

Victorian Certificate of Education

# FRENCH

STUDY DESIGN





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Units 1 and 2: 1 January 2019 – 31 December 2024

Units 3 and 4: 1 January 2020 – 31 December 2024

The accreditation period for Units 1 and 2 commences on 1 January 2019.

The accreditation period for Units 3 and 4 commences on 1 January 2020.

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The [VCAA Bulletin](#) is the only official source of changes to regulations and accredited studies. The Bulletin

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3 G D Ø K @ M F T @ F D

The language to be studied and assessed is the modern standard version of French. Students are expected to know that dialects and divergent vocabulary exist, but they are not required to study them. French is an Indo-European language and belongs to the family of Romance languages derived from the spoken Latin language of the Roman Empire.

2 B N O D Ø N E Ø R S T C X

VCE French focuses on student participation in interpersonal communication, interpreting the language of other speakers, and presenting information and ideas in French on a range of themes and topics. Students develop and extend skills in listening, speaking, reading, writing and viewing in French in a range of contexts and develop cultural understanding in interpreting and creating language.

Students develop their understanding of the relationships between language and culture in new contexts and consider how these relationships shape communities. Throughout the study students are given opportunities to make connections and comparisons based on personal reflections about the role of language and culture in communication and in personal identity.

## Rationale

The study of French contributes to student personal development in a range of areas including communication skills, intercultural understanding, cognitive development, literacy and general knowledge. Learning and using an additional language encourages students to examine the influences on their perspectives and society, and to consider issues important for effective personal, social and international communication. It enables students to examine the nature of language, including their own, and the role of culture in language, communication and identity. By understanding the process of language learning, students can apply skills and knowledge to other contexts and languages. Learning a language engages analytical and reflective capabilities and enhances critical and creative thinking.

The study of French develops students' ability to understand and use a language which is widely learned and spoken internationally, and which is an official language of many world organisations and international events. The ability to use and understand French also provides students with a direct means of access to the rich and varied culture of francophone communities around the world.

French uses the same Roman alphabet as English, although its pronunciation of the letters differs significantly and the use of accents is of interest to learners. There are many similarities between the two grammatical systems, such as the basic subject-verb-object order, but also differences, such as in the gendering of nouns and adjectives, the marking of plural forms of nouns and adjectives, and the use of articles and capital letters. The sound system is different for English-speaking learners, including as it does some different sounds for individual letters. Some letters are silent, and the liaisons, intonation and rhythm patterns are different.

The study of a specific language exposes students to different experiences and perspectives at a personal level. It encourages students to be open to different ways of thinking, acting and interacting in the world, even beyond the language being studied and their own language. A broad range of social, economic and vocational opportunities result from study in a second language. Students are able to engage with French-speaking communities in Australia and internationally in a variety of endeavours, including banking, international finance, international law, diplomacy, engineering, medicine, international aid, tourism, architecture, education, fashion, the arts, translating and interpreting.

# HLR

This study enables students to:

- s communicate with others in French in interpersonal, interpretive and presentational contexts
  - s understand the relationship between language and culture
  - s compare cultures and languages and enhance intercultural awareness
  - s understand and appreciate the cultural contexts in which French is spoken
  - s learn about language as a system and themselves as language learners
  - s make connections between different languages, knowledge and ways of thinking
  - s
- 
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2 @ E D S X Ø @ M C Ø V D K K A D H M F

It is the responsibility of the school to ensure that duty of care is exercised in relation to the health and safety of all students undertaking the study.

\$ L O K N X @ A H K H S X Ø R J H K K R

This study offers a number of opportunities for students to develop employability skills. The Advice for teachers provides specific examples of how students can develop employability skills during learning activities and assessment tasks.

+ D F H R K @ S H U D Ø B N L O K H @ M B D

When collecting and using information, the provisions of privacy and copyright legislation, such as the

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2 @ S H R E @ B S N Q X Ø B N L O K D S H N M

The award of satisfactory completion for a unit is based on the teacher's decision that the student has demonstrated achievement of the set of outcomes specified for the unit. Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of learning activities and tasks.

