

# French

LEVEL 3	15 TCE CREDIT POINTS
COURSE CODE	FRN315114
COURSE SPAN	2019 — 2025
READING AND WRITING STANDARD	NO
MATHEMATICS STANDARD	NO
COMPUTERS AND INTERNET STANDARD	NO

This course was delivered in 2023. Use [A-Z Courses](#) to find the current version (if available).

## The study of French contributes to the overall education of learners, particularly in the areas of communication, intercultural understanding and general knowledge

Through studying French, learners gain access to French-speaking communities in France, Belgium and across the world, including Australia. The ability to communicate in French will (in conjunction with other skills acquired in the study of this course) provide learners with enhanced vocational opportunities and the possibility to apply French culture and language skills to work, further study, training or personal interests. This course builds on French - Foundation and provides a pathway to the study of French at university level.

### Course Description

Learners will use French to communicate with others by:

- listening and responding to spoken French
- communicating in spoken French
- reading and responding to written French
- expressing ideas and information in written French.

This is done within a contextual framework of three prescribed themes:

1. The individual
2. French-speaking communities
3. The changing world.

These themes, and their topics and sub-topics, have been selected to enable learners to develop their understanding of how language and culture are inter-related.

The themes have a number of topics and sub-topics. The placement of the topics under themes is intended to provide a particular perspective for each of the topics. The sub-topics expand on the topics and guide the learner and teacher as to how the topics may be treated.

It is not expected that all themes and topics will require the same amount of study time. The length of time and depth devoted to each topic will vary according to the linguistic needs and interests of the learner.

The learner will negotiate **at least one** topic drawn from the themes and their topics/sub-topics for more detailed study.

## **Rationale**

The study of French contributes to the overall education of learners, particularly in the areas of communication, cross-cultural understanding, and general knowledge. It provides access to the culture of France and French-speaking communities. The study promotes understanding of different attitudes and values within the wider Australian community and beyond.

The language to be studied and assessed is the modern standard or official version of French.

## **Learning Outcomes**

On successful completion of this course, learners will be able to:

1. use French to communicate with others by listening and responding to spoken French
2. use French to communicate with others by communicating in spoken French
3. use French to communicate with others by reading and responding to written French
4. use French to communicate with others by expressing ideas and information in written French
5. interpret contemporary French customs and daily life, and the cultural context in which French is used
6. critically reflect on their own culture through the study of French culture
7. use French as a language system
8. make connections between English and another language
9. apply negotiation, planning and organisational skills.

## **Access**

This Level 3 course is designed for learners who have successfully completed French - Foundation Level 2 or its equivalent.

## **Pathways**

French – Foundation Level 2 provides a pathway to this course.

This course provides a pathway to the study of French at tertiary level, and to various vocational education and training (VET) packages that include language components/ units of competency.

## **Course Size And Complexity**

This course has a complexity level of 3.

At Level 3, the learner is expected to acquire a combination of theoretical and/or technical and factual knowledge and skills and use judgement when varying procedures to deal with unusual or unexpected aspects that may arise. Some skills in organising self and others are expected. Level 3 is a standard suitable to prepare learners for further study at tertiary level. VET competencies at this level are often those characteristic of an AQF Certificate III.

This course has a size value of 15.

## Course Content

### THEMES

#### 1. The Individual

The theme 'The Individual' enables the learner to explore aspects of his or her own life, for example, sense of self, personal values, opinions, ideas and relationships with others. At the same time, this theme also enables the learner to study topics from the perspective of others.

