion is right or reasonable
<b>L</b>	
<b>language elements</b>	parts of a language system that combine, e.g. phonemes (sounds), morphemes (words), language features, language functions, characters, punctuation, phrases, sentences and utterances (see also 'language features')
<b>language features</b>	linguistic elements that support meaning, e.g. sentence structure, noun group/phrase, vocabulary, punctuation, figurative language, framing; choices in language features and text structures together define a type of text and shape its meaning; these choices vary according to the purpose of a text, its subject matter, audience, and mode or medium of production
<b>learning area</b>	a grouping of subjects, with related characteristics, within a broad field of learning, e.g. the Arts, sciences, languages
<b>linguistic</b>	relating to languages, use of language elements and language-learning skills
<b>linguistic and cultural knowledge</b>	combination of intercultural understanding and knowledge of language elements suited to the mode of communication
<b>logical</b>	rational and valid; internally consistent; reasonable; reasoning in accordance with the principles/rules of logic or formal argument; characterised by or capable of clear, sound reasoning; (of an action, decision, etc.) expected or sensible under the circumstances
<b>logically</b>	according to the rules of logic or formal argument; in a way that shows clear, sound reasoning; in a way that is expected or sensible
<b>M</b>	
<b>make decisions</b>	select from available options; weigh up positives and negatives of each option and consider all the alternatives to arrive at a position
<b>manipulate</b>	adapt or change to suit one's purpose

Term	Explanation
<b>mental procedures</b>	a domain of knowledge in Marzano's taxonomy, and acted upon by the cognitive, metacognitive and self-systems; sometimes referred to as 'procedural knowledge'; there are three distinct phases to the acquisition of mental procedures — the cognitive stage, the associative stage, and the autonomous stage; the two categories of mental procedures are skills (single rules, algorithms and tactics) and processes (macroprocedures)
<b>methodical</b>	performed, disposed or acting in a systematic way; orderly; characterised by method or order; performed or carried out systematically
<b>minimal</b>	least possible; small, the least amount; negligible
<b>mode</b>	in languages, a method of communication for exchanging meaning, i.e. listening, reading, speaking, viewing and writing; in combination, these methods of communication form multimodal texts
<b>modify</b>	change the form or qualities of; make partial or minor changes to something
<b>multimodal</b>	uses a combination of at least two modes (e.g. spoken, written), delivered at the same time, to communicate ideas and information to a live or virtual audience, for a particular purpose; the selected modes are integrated so that each mode contributes significantly to the response
<b>N</b>	
<b>narrow</b>	limited in range or scope; lacking breadth of view; limited in amount; barely sufficient or adequate; restricted
<b>nuanced</b>	showing a subtle difference or distinction in expression, meaning, response, etc.; finely differentiated; characterised by subtle shades of meaning or expression; a subtle distinction, variation or quality; sensibility to, awareness of, or ability to express delicate shadings, as of meaning, feeling, or value
<b>O</b>	
<b>objectives</b>	see 'syllabus objectives', 'unit objectives', 'assessment objectives'
<b>obvious</b>	clearly perceptible or evident; easily seen, recognised or understood
<b>optimal</b>	best, most favourable, under a particular set of circumstances
<b>organise</b>	arrange, order; form as or into a whole consisting of interdependent or coordinated parts, especially for harmonious or united action
<b>organised</b>	systematically ordered and arranged; having a formal organisational structure to arrange, coordinate and carry out activities
<b>outstanding</b>	exceptionally good; clearly noticeable; prominent; conspicuous; striking

Term	Explanation
<b>P</b>	
<b>partial</b>	not total or general; existing only in part; attempted, but incomplete
<b>particular</b>	distinguished or different from others or from the ordinary; noteworthy
<b>perceptive</b>	having or showing insight and the ability to perceive or understand; discerning (see also 'discriminating')
<b>performance</b>	an assessment technique that requires students to demonstrate a range of cognitive, technical, creative and/or expressive skills and to apply theoretical and conceptual understandings, through the psychomotor domain; it involves student application of identified skills when responding to a task that involves solving a problem, providing a solution or conveying meaning or intent; a performance is developed over an extended and defined period of time
<b>personal response</b>	text created by an individual expressing their own ideas, opinions, experiences, values, attitudes and/or perspectives
<b>perspectives</b>	in languages, the ways in which writers/speakers deliberately or subconsciously construct their texts to embed their way of thinking in their texts and position readers/viewers, e.g. a conservative perspective; conversely, the way readers/viewers perceive or interpret a text
<b>persuasive</b>	capable of changing someone's ideas, opinions or beliefs; appearing worthy of approval or acceptance; (of an argument or statement) communicating reasonably or credibly (see also 'convincing')
<b>perusal time</b>	time allocated in an assessment to reading items and tasks and associated assessment materials; no writing is allowed; students may not make notes and may not commence responding to the assessment in the response space/book
<b>planning time</b>	time allocated in an assessment to planning how to respond to items and tasks and associated assessment materials; students may make notes but may not commence responding to the assessment in the response space/book; notes made during planning are not collected, nor are they graded or used as evidence of achievement
<b>polished</b>	flawless or excellent; performed with skilful ease
<b>precise</b>	definite or exact; definitely or strictly stated, defined or fixed; characterised by definite or exact expression or execution
<b>precision</b>	accuracy; exactness; exact observance of forms in conduct or actions
<b>predict</b>	give an expected result of an upcoming action or event; suggest what may happen based on available information
<b>product</b>	an assessment technique that focusses on the output or result of a process requiring the application of a range of cognitive, physical, technical, creative and/or expressive skills, and theoretical and conceptual understandings; a product is developed over an extended and defined period of time