Teachers must develop courses that provide appropriate opportunities for students to demonstrate satisfactory achievement of outcomes.

The decision about satisfactory completion of a unit is distinct from the assessment of levels of achievement. Schools will report a student's result for each unit to the VCAA as S (Satisfactory) or N (Not Satisfactory).

+ D U D K R Ø N E Ø @ B G H D U D L D M S

4 M H S R Ø Ø @ M C Ø

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision. Assessment of levels of achievement for these units will not be reported to the VCAA. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.

4 M H S R Ø Ø @ M C Ø

The VCAA specifies the assessment procedures for students undertaking scored assessment in Units 3 and 4. Designated assessment tasks are provided in the details for each unit in the VCE study design.

The student's level of achievement in Units 3 and 4 will be determined by School-assessed Coursework (SAC) as specified in the VCE study design and external assessment.

The VCAA will report the student's level of achievement on each assessment component as a grade from A+ to E or UG (ungraded). To receive a study score the student must achieve two or more graded assessments and receive S for both Units 3 and 4. The study score is reported on a scale of 0–50; it is a measure of how well the student performed in relation to all others who took the study. Teachers should refer to the current [VCE and VCAL Administrative Handbook](#) for details on graded assessment and calculation of the study score. Percentage contributions to the study score in VCE French are as follows:

- Unit 3 School-assessed Coursework: 25 per cent
- Unit 4 School-assessed Coursework: 25 per cent
- Examinations\*: oral component and written component: 50 per cent.

Details of the assessment program are described in the sections on Units 3 and 4 in this study design.

T S G D M S H B @ S H N M

Work related to the outcomes of each unit will be accepted only if the teacher can attest that, to the best of their knowledge, all unacknowledged work is the student's own. Teachers need to refer to the current [VCE and VCAL Administrative Handbook](#) for authentication for aut8 0 pom



" Q N R R R S T C X Ø R O D B H Ú B @ S I

For the purposes of this study the following specifications apply across all units. Details of the scope of each specification are provided in the unit overviews and in the introduction to the relevant areas of study.

Themes and topics are prescribed and create a framework of content for the activities and tasks that students undertake for the areas of study in each unit. Language content suited to the level and scope of the themes and topics is also specified and includes grammar, text types and writing styles that students are expected to be familiar with by the end of Unit 4. There is no prescribed order in which this learning should occur.

" N L L T M H B @ S H M F Ø @ M C Ø T M C D Q R S @ M C H M F Ø K

VCE language study is underpinned by the concepts of communicating and understanding languages and cultures. There are five macro skills that inform all language use: listening, speaking, reading, writing and viewing. Connections, comparisons and communities provide the context for learning each specific language while the interpersonal, interpretive and presentational contexts define the ways in which students use the language they are studying. The integration of these contexts through the teaching and learning program enables students to develop their understanding and skills in the language.



## ( M S D Q O Q D S H U D Ø B N L L T M H B @ S H N M

Interpretive communication requires the location, interpretation and analysis of information obtained in French. The content is drawn from the themes and topics selected for the unit and includes listening and reading texts and may include visual materials that reflect some aspect of language or culture.

## / Q D R D M S @ S H N M @ K Ø B N L L T M H B @ S H N M

Content related to the themes and topics selected for the unit is presented to a specific audience in oral or written form in French, and may include visual, movement or musical elements. In Units 1 and 2, the presentation focus is on introducing cultural aspects associated with French-speaking communities to a specific audience, through narration, recounting and explaining in an informative and engaging way. In Units 3 and 4, the focus is on integrating concepts, information and ideas from a range of sources, and presenting them to persuade an audience, to reflect and express ideas, explain a point of view or evaluate information.

## 4 M C D Q R S @ M C H M F Ø K @ M F T @ F D R Ø @ M C Ø B T K S T

Understanding languages and cultures requires an investigation of the roles of language and culture in shaping meaning and reflection on the practices, cultural products and perspectives of the cultures of French-speaking communities.