TOPICS		
Personal World	Education	Daily Life
<p>Sub-topics studied may include, but are not limited to:</p> <ul style="list-style-type: none"><li>personal identity (name, age, address, telephone number, date and place of birth, age, sex, marital status, nationality, origin, family character)</li><li>relationships (family, friends, occupations of parents)</li><li>house and home (type of accommodation, rooms, furniture, own room, services, amenities, region, common plants and animals)</li><li>personal health and welfare</li><li>personal opinions.</li></ul>	<p>Sub-topics studied may include, but are not limited to:</p> <ul style="list-style-type: none"><li>school</li><li>personal aspirations/future career</li><li>courses/subjects</li><li>examinations.</li></ul>	<p>Sub-topics studied may include, but are not limited to:</p> <ul style="list-style-type: none"><li>life at home</li><li>daily routine</li><li>hobbies and interests/sport</li><li>shopping and money facilities, foodstuffs, clothes and fashion, household articles, medicine, prices, weights and measures</li><li>food and drink</li><li>travel to and from places</li><li>holidays</li><li>invitations and appointments</li><li>services (postal, telephone, bank, police, hospital, garage, repairs, petrol station)</li><li>weather</li><li>emails, SMS.</li></ul>

#### 2. French-Speaking Communities

The theme 'French-speaking Communities' explores topics from the perspective of French-speaking communities and encourages the learner to reflect on his or her own and other cultures.

TOPICS		
Past and Present	People and Places	Arts and Entertainment
<p>Sub-topics studied may include, but are not limited to:</p> <ul style="list-style-type: none"><li>social customs/traditions and their historical origin</li><li>important historical events and their commemoration (e.g. by national holidays or festivals, monuments, naming of features such as buildings or roads)</li><li>historical links with Australia</li><li>some important personalities in French contemporary society and/or history</li><li>changes in social structures and attitudes (e.g. the family, women's issues, religion).</li></ul>	<p>Sub-topics studied may include, but are not limited to:</p> <ul style="list-style-type: none"><li>city and country life</li><li>French influences on Australian culture and society (e.g. food and drink, fashions)</li><li>shopping</li><li>getting around (transport and directions)</li><li>significant geographical and climatic features of France.</li></ul>	<p>Sub-topics studied may include, but are not limited to:</p> <ul style="list-style-type: none"><li>media</li><li>cinema</li><li>music and songs</li><li>literature</li><li>sport</li><li>theatre and performing arts</li><li>computer games</li><li>art</li><li>architecture.</li></ul>

#### 3. The Changing World

The theme 'The Changing World' enables the learner to explore change as it affects aspects of the world such as work, technology, trade and tourism and social issues.

TOPICS		
Social Issues	Travel and Tourism	The World of Work
<p>Sub-topics studied may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>immigration/migration</li> <li>relationships with neighbouring / regional nations</li> <li>health</li> <li>the young and the elderly</li> <li>the environment.</li> </ul>	<p>Sub-topics studied may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>tourist attractions in France</li> <li>visiting France</li> <li>entering and leaving France, travel document (passport, visa, tickets)</li> <li>hotels, hostels, camping grounds</li> <li>hosting French visitors</li> <li>home stay.</li> </ul>	<p>Sub-topics studied may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>the effect of technological developments</li> <li>types of jobs, professions, trades</li> <li>men and women in the workforce</li> <li>Australia and France as trading partners</li> <li>attitudes to work.</li> </ul>

## USE OF ENGLISH

While it is expected that learners will study a range of oral and written texts in French, it may be appropriate in some circumstances to select texts using English. Equally, it may be appropriate for a learner to respond to a text in English on some occasions.

Note: at its meeting on 3 April 2013, TASC decided that from 2014 the examination specifications for all Level 3 language courses would include use of the target language in responses in the reading section of the written examination.

## TEXT TYPES

The learner will be expected to be familiar with a variety of text types. Text types indicated with an asterisk (\*) are those that the learner may be expected to produce in the external examination of this Level 3 course. Teachers may introduce the learner to a wider range of text types in the course of their teaching and learning program:

advertisement	invitation	presentation
announcement	letter*	profile*
article	list	poem
brochure	map	recipe
chart	menu	report
conversation/interview*	narrative*	review
diary/journal entry*	news item	song
discussion	note/message	speech/talk
editorial	novel/short story	survey
email*	on-line texts	table
film	play	timetable
form (fill in)	postcard	

## VOCABULARY

While there is no nationally prescribed vocabulary list, it is expected that learners will be familiar with a range of vocabulary and idioms relevant to the themes described in the course.