Term	Explanation
<b>proficient</b>	well advanced or expert in any art, science or subject; competent, skilled or adept in doing or using something
<b>project</b>	an assessment technique that focusses on a problem-solving process requiring the application of a range of cognitive, technical and creative skills and theoretical understandings; the response is a coherent work that documents the iterative process undertaken to develop a solution and includes written paragraphs and annotations, diagrams, sketches, drawings, photographs, video, spoken presentations, physical prototypes and/or models; a project is developed over an extended and defined period of time
<b>propose</b>	put forward (e.g. a point of view, idea, argument, suggestion) for consideration or action
<b>prove</b>	use a sequence of steps to obtain the required result in a formal way
<b>psychomotor procedures</b>	a domain of knowledge in Marzano's taxonomy, and acted upon by the cognitive, metacognitive and self-systems; these are physical procedures used to negotiate daily life and to engage in complex physical activities; the two categories of psychomotor procedures are skills (foundational procedures and simple combination procedures) and processes (complex combination procedures)
<b>purposeful</b>	having an intended or desired result; having a useful purpose; determined; resolute; full of meaning; significant; intentional
<b>Q</b>	
<b>QCE</b>	Queensland Certificate of Education
<b>R</b>	
<b>realise</b>	create or make (e.g. a musical, artistic or dramatic work); actualise; make real or concrete; give reality or substance to
<b>reasonable</b>	endowed with reason; having sound judgment; fair and sensible; based on good sense; average; appropriate, moderate
<b>reasoned</b>	logical and sound; based on logic or good sense; logically thought out and presented with justification; guided by reason; well-grounded; considered
<b>recall</b>	remember; present remembered ideas, facts or experiences; bring something back into thought, attention or into one's mind
<b>recognise</b>	identify or recall particular features of information from knowledge; identify that an item, characteristic or quality exists; perceive as existing or true; be aware of or acknowledge
<b>refined</b>	developed or improved so as to be precise, exact or subtle
<b>reflect on</b>	think about deeply and carefully
<b>rehearsed</b>	practised; previously experienced; practised extensively
<b>related</b>	associated with or linked to
<b>relevance</b>	being related to the matter at hand

Term	Explanation
<b>relevant</b>	bearing upon or connected with the matter in hand; to the purpose; applicable and pertinent; having a direct bearing on
<b>repetitive</b>	containing or characterised by repetition, especially when unnecessary or tiresome
<b>reporting</b>	providing information that succinctly describes student performance at different junctures throughout a course of study
<b>resolve</b>	in the Arts, consolidate and communicate intent through a synthesis of ideas and application of media to express meaning
<b>routine</b>	often encountered, previously experienced; commonplace; customary and regular; well-practised; performed as part of a regular procedure, rather than for a special reason
<b>rudimentary</b>	relating to rudiments or first principles; elementary; undeveloped; involving or limited to basic principles; relating to an immature, undeveloped or basic form
<b>S</b>	
<b>safe</b>	secure; not risky
<b>secure</b>	sure; certain; able to be counted on; self-confident; poised; dependable; confident; assured; not liable to fail
<b>select</b>	choose in preference to another or others; pick out
<b>sensitive</b>	capable of perceiving with a sense or senses; aware of the attitudes, feelings or circumstances of others; having acute mental or emotional sensibility; relating to or connected with the senses or sensation
<b>sequence</b>	place in a continuous or connected series; arrange in a particular order
<b>show</b>	provide the relevant reasoning to support a response
<b>significant</b>	important; of consequence; expressing a meaning; indicative; includes all that is important; sufficiently great or important to be worthy of attention; noteworthy; having a particular meaning; indicative of something
<b>simple</b>	easy to understand, deal with and use; not complex or complicated; plain; not elaborate or artificial; may concern a single or basic aspect; involving few elements, components or steps
<b>simplistic</b>	characterised by extreme simplification, especially if misleading; oversimplified