## " N M M D B S H N M R

The study of any language provides access to additional information on new and familiar topics, including those of immediate interest and relevance to students. Within the themes and topics selected for each unit, students are encouraged to draw on perspectives and ways of thinking and acting in the world which complement what they have learned in their own language from other disciplines, research or informal sources.

Intercultural awareness requires students to reflect on the ways that culture influences how language is used and received. Students consider the process of learning another language, investigating another culture or participating as a global citizen in areas such as travel, tourism, work, economic activity or research.

## " N L O @ Q H R N M R

Comparisons are undertaken between French and other languages, including English, to reflect on the dynamic nature of language, the notion of language as a system, limitations on equivalence between languages and the interplay between language, culture and the individual.

Language is used to reflect on and explain the similarities and differences between the cultures studied and the student's own culture/s.

## " N L L T M H S H D R Ø

Within the themes and topics selected for each unit, students investigate a variety of cultural products and practices.

# / Q D R B Q H A D C Ø S G D L D R Ø @ M C

There are three prescribed themes for study in VCE French:

- s ç The individual
- s ç The French-speaking communities
- s ç The world around us

These themes have a number of prescribed topics and suggested subtopics.

All the themes and topics are to be studied over the course of Units 1–4. The order in which the themes and topics are studied is not prescribed; teachers may choose which themes and topics are studied for each unit.

In each unit, the learning program will include topics from more than one theme and at least one topic and subtopic for each area of study. The subtopic will provide the context for teaching, learning and assessment of achievement.

Consideration should be given to the appropriateness of topics and subtopics in terms of creating logically sequenced language skill development and for the depth of study required in each unit. It is not expected that all topics will require the same amount of study time and some may be more suited to Units 1 and 2 or to Units 3 and 4, depending on the learning program.

## / Q D R B Q H A D C Ø S G D L D R Ø @ M C Ø S N O H B R Ø @ M C Ø R T F F D

The individual	The French-speaking communities	The world around us
s ç <b>Personal identity and lifestyles</b> For example, personal opinions and values, adolescence, generational differences, health and wellbeing, leisure, rights and responsibilities, gender issues.	s ç <b>The francophone world</b> For example, the French overseas departments and territories, living in France and francophone countries, traditions and regional life, the French political system, visiting France.	s ç <b>Global and contemporary society</b> For example, cultural and language identity, migration, the place of France in Europe, the European Union’s global influence, effects of humans on nature, social justice, volunteering, charities, an ideal world, travel.
s ç <b>Relationships</b> For example, family and friends, school relationships, work relationships, pets, relationships through social media.	s ç <b>Historical perspectives</b> For example, important historical events, social structures in the past and their influence on the present, colonial France, significant historical figures.	s ç <b>Communication and media</b> For example, the internet, advertising, social media, our connection to screens, newspapers, TV, radio, entertainment, cinema.
s ç <b>Aspirations, education and careers</b> For example, forward looking to the future, hopes and concerns, challenges and goals, exchanges and gap years, tertiary options, casual work, occupations and careers, lifelong learning, work–life balance.	s ç <b>French cultural perspectives</b> For example, fashion, cinema, architecture, arts, gastronomy, music, tourism, literature, theatre.	s ç <b>Technology and science</b> For example, research, manufacturing, advances and innovations, the impact of technology and science on society, sustainability.

Note: ! N K C = Prescribed themes, Bold Italics = Prescribed topics, Italics = Suggested subtopics.

## 3DWSØSXODR

Students come into contact with a wide range of texts when undertaking VCE French and practise listening, speaking, reading, writing, and viewing skills through texts of all types. The texts used by students to practise receptive language skills (listening, reading and viewing) should be chosen for their suitability to develop student learning in the selected subtopics for each unit. The demands on students are greater when producing original texts (spoken or written). Productive activities must be appropriate to the level of language learning of the students. For the purpose of this study, viewed texts may include photographs, pictures, posters, lms or lm clips, captioned illustrations or maps related to the subtopic. It is important that students have an awareness of the features, context, purpose and audience of each text used and the text type in general.