## DICTIONARIES

Teachers will assist learners to develop the necessary skills and confidence to use dictionaries effectively. For details regarding the use of dictionaries in the external assessment of this course see '[What can I take to my exam?](#)'

## GRAMMAR AND STRUCTURES

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

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

In this Level 3 course it is assumed that the learner will already have acquired a significant understanding of the function of grammar in French through prior knowledge or study of French.

Developing the learner's ability to convey meaning effectively in a range of contexts will, however, necessarily involve extending awareness of the system of structures underlying the language, as well as the ability both to apply and adapt this knowledge.

The following grammatical structures are those that the learner is expected to recognise and use.

Grammatical item	Sub-elements *recognition only	Example(s) should be used as guidelines only
Adjective	gender and number	beau, belle, beaux, belles
	possessive, singular owner only	mon collège, tes amis, sa famille
	exclamatory	Quelle horreur! Que tu es belle!
	numerals: cardinal, at least to 100	un, deux, trois
	numerals: ordinal	le premier mai/ la deuxième fois
	demonstrative	ce garçon/cet homme/cette école/ces enfants
	possessives all forms	votre collège
	position	le bon gâteau; le gâteau délicieux
	comparative	il est plus/moins/aussi grand que sa soeur
	irregular forms	un vieil homme/la crème fraîche
	position - changing meaning	ma propre chambre/ma chambre propre
	interrogative	Quel loisir?
	superlative	le film le plus intéressant le meilleur élève
Adverbs	- ment	lentement
	irregular forms	vite, récemment, poliment
Determiner	definite article	le monsieur, la dame
	indefinite article	un chien, une table, des animaux
	partitive article	du sucre, des bonbons, un paquet de café
	de replacing partitive	de bons amis, beaucoup de bonbons, un paquet du café
	omission of the article	Mon père est médecin
Noun	gender	le livre, la trousse
	number	le livre, les livres l'animal, les animaux
Preposition	indicating time, location, direction	après, chez, vers, à, de, en
	with verbs, nouns and adjectives	j'essaie de comprendre, j'ai l'intention de..... c'est facile à faire, je commence à comprendre
Prepositional Phrases	indicating location	en face de, à côté de, loin de, près de

<b>Pronoun</b>	subject pronouns	je mange, il va
	direct object pronouns	je les mange, il nous cherche
	indirect object pronouns	j'y vais, j'en ai trois, je lui donne un bonbon
	relative	qui/que/dont
	disjunctive	avec moi/pour eux
	demonstrative	Je prends celui-ci ou celle-là?
<b>Sentence &amp; Phrase types</b>	exclamation	Mon Dieu! Qu'est-ce qu'il est beau!
	statement	Il va en ville
	question	Est-ce qu'il va en ville? Il va en ville?
	inversion	Va-t-il en ville?
	negative constructions	je n'aime pas, je n'ai pas de Je ne fume jamais
	further negative constructions in present	Je ne fais rien Je n'ai plus d'argent
	negative constructions in past tense	je n'ai rien compris, je n'ai vu personne personne n'a parlé, rien ne s'est passé
	time phrases	Il attend depuis une heure Il a attendu pendant une heure Il attendra pour une heure
	si and quand clauses	S'il fait beau, nous sortirons ensemble Quand il fera beau, nous sortirons ensemble. S'il faisait beau, nous sortirions ensemble.
	agreement of past participle	Je les ai vus Les chaussures que j'ai achetées Elle s'est cassé la jambe
	inversion after direct speech	Bonjour, a-t-il dit
	use of il est, c'est	C'est impossible! Il est facile de trouver la poste
<b>Verbs</b>	Present of regular -er, -ir, -re verbs and four irregular - avoir, aller, faire, être	je donne, il finit, elle vend
	Futur proche	je vais manger
	Present of common irregular verbs: venir, mettre, dire, voir, boire, prendre	je viens, nous mangeons, vous voyez
	Common modal verbs with infinitives: vouloir, pouvoir, devoir, savoir	je sais/veux/peux/dois faire
	Reflexive verbs	
	daily routine	je me lave
	perfect	je me suis lavé(e)
	beyond daily routine	elle s'est demandé, elle s'est préparée
	Perfect	
	regular past participles only	j'ai fini
	irregular verbs and verbs with être as needed	j'ai fait, elle est allée
	All verbs with être	je suis né (e)
	Further irregular verbs as needed	j'ai vu
	Indicative - infinitive	J'aime jouer au tennis