Term	Explanation
<b>sketch</b>	execute a drawing or painting in simple form, giving essential features but not necessarily with detail or accuracy; in mathematics, represent by means of a diagram or graph; the sketch should give a general idea of the required shape or relationship and should include features
<b>skilful</b>	having technical facility or practical ability; possessing, showing, involving or requiring skill; expert, dexterous; demonstrating the knowledge, ability or training to perform a certain activity or task well; trained, practised or experienced
<b>skilled</b>	having or showing the knowledge, ability or training to perform a certain activity or task well; having skill; trained or experienced; showing, involving or requiring skill
<b>solve</b>	find an answer to, explanation for, or means of dealing with (e.g. a problem); work out the answer or solution to (e.g. a mathematical problem); obtain the answer/s using algebraic, numerical and/or graphical methods
<b>sophisticated</b>	of intellectual complexity; reflecting a high degree of skill, intelligence, etc.; employing advanced or refined methods or concepts; highly developed or complicated
<b>specific</b>	clearly defined or identified; precise and clear in making statements or issuing instructions; having a special application or reference; explicit, or definite; peculiar or proper to something, as qualities, characteristics, effects, etc.
<b>spontaneous</b>	unprepared; responding to an unseen stimulus and/or new situation, e.g. a prepared speech may be followed by a spontaneous discussion with the audience
<b>sporadic</b>	happening now and again or at intervals; irregular or occasional; appearing in scattered or isolated instances
<b>straightforward</b>	without difficulty; uncomplicated; direct; easy to do or understand
<b>strategies to maintain communication</b>	ways students synthesise and manipulate language to express meaning, including skills used to maintain conversation, e.g. asking for clarification or meaning, circumlocution, initiating and sustaining an exchange, using pause fillers (e.g. er, um and sympathetic noises such as ooh, aah), and non-verbal language, e.g. facial expressions, eye contact, gestures, touch, tone of voice, dress, posture and spatial distance
<b>structure</b>	<i>verb</i> give a pattern, organisation or arrangement to; construct or arrange according to a plan; <i>noun</i> in languages, arrangement of words into larger units, e.g. phrases, clauses, sentences, paragraphs and whole texts, in line with cultural, intercultural and textual conventions
<b>structured</b>	organised or arranged so as to produce a desired result
<b>subject</b>	a branch or area of knowledge or learning defined by a syllabus; school subjects are usually based in a discipline or field of study (see also 'course')

Term	Explanation
<b>subject matter</b>	the subject-specific body of information, mental procedures and psychomotor procedures that are necessary for students' learning and engagement within that subject
<b>substantial</b>	of ample or considerable amount, quantity, size, etc.; of real worth or value; firmly or solidly established; of real significance; reliable; important, worthwhile
<b>substantiated</b>	established by proof or competent evidence
<b>subtle</b>	fine or delicate in meaning or intent; making use of indirect methods; not straightforward or obvious
<b>successful</b>	achieving or having achieved success; accomplishing a desired aim or result
<b>succinct</b>	expressed in few words; concise; terse; characterised by conciseness or brevity; brief and clear
<b>sufficient</b>	enough or adequate for the purpose
<b>suitable</b>	appropriate; fitting; conforming or agreeing in nature, condition, or action
<b>summarise</b>	give a brief statement of a general theme or major point/s; present ideas and information in fewer words and in sequence
<b>summative assessment</b>	assessment whose major purpose is to indicate student achievement; summative assessments contribute towards a student's subject result
<b>superficial</b>	concerned with or comprehending only what is on the surface or obvious; shallow; not profound, thorough, deep or complete; existing or occurring at or on the surface; cursory; lacking depth of character or understanding; apparent and sometimes trivial
<b>supported</b>	corroborated; given greater credibility by providing evidence
<b>sustained</b>	carried on continuously, without interruption, or without any diminishing of intensity or extent
<b>syllabus</b>	a document that prescribes the curriculum for a course of study
<b>syllabus objectives</b>	outline what the school is required to teach and what students have the opportunity to learn; described in terms of actions that operate on the subject matter; the overarching objectives for a course of study (see also 'unit objectives', 'assessment objectives')
<b>symbolise</b>	represent or identify by a symbol or symbols
<b>synthesise</b>	combine different parts or elements (e.g. information, ideas, components) into a whole, in order to create new understanding
<b>systematic</b>	done or acting according to a fixed plan or system; methodical; organised and logical; having, showing, or involving a system, method, or plan; characterised by system or method; methodical; arranged in, or comprising an ordered system