The text types that students can reasonably be expected to produce by the completion of this study include:

Article

Email

Review

Jour

# Grammar

Students are expected to recognise and use the following grammatical items:

5 D Q A R	! @ R H B Ø E D @ S T Q D R	/ D Q R N M Ø @ M C Ø M T L A D Q Ø Q D F T K @ Q Ø U D Q A R Ø
	Mood	
	Indicative	je fais mes devoirs
	Imperative	Paul, fais tes devoirs!
	Subjunctive	common uses of the subjunctive... il faut que tu fasses tes devoirs... bien que je sois malade
	Conditional	je ferais mes devoirs si j'avais le temps...
	Participles	Present: (tout) en faisant mes devoirs j'écoutais ma musique Past: nous avons fait nos devoirs...
	In nitive	Present: pour finir, il faut... Past: après avoir fait la vaisselle nous sommes sortis
	Voice – active	les Français ont gagné la bataille
	Voice – passive	la bataille a été gagnée par les Français
	On	ici on parle français
	Simple tenses	
	Present	je donne je finis je vends
	Imperfect	je donnais je finissais je vendais
	Future	je donnerai je finirai je vendrai
	Conditional	je donnerais je finirais je vendrais
	Past historic†	je donnai je finis je vendis†
	Compound tenses	
	Perfect	j'ai donné j'ai fini j'ai vendu
	Pluperfect	j'avais donné j'avais fini j'avais vendu
	Future perfect	j'aurai donné j'aurai fini j'aurai vendu
	Conditional perfect	j'aurais donné j'aurais fini j'aurais vendu
	Futur proche	je vais voir cette exposition
	Passé récent	je viens de rencontrer Marc
	Pronominal verbs	functions/agreements
	Re exive	se lever elle se lève de bonne heure/elle s'est levée tard
	Reciprocal	s'écrire ils se sont écrit
	Passive	se vendre le pain se vend à la boulangerie/cela ne se dit pas verbs in pronominal form only s'en aller, se moquer de, se souvenir de

†for recognition only

	Modal verbs	devoir tu dois manger, tu devais attendre, elle a dû partir, il aurait dû payer... pouvoir il peut jouer aujourd'hui, tu pouvais aider, nous aurions pu le faire... savoir ils ne savent pas jouer, elle savait conduire, elle ne saurait pas lire... vouloir nous ne voulons pas sortir, je voudrais du café, il aurait voulu y aller...
	Impersonal verbs	il faut travailler, il pleut, il fait chaud, il arrive des choses bizarres, il est interdit de fumer...
	Causative faire	j'ai fait construire un garage, elle s'est fait couper les cheveux
	Laisser + in nitive	il laisse partir sa femme
	Verbs of sense/perception + in nitive	elle entend marcher dans la chambre, je vois venir Jean-Pierre
	Agreements	Subject + verb beaucoup d'enfants sont partis, c'est nous qui le ferons The rules for the agreement of past participles in compound verb forms using être and avoir (see Pronouns: Agreements)
	Verbs and their prepositions	il joue au tennis, je demande à Michel de m'aider
C U D Q A R	Formation	lentement (Note: vite is complete)
	Position	il parle couramment, il a déjà vu ce film
	Degree	comparative and superlative of adverbs with plus, le plus, moins, le moins and aussi/including bien, mieux, le mieux
	Negation	e.g. ne pas/ne plus/ne jamais/ne rien/ne personne/ ne ... aucun(e)/ne ... nul(le) je ne vois pas, je n'ai pas vu, je ne regrette rien, personne ne viendra, qui ne risque rien n'a rien
- N T M R	Gender	le soleil/la terre
	Number	l'homme/les hommes, une femme/des femmes common exceptions like un animal/des anima <u>ux</u>
	Apposition	