	Present	
	further irregular verbs as needed	
	Future of regular and irregular verbs	il finira, on verra, je serai
	Imperfect	nous mangions, vous faisiez
	Present Participles	en mangeant
	Impersonal verb structures	il pleut, il faut
	Recent past	je viens de manger
	Imperfect form of recent past	je venais de manger
	Conditional	J'aimerais être avocat, je ferais mes devoirs
	Imperative, all forms	Sois sage! Passe-moi le stylo!
	*Subjunctive mood - use after conjunctions and expressions of desire, necessity and doubt and other uses as needed.	Il faut que je fasse mes devoirs bien que/avant que/jusqu'à ce que
	Reciprocal verbs	ils se sont parlé
	Impersonal verbs	il était interdit
	*Perfect infinitive	après avoir fait mes devoirs
	Pluperfect	nous avions fait, tu avais fini
<b>Voice</b>	active	Les footballeurs jouent bien
	use of on	On parle français ici, on y va

## Work Requirements

From their study of these themes and related topics/sub-topics learners will undertake at least one substantial assessment task (approximately 1000 words or equivalent). The mode of presentation is not prescribed. It may be a written report, an oral report or presentation, or a multimodal\* presentation. The task will be assessed internally, and will be a significant source of evidence for the assessment of the Learning Outcomes, 'gain a detailed understanding and appreciation of French customs and traditions, and the cultural context in which French is used' and 'critically reflect on their own culture through the study of French culture' (criterion 5) and criterion 6.

While the report/presentation of the assessment task may be in English, French should be used as appropriate (for example, when discussing French concepts, using direct quotations from sources in French, or referring to French terms).

Learners will negotiate the task with their teacher. While not prescribed, the nature of the task will be one that engages the learner in critical reflection and that provides opportunities to present reasoned arguments/points of view and analysis. An issue-based approach is more appropriate than one that is purely descriptive in nature. For example, an activity or topic might be framed as a question such as:

- 'In what ways, and to what extent, has French culture influenced Australian culture?'
- 'Compare and contrast
  - the lyrics and music of a popular French song with the lyrics and music of a popular Australian song, or
  - the front page of a French newspaper with the front page of an Australian newspaper, or
  - a popular French television show with a popular Australian television show.

What do these similarities and differences tell us about the two cultures?'

- 'In what ways, and to what extent, have French-speaking communities in Australia contributed to our multicultural society?'
- 'Compare and contrast the role of sport/art/performing arts in French and Australian society. How might the similarities and differences be explained?'
- 'Compare and contrast contemporary daily life in French and Australian society. How might the similarities and differences be explained?'

*\*Multimodal: a combination of two or more communication modes (for example print, image, and spoken text, as in a film or computer presentation).*

## Assessment

Criterion-based assessment is a form of outcomes assessment that identifies the extent of learner achievement at an appropriate end-point of study. Although assessment – as part of the learning program – is continuous, much of it is formative, and is done to help learners identify what they need to do to attain the maximum benefit from their study of the course. Therefore, assessment for summative reporting to TASC will focus on what both teacher and learner understand to reflect end-point achievement.

The standard of achievement each learner attains on each criterion is recorded as a rating 'A', 'B', or 'C', according to the outcomes specified in the standards section of the course.

A 't' notation must be used where a learner demonstrates any achievement against a criterion less than the standard specified for the 'C' rating.

A 'z' notation is to be used where a learner provides no evidence of achievement at all.