Term	Explanation
<b>T</b>	
<b>test</b>	take measures to check the quality, performance or reliability of something
<b>text</b>	a communication of meaning produced in any medium that incorporates language, including sound, print, film, digital and multimedia representations; texts include written, spoken/signed, nonverbal or visual communication of meaning; they may be extended unified works or series of related pieces
<b>text types</b>	texts classified by the purpose/s they are designed to achieve, which influence the characteristic features the texts employ, such as language, structure and mode of communication; classifications are sometimes ambiguous or overlapping; may include: analytical, comedic, descriptive, informative, narrative, persuasive, procedural, satirical, transactional
<b>textual conventions</b>	surface features of language composition, e.g. usage, sentence formation, paragraphing, observation of text type in language production
<b>thorough</b>	carried out through, or applied to the whole of something; carried out completely and carefully; including all that is required; complete with attention to every detail; not superficial or partial; performed or written with care and completeness; taking pains to do something carefully and completely
<b>thoughtful</b>	occupied with, or given to thought; contemplative; meditative; reflective; characterised by or manifesting thought
<b>tone</b>	in languages, the language chosen by a speaker or writer to indicate or convey emotion, feeling or attitude to subject matter and/or audience, e.g. informal tone in a letter to a friend
<b>topic</b>	a division of, or sub-section within a unit; all topics/sub-topics within a unit are interrelated
<b>U</b>	
<b>unclear</b>	not clear or distinct; not easy to understand; obscure
<b>understand</b>	perceive what is meant by something; grasp; be familiar with (e.g. an idea); construct meaning from messages, including oral, written and graphic communication
<b>uneven</b>	unequal; not properly corresponding or agreeing; irregular; varying; not uniform; not equally balanced
<b>unfamiliar</b>	not previously encountered; situations or materials that have not been the focus of prior learning experiences or activities
<b>unit</b>	a defined amount of subject matter delivered in a specific context or with a particular focus; it includes unit objectives particular to the unit, subject matter and assessment direction
<b>unit objectives</b>	drawn from the syllabus objectives and contextualised for the subject matter and requirements of a particular unit; they are assessed at least once in the unit (see also 'syllabus objectives', 'assessment objectives')



Term	Explanation
<b>unrelated</b>	having no relationship; unconnected
<b>unseen</b>	in assessment, materials that students have not previously been exposed to directly in class
<b>use</b>	operate or put into effect; apply knowledge or rules to put theory into practice
<b>V</b>	
<b>vague</b>	not definite in statement or meaning; not explicit or precise; not definitely fixed, determined or known; of uncertain, indefinite or unclear character or meaning; not clear in thought or understanding; couched in general or indefinite terms; not definitely or precisely expressed; deficient in details or particulars; thinking or communicating in an unfocused or imprecise way
<b>valid</b>	sound, just or well-founded; authoritative; having a sound basis in logic or fact (of an argument or point); reasonable or cogent; able to be supported; legitimate and defensible; applicable
<b>values</b>	characteristics, qualities, philosophical and emotional stances; e.g. moral principles or standards, often shared with others in a cultural group
<b>variable</b>	<i>adjective</i> apt or liable to vary or change; changeable; inconsistent; (readily) susceptible or capable of variation; fluctuating, uncertain; <i>noun</i> in mathematics, a symbol, or the quantity it signifies, that may represent any one of a given set of number and other objects
<b>variety</b>	a number or range of things of different kinds, or the same general class, that are distinct in character or quality; (of sources) a number of different modes or references
<b>visual</b>	in languages, text/s that are viewed and read, predominantly containing images or graphics that are supported by a small amount of written text (up to a maximum of 60 words).
<b>W</b>	
<b>wide</b>	of great range or scope; embracing a great number or variety of subjects, cases, etc.; of full extent
<b>with expression</b>	in words, art, music or movement, conveying or indicating feeling, spirit, character, etc.; a way of expressing or representing something; vivid, effective or persuasive communication

## 7 References

Marzano, RJ & Kendall, JS 2008, *Designing and Assessing Educational Objectives: Applying the new taxonomy*, Corwin Press, Thousand Oaks, California.

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## 8 Version history

Version	Date of change	Update
1.1	June 2017	Minor amendments to ISMGs
1.2	September 2017	Minor editorial changes and amendments to assessment specifications
1.3	May 2018	Minor editorial changes
		Amendments to assessment specifications and conditions
		Glossary updates to 'tone' and 'visual text'

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