De replacing the partitive article	after a negative il n'a pas d'argent, pas de problèmes after an expression of quantity un kilo de poires, tant de fautes adjective preceding a plural noun de bons amis, d'autres livres
Omission of the article	il est ingénieur, elle est avocate including expressions such as avoir faim, faire peur à, sortir tête nue
C I D B S H U D	Reminine and plural forms of common petit, grand, beau, nouveau, vieux regular and irregular adjectives
Position	une petite maison, le drapeau français, ma chambre propre/ma propre chambre
Demonstrative	ce cet cette ces ce garçon, cet homme, cette école, ces écoles
Possessive	mon ma mes, ton ta tes, son sa ses etc. son cahier, sa chaise, notre chien, nos amis
Interrogative	quel quels quelle quelles quel âge as-tu? quels sont vos passe-temps?
Exclamatory	quel quels quelle quelles quelle horreur! quels beaux châteaux!
Numerals	cardinal un, deux, trois... ordinal le premier mai, la première fois...
/ Q N M N T M R	Subject
	je tu il elle on nous vous ils elles je mange, il voit, nous gardons
Direct object	me te le la nous vous les je les mange, il nous voit
Indirect object	me te lui nous vous leur y en nous lui téléphonons, vous leur écrivez? nous en gardons
Agreements	preceding direct object agreement after a direct object pronoun, Les fleurs? Oui, il les a achetées... preceding direct object agreement after the relative pronoun 'que', les fleurs que papa a achetées... preceding direct object agreement after a question quelles fleurs a-t-il achetées?
Re exive	me te se nous vous se je me lave, tu te laves, il/elle se lave, nous nous lavons
Disjunctive	moi toi lui elle nous vous eux elles Sans lui, rien n'est possible
Possessive	le mien, la mienne, les miens, les miennes... 'C'est le nôtre!' 'non, c'est le leur!'
Demonstrative	celui ceux celle celles 'Tu voudrais cette robe? Oui, celle-ci' (r celle à gauche).

Interrogative de nite

lequel lesquels laquelle lesquelles  
'lequel de ces deux chiots préfères-tu?'

Interrogative inde nite

qui/qui est-ce qui/qu'est-ce que/qu'est-ce qui/que/quoi  
qui est là? qu'est-ce qui est arrivé? de quoi as-tu besoin?

Relative (de nite)

qui/que/dont/lequel and contractions like auquel, duquel  
le chat qui miaule, le livre que mes parents adorent,  
le foot que papa adore



## 4 M H S Ø

In this unit students develop an understanding of the language and culture/s of French-speaking communities through the study of three or more topics from the prescribed themes listed on page 11. Each area of study in the unit must focus on a different subtopic. Students access and share useful information on the topics and subtopics through French and consolidate and extend vocabulary and grammar knowledge and language skills. They focus on analysing cultural products or practices including visual, spoken or written texts.

Cultural products or practices can be drawn from a diverse range of texts, activities and creations. These may include the following: stories, poems, plays, novels, songs, films, photographs, artworks, architecture, technology, food, clothing, sports and festivals. Students apply acquired knowledge of French culture and language to new contexts.

Students reflect on the interplay between language and culture, and its impact on the individual's language use in specific contexts and for specific audiences.

The cross-study specifications common to Units 1–4 are detailed on pages 9–10 of this study design.

### Q D @ Ø N E Ø 2 S T C X Ø

#### ( M S D Q O D Q R N M @ K Ø B N L L T M H B @ S H N M Ø

In this area of study students develop their skills and knowledge to establish and maintain an informal, personal, spoken interaction in French on a selected subtopic.

Students consider language as a tool for communication and focus on language important for effective participation in spoken interaction. They develop their understanding that the content and the direction of an exchange are influenced by the participants and the purpose of the interaction, and consider the influence of cultural perspectives on meaning and mutual understanding.

### . T S B N L D Ø

On completion of this unit the student should be able to exchange meaning in a spoken interaction in French.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

#### \* D X Ø J M N V K D C F D

- s discuss ideas and concepts related to the selected subtopic
- s use vocabulary and grammar suitable for exchanging information on the selected subtopic
- s use oral language for participating in an informal, personal, spoken interaction in French, including idioms
- s use language and behaviours required to effectively initiate, maintain and close a spoken exchange
- s use a range of expectations of the participants in the spoken interaction, depending on age, status and other relevant considerations.