Providers offering this course must participate in quality assurance processes specified by TASC to ensure provider validity and comparability of standards across all awards. To learn more, see TASC's [quality assurance](#) processes and [assessment](#) information.

Internal assessment of all criteria will be made by the provider. Providers will report the learner's rating for each criterion to TASC.

TASC will supervise the external assessment of designated criteria which will be indicated by an asterisk (\*). The ratings obtained from the external assessments will be used in addition to internal ratings from the provider to determine the final award.

## Quality Assurance Process

The following processes will be facilitated by TASC to ensure there is:

- a match between the standards for achievement specified in the course and the skills and knowledge demonstrated by learners
- community confidence in the integrity and meaning of the qualification.

**Process** – TASC gives course providers feedback about any systematic differences in the relationship of their internal and external assessments and, where appropriate, seeks further evidence through audit and requires corrective action in the future.

Additionally, the Office of TASC may select to undertake scheduled audits of this course and its work requirements (Provider standards 1, 2, 3 and 4).

## External Assessment Requirements

The external assessment requirements for the course French Level 3 consists of:

- an oral examination; and
- a written examination.

The criteria to be externally assessed are 1, 2, 3, & 4.

For details regarding the use of dictionaries in the external assessment process see '[What can I take to my exam?](#)'

Note: at its meeting of 3 April 2013 TASC decided that from 2014 the examination specifications for all Level 3 language courses would include use of the target language in responses in the reading section of the written examination.

For further information see the TASC's External Assessment Guidelines for this course which can be found in the Supporting Documents below.



## Criteria

The assessment for French Level 3 will be based on the degree to which the learner can:

1. listen and respond to spoken French\*
2. communicate in spoken French\*
3. read and respond to written French texts\*
4. express ideas and information in written French\*
5. demonstrate understanding of French culture
6. apply negotiation, planning and organisational skills

\* = denotes criteria that are both internally and externally assessed

## Standards

### Criterion 1: listen and respond to spoken French

This criterion is both internally and externally assessed.

Based on the grammar and structures in this Level 3 course content, the learner listens to spoken French and responds.\*

Rating A	Rating B	Rating C
In spoken conversations the learner listens to speech paced in a normal, conversational manner. Occasionally repetition and/or rephrasing may be requested from the speaker for clarification.	In spoken conversations the learner generally listens to speech paced in an authentic, conversational manner but requires slower pace when complex language structures are used and/or unfamiliar concepts/ideas are discussed. Repetition and/or rephrasing may be requested from the speaker for clarification.	In spoken conversations the learner requires moderated delivery and repetition and/or rephrasing.
The learner's response reflects understanding of all main points / general aspects and points of detail, additional information and/or specifics given in the spoken text.	The learner's response reflects understanding of all main points / general aspects and some points of detail, additional information and/or specifics given in the spoken text.	The learner's response reflects understanding of most main points / general aspects of the spoken text. Points of detail, additional information and/or specifics may not be addressed.**

\* 'Responses' may include, but are not limited to: carrying out an action or task; forming a spoken response; or forming a written response.

\*\* Illustrative example:

Given oral text: "Sue loves to go into the city to shop. She seeks out the latest fashions, and is especially interested in accessory trends. In the city there is a much larger range than in her hometown. Being in the city also gives Sue a change to meet up with some of her old school friends."

Question: 'Explain why Sue goes to the city.'

Response: "Because she likes to shop there and meets her friends." (= C rating: details/additional information about what she buys, why she buys them in the city and the inference that her old school friends do not live in her hometown are not included in the response).

### Criterion 2: communicate in spoken French

This criterion is both internally and externally assessed.