#### \* D X Ø R J H K K R

- s discuss the selected subtopic
- s link and sequence ideas and information
- s recognise and respond to cues for turn-taking
- s use a range of question and answer forms

- self-correct language use as appropriate
- use appropriate pronunciation, intonation and stress
- use appropriate forms of address and non-verbal forms of communication, such as eye contact and gestures
- recognise meaning in terms and concepts without a direct equivalent in English
- use language that conveys intended meaning, taking into account cultural perspectives.

## Q D @ Ø N E Ø 2 S T C X Ø

### ( M S D Q O Q D S H U D Ø B N L L T M H B @ S H N M

In this area of study students locate and use information from two texts in French, chosen from a written, spoken or audiovisual format. They develop skills and knowledge to read, listen to or view texts in French effectively, to summarise content and to combine information from the texts in written responses in French and English. The subtopic selected for the texts will be drawn from the prescribed themes and topics and should provide an opportunity for students to learn about the culture/s of the French-speaking communities.

In preparation for understanding and interpreting information on the selected subtopic, students consider relevant content, language and cultural information. They focus on language important for presenting information in written form, such as answering questions or writing for a specific purpose and audience. Students identify and clarify aspects of language and culture in the texts.

### . T S B N L D Ø

On completion of this unit the student should be able to interpret information from two texts on the same subtopic presented in French, and respond in writing in French and in English.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

#### \* D X Ø J M N V K D C F D Ø

- ideas and concepts related to the selected subtopic
- vocabulary and grammar suitable for understanding, interpreting and conveying information on the subtopic
- conventions of text types and language for rela007300E7>Tj 0Egm, 1 6m2007300Ea-1.forciDo5ic

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Q D @ Ø N E Ø 2 S T C X Ø

/ Q D R D M S @ S H N M @ K Ø B N L L T M H B @ S H N M

Students present content related to the selected subtopic in French in written form, which may include supporting visual elements. Students develop a presentation that recounts, narrates, entertains, retells or interprets information, concepts and ideas for a specific audience.

The presentation will feature cultural products or practices from French-speaking communities which can be drawn from a diverse range of texts, activities and creations.

Suitable tasks for assessment in this unit may be selected from the following:

### . T S B N L D Ø Ø

- s ⚡ Participate in a conversation, interview or role-play
- s ⚡ Give a talk to the class about the selected subtopic, asking and answering questions.

### . T S B N L D Ø Ø

- s ⚡ Write a descriptive summary of a film including information from a review of the film
- s ⚡ Listen to a conversation and view a map to write directions
- s ⚡ Read an article and listen to an announcement to write instructions.

### . T S B N L D Ø Ø

- s ⚡ Create a written presentation which may include pictures; this may be supported by media such as Photo Story or PowerPoint
- s ⚡ Write an imaginative children's story.

Where teachers allow students to choose between tasks, they must ensure that the tasks they set are of

# Unit 2

In this unit students develop an understanding of aspects of language and culture through the study of three or more topics from the prescribed themes listed on page 11. Each area of study must focus on a different subtopic. Students analyse visual, spoken and written texts. They access and share useful information on the topics and subtopics through French and consolidate and extend vocabulary, grammar knowledge and language skills.

Cultural products or practices can be used to demonstrate how culture and perspectives may vary between communities. Students reflect on the interplay between language and culture, and its impact on meaning, understanding and the individual's language use in specific contexts and for specific audiences.

The cross-study specifications common to Units 1–4 are detailed on pages 9–10 of this study design.

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(MSDQOQDSHUDØBNLLTMHB@SHNM

Students may consider aspects of culture such as:

- s cultural products or practices that demonstrate cultural differences between different French-speaking communities
- s the cultural dimension underpinning social behavioural norms, social expectations and the way individuals engage with the world
- s differences and similarities between French-speaking and other communities and social structures
- s the interplay between culture and the individual, including attitudes to social conformity.

## . T S B N L D Ø

On completion of this unit the student should be able to explain information, ideas and concepts orally in French to a specific audience about an aspect of culture within communities where French is spoken.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 3.

Suitable tasks for assessment in this unit may be selected from the following:

### . T S B N L D Ø Ø

- s ç Write a personal answer to an email
- s ç Write an informative blog in response to texts
- s ç Respond in a written letter to a radio announcement or editorial.

### . T S B N L D Ø Ø

- s ç Describe in writing an experience seen from different perspectives
- s ç Write a reflective article on a cultural insight, such as the attitudes of French-speaking people in Australia and elsewhere to traditional customs
- s ç Evaluate opposing arguments put forward on an issue, such as attitudes to health or the long-term impact of social media on society.

### . T S B N L D Ø

- s ç Narrate a life story, event or incident that highlights an aspect of culture
- s ç



## 4 M H S Ø

In this unit students investigate the way French speakers interpret and express ideas, and negotiate and persuade in French through the study of three or more subtopics from the prescribed themes and topics. Each area of study must cover a different subtopic, though teachers may choose to teach more than one subtopic in an area of study. Students interpret information, inform others, and reflect upon and develop persuasive arguments. They access and share useful information on the subtopics through French, and consolidate and extend vocabulary and grammar knowledge and language skills.

Students consider the influence of language and culture in shaping meaning and reflect on the practices, products and perspectives of the cultures of French-speaking communities. They reflect on how knowledge of French and French-speaking communities can be applied in a range of contexts and endeavours, such as further study, travel, business or community involvement.

The cross-study specifications common to Units 1–4 are detailed on pages 9–10 of this study design.

### Q D @ Ø N E Ø 2 S T C X Ø

#### ( M S D Q O D Q R N M @ K Ø B N L L T M H B @ S H N M Ø

In this area of study students develop skills and knowledge to resolve a personal issue by negotiating a mutually agreeable outcome in a spoken exchange in French on a selected subtopic. Students research relevant content, language and cultural information, in particular that associated with acknowledging other speakers' points of view, and negotiating and persuading in culturally appropriate ways. They consider the interplay between cultural perspectives and mutual understanding, and focus on language important for effective participation in spoken interactions in French. Students develop their understanding that language choices influence outcomes and impressions created in the exchange.

### . T S B N L D Ø

On completion of this unit the student should be able to participate in a spoken exchange in French to resolve a personal issue.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

#### \* D X Ø J M N V K D C F D

s ideas and concepts related to the selected subtopic

s vocabulary and grammar suitable for interpreting information, and negotiating and expressing a point of view or preference

s oral language and behaviours required to effectively initiate, maintain and close a spoken exchange, including strategies for revisiting unresolved issues and confirming outcomes

s negotiation strategies including acknowledging and linking to other speakers and offering compromises.

#### \* D X Ø R J H K K R

s exchange relevant information

s link ideas in a logical and persuasive way

s recognise meaning in terms and concepts with implied meaning or without a direct equivalent in English

s use language that conveys intended meaning, taking into account cultural perspectives

- s understand expectations and influences on participants in the interaction and use negotiation strategies
- s clarify decisions and ensure agreed outcomes are reached
- s self-correct language use as appropriate
- s use appropriate pronunciation, intonation and stress
- s use appropriate forms of address and non-verbal forms of communication
- s recognise and respond to questions and cues for turn-taking.

## Q D @ Ø N E Ø 2 S T C X Ø

### ( M S D Q O Q D S H U D Ø B N L L T M H B @ S H N M

In this area of study students extract information from three or more texts relating to the selected subtopic, and create written responses to specific questions or instructions in French. Students synthesise information from written, spoken and visual texts.

Students consider relevant content, language and cultural information from three or more texts to identify and interpret key ideas and detail on the selected subtopic. Texts could include extracts, articles, blogs, webpages, postcards, stories, podcasts, songs, plays, news items, films, photographs, maps and other written, spoken or viewed texts. Students connect and compare ideas and identify different points of view or perspectives in each of the texts.