#### Rating 'A':

Based on the grammar and structures in this Level 3 course content, the learner engages in conversation *in familiar and unfamiliar contexts*. The learner's oral communication in French is characterised by:

#### Rating 'B':

Based on the grammar and structures in this Level 3 course content, the learner engages in conversation *in familiar and unfamiliar contexts*. The learner's oral communication in French is characterised by:

#### Rating 'C':

Based on the grammar and structures in this Level 3 course content, the learner engages in conversation *in familiar contexts*. The learner's oral communication in French is characterised by:

Rating A	Rating B	Rating C
speech with a pace/tempo used in authentic conversation. There may be occasional hesitation	speech with a pace/ tempo generally like that used in authentic conversation. There may be hesitation and/or uneven pace when complex language structures are used and/or unfamiliar concepts/ideas are discussed	fragmentary speech with frequent hesitation

the ability to respond appropriately and spontaneously to changes in the flow/subject of a conversation		
appropriate self-correction	some self-correction	a lack of self-correction
very few errors in pronunciation, stress and/or intonation	some errors in pronunciation, stress and/or intonation	frequent errors in pronunciation, stress and/or intonation
appropriate use of both simple and complex sentences	use of both simple and complex sentences	use of simple sentences
command of a wide range of structures* and vocabulary	command of a range of structures* and vocabulary	command of a narrow range of structures* and vocabulary
controlled, nuanced language usage		
a high degree of fluency and accuracy. Listeners clearly understand what is said.	a degree of fluency and accuracy. While there are some errors and/or imperfect control of some patterns, listeners understand what is said.	a limited degree of fluency and accuracy. While there are errors, listeners generally understand what is said.

\* As defined by this course's content.

### Criterion 3: read and respond to written French texts

This criterion is both internally and externally assessed.

Based on the grammar and structures in this Level 3 course content, the learner reads French texts and responds.\*

Rating A	Rating B	Rating C
The learner reflects understanding of all main points / general aspects and points of detail, additional information and/or specifics given in the written text.	The learner makes frequent use of external references** during the reading process.	The learner is dependent on use of external references** during the reading process.
The learner's response reflects understanding of all main points / general aspects and points of detail, additional information and/or specifics given in the written text.	The learner's response reflects understanding of all main points / general aspects and some points of detail, additional information and/or specifics given in the written text.	The learner's response reflects understanding of most main points / general aspects of the written text. Points of detail, additional information and/or specifics may not be addressed.***

\* 'Responses' may include, but are not limited to: carrying out an action or task; forming a spoken response; or forming a written response.

\*\* 'External references' may include, but are not limited to: the use of dictionaries; and the prompts of others.

\*\*\* Illustrative example:

Given written text: "Sue loves to go into the city to shop. She seeks out the latest fashions, and is especially interested in accessory trends. In the city there is a much larger range than in her hometown. Being in the city also gives Sue a change to meet up with some of her old school friends."

Question: 'Explain why Sue goes to the city.'

Response: "Because she likes to shop there and meets her friends." (= C rating: details/additional information about what she buys, why she buys them in the city and the inference that her old school friends do not live in her hometown are not included in the response).

## Criterion 4: express ideas and information in written French

This criterion is both internally and externally assessed.

Based on the grammar and structures in this Level 3 course content, the learner writes French text. The learner's written text is characterised by:

Rating A	Rating B	Rating C
correct spelling and punctuation	generally correct spelling, and correct use of punctuation. There may be occasional errors in the spelling of complex words	correct spelling of common words, and correct use of basic punctuation
appropriate use of both simple and complex sentences	use of both simple and complex sentences	use of short, simple sentences
command of a wide range of structures* and vocabulary	command of a range of structures* and vocabulary	command of a narrow range of structures* and vocabulary
controlled, nuanced language usage		
a high degree of fluency and accuracy. Readers clearly understand what is written.	a degree of fluency and accuracy. While there are some errors and/or imperfect control of some patterns, readers understand what is written.	some degree of fluency and accuracy. While there are errors, readers generally understand what is written.

\* As defined by this course's content.

## Criterion 5: demonstrate understanding of French culture

The learner:

Rating A	Rating B	Rating C
analyses** a wide range of French contemporary and traditional social customs, and aspects of contemporary daily life	identifies and accurately describes a wide range of French contemporary and traditional social customs, and aspects of contemporary daily life	identifies and describes a range of French contemporary and traditional social customs, and aspects of contemporary daily life
analyses** distinctive characteristics* of French culture	identifies and accurately describes distinctive characteristics* of French culture	identifies and describes some distinctive characteristics* of French culture
critically analyses** differences and similarities between the culture of French-speaking communities and Australian culture, and accurately accounts for these.	identifies, describes and offers logical suggestions to account for differences and similarities between the culture of French-speaking communities and Australian culture.	identifies, describes and offers suggestions to account for differences and similarities between the culture of French-speaking communities and Australian culture.

\* 'Distinctive characteristics' are those that might be considered unique or characteristic of French culture, as opposed to those shared with - or common to - other cultures in a region.

\*\* Analyse: to examine, scrutinise, explore, review, consider in detail for the purpose of finding meaning or relationships, and identifying patterns, similarities and differences.

\*\* Critically analyse: to closely examine, analyse in detail, focus on essence, examine component parts of an issue or information (for example identifying the premise of an argument and its plausibility, illogical reasoning or faulty conclusions).

## Criterion 6: apply negotiation, planning and organisational skills

The learner uses negotiation, planning, task and time management strategies, and applied the principles of academic integrity. The learner:

Rating A	Rating B	Rating C
proposes/negotiates complex goals which are measurable, achievable and realistic	proposes/negotiates complex goals which are measurable, achievable and realistic	proposes/negotiates goals which are measurable, achievable and realistic
evaluates, selects and uses planning tools and strategies to achieve objectives and manage activities within proposed times	selects and uses planning tools and strategies to achieve objectives and manage activities within proposed times	uses planning tools to achieve objectives within proposed times
reflects on progress towards meeting goals and timelines, critically evaluates progress and plans effective future actions	reflects on progress towards meeting goals and timelines, analyses progress and plans future actions	reflects on progress towards meeting goals and timelines, and articulates some ways in which goals can be met in the future
meets specified/negotiated timelines and addresses all required task characteristics* with a high degree of accuracy	meets specified/ negotiated timelines and addresses all required task characteristics*	meets specified/negotiated timelines and addresses most aspects of required task characteristics*
clearly identifies the information, images, ideas and words of others used in the learner's work	clearly identifies the information, images, ideas and words of others used in the learner's work	differentiates the information, images, ideas and words of others from the learner's own
clearly identifies sources of the information, images, ideas and words that are not the learner's own. Referencing conventions and methodologies are followed with a high degree of accuracy	clearly identifies sources of the information, images, ideas and words that are not the learner's own. Referencing conventions and methodologies are followed correctly	identifies the sources of information, images, ideas and words that are not the learner's own. Referencing conventions and methodologies are generally followed correctly
creates appropriate, well structured reference lists/ bibliographies.	creates appropriate, structured reference lists/ bibliographies.	creates appropriate reference lists/bibliographies.

\* 'required task characteristics' may include: word limits; mode of response; and presentation requirements.

### Qualifications Available

French Level 3 (with the award of):

EXCEPTIONAL ACHIEVEMENT

HIGH ACHIEVEMENT

COMMENDABLE ACHIEVEMENT

SATISFACTORY ACHIEVEMENT

PRELIMINARY ACHIEVEMENT

## Award Requirements

The final award will be determined by the Office of Tasmanian Assessment, Standards and Certification from the 10 ratings (6 ratings from the internal assessment and 4 ratings from the external assessment).

The minimum requirements for an award in French Level 3 are as follows:

### EXCEPTIONAL ACHIEVEMENT (EA)

9 'A' ratings, 1 'B' rating (3 'A' ratings, 1 'B' rating from external assessment)

### HIGH ACHIEVEMENT (HA)

4 'A' ratings, 4 'B' ratings, 2 'C' ratings (1 'A' rating, 2 'B' ratings and 1 'C' rating from external assessment)

### COMMENDABLE ACHIEVEMENT (CA)

5 'B' ratings, 4 'C' ratings (2 'B' ratings, 2 'C' ratings from external assessment)

### SATISFACTORY ACHIEVEMENT (SA)

8 'C' ratings (3 'C' ratings from external assessment)

### PRELIMINARY ACHIEVEMENT (PA)

6 'C' ratings

A learner who otherwise achieves the ratings for a CA (Commendable Achievement) or SA (Satisfactory Achievement) award but who fails to show any evidence of achievement in one or more criteria ('z' notation) will be issued with a PA (Preliminary Achievement) award.

## Course Evaluation

The Department of Education's Curriculum Services will develop and regularly revise the curriculum. This evaluation will be informed by the experience of the course's implementation, delivery and assessment.

In addition, stakeholders may request Curriculum Services to review a particular aspect of an accredited course.

Requests for amendments to an accredited course will be forwarded by Curriculum Services to the Office of TASC for formal consideration.

Such requests for amendment will be considered in terms of the likely improvements to the outcomes for learners, possible consequences for delivery and assessment of the course, and alignment with Australian Curriculum materials.

A course is formally analysed prior to the expiry of its accreditation as part of the process to develop specifications to guide the development of any replacement course.

## Expectations Defined By National Standards

This course document includes materials consistent with the Collaborative Curriculum and Assessment Framework for Languages (CCAFL).

## Accreditation

The accreditation period for this course has been renewed from 1 January 2022 until 31 December 2025.

During the accreditation period required amendments can be considered via established processes.

## Version History

Version 1 - Accredited on 21 October 2013 for use from 1 January 2014 to 31 December 2018. This course replaces French (FRN315109) that expired on 31 December 2013.

Version 1.a - Minor amendments to 'Grammar and Structures'. Accreditation renewed on 22 November 2018 for the period 1 January 2019 until 31 December 2020.

Version 1.b - Accreditation renewed on 13 July 2020 for the period 1 January 2021 to 31 December 2021 (no amendments made).

Version 1.c - Renewal of Accreditation on 14 July 2021 for the period 31 December 2021 until 31 December 2023, without amendments.

## Supporting documents including external assessment material

-  [FRN315114 TASC Exam Final 2018.pdf](#) (2018-11-22 12:20pm AEDT)
-  [FRN315114 - Assessment Panel Report 2018.pdf](#) (2019-01-30 11:24am AEDT)
-  [FRN315114 French TASC Exam Paper 2019.pdf](#) (2019-11-18 08:46am AEDT)
-  [FRN315114 French Audio File Exam 2019-Abridged.mp3](#) (2019-11-21 12:10pm AEDT)
-  [FRN315114 Assessment Report 2019.pdf](#) (2020-02-03 09:26am AEDT)
-  [FRN315114 French TASC Exam Paper 2020.pdf](#) (2020-12-09 11:40am AEDT)
-  [FRN315144 Exam 2020 audio file.mp3](#) (2020-11-10 11:22pm AEDT)
-  [FRN315114 Assessment Report 2020.pdf](#) (2021-01-13 10:32am AEDT)
-  [FRN315114 French TASC Exam Paper 2021.pdf](#) (2021-11-13 01:46pm AEDT)
-  [FRN315114 French Exam 2021 audio file.mp3](#) (2021-11-18 04:30pm AEDT)
-  [FRN315114 Assessment Report 2021.pdf](#) (2022-01-24 01:30pm AEDT)
-  [FRN315114 French External Assessment Specifications.pdf](#) (2023-03-27 11:13am AEDT)
-  [FRN315114 French TASC Exam Paper 2022.pdf](#) (2022-11-18 05:32pm AEDT)
-  [French 22.mp3](#) (2022-11-18 05:33pm AEDT)
-  [FRN315114 Assessment Report 2022.pdf](#) (2023-03-02 09:44am AEDT)
-  [FRN315114 French TASC Exam paper 2023.pdf](#) (2023-11-10 05:02pm AEDT)
-  [French 23.mp3](#) (2023-11-10 05:05pm AEDT)