Students respond to the texts in writing in French. They consider the influence of language, culture, social norms and ways of thinking in shaping meaning and the sequencing of ideas in the response.

## . T S B N L D Ø

On completion of this unit the student should be able to interpret information from texts and write responses in French.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

### \* D X Ø J M N V K D C F D Ø

- s ideas and concepts related to the selected subtopic
- s vocabulary and grammar suitable for understanding, interpreting and conveying information on the selected subtopic
- s conventions of text types and language for conveying information in writing.

### \* D X Ø R J H K K R

- s interpret relevant concepts and detailed information from written, spoken and visual texts in French
- s recognise meaning in terms and concepts without a direct equivalent in English
- s link ideas and information from the texts in a logical way
- s use appropriate spelling, grammar and punctuation
- s self-correct language use as appropriate
- s use suitable written French for the audience, purpose and text type.

Q D @ Ø N E Ø 2 S T C X Ø

/ Q D R D M S @ S H N M @ K Ø B N L L T M H B @ S H N M

In this area of study students create an extended original piece of personal, informative or imaginative writing in French to express ideas, thoughts or responses on an aspect of the selected subtopic.

Students analyse and re ect on content related to the selected subtopic to assist in identifying aspects suited to re ection, informing or storytelling. They may use cultural products or practices as stimulus material for their

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# 4 M H S Ø

In this unit students investigate aspects of culture through the study of two or more subtopics from the prescribed themes and topics. Area of Study 1 and Area of Study 2 may focus on the same subtopic. Area of Study 3 should cover a different subtopic to the subtopic/s chosen for Areas of Study 1 and 2. Students build on their knowledge of French-speaking communities, considering cultural perspectives and language and explaining personal observations. Students consolidate and extend vocabulary, grammar knowledge and language skills to investigate the topics through French.

Students identify and reflect on cultural products or practices that provide insights into French-speaking communities. Cultural products or practices can be drawn from a diverse range of texts, activities and creations. Students reflect on the ways culture, place and time influence values, attitudes and behaviours. They consider how knowledge of more than one culture can influence the ways individuals relate to each other and function in the world.

The cross-study specifications common to Units 1–4 are detailed on pages 9–10 of this study design.

## Q D @ Ø N E Ø 2 S T C X Ø

### ( M S D Q O D Q R N M @ K Ø B N L L T M H B @ S H N M

In this area of study students research and present information on a cultural product or practice from a French-speaking community. Students develop knowledge and skills to share observations and consider how the product or practice may reflect a specific cultural perspective or behaviour.

Through the investigation of a cultural product or practice, students research specialised content, language and cultural information related to the selected subtopic. The subtopic for Area of Study 1 may be the same as the subtopic for Area of Study 2. Students use knowledge of the subtopic to explain differences and similarities between cultural contexts, such as the present and the past or between French-speaking communities in different

\* D X Ø R J H K K R

- s select relevant and interesting information for the exchange and in response to questions
- s link ideas logically
- s recognise and respond to questions and cues for turn-taking
- s self-correct language use as appropriate
- s use appropriate pronunciation, intonation and stress
- s use appropriate forms of address and non-verbal forms of communication
- s explain meaning in terms and concepts without a direct equivalent in English
- s exchange and justify opinions and ideas
- s recognise and use suitable language and strategies to distinguish between factual information and personal perspectives.

## Q D @ Ø N E Ø 2 S T C X Ø

### ( M S D Q O Q D S H U D Ø B N L L T M H B @ S H N M

In this area of study students analyse and present in writing information extracted from written, spoken and viewed texts in French on a selected subtopic. The subtopic for Area of Study 2 may be the same as the subtopic for Area of Study 1. The texts should provide insights into an aspect of life in French-speaking communities and opportunities for students to make comparisons between cultures, places or times. Viewed texts may include photographs, drawings, maps, films or posters.

Students respond to the texts in an extended piece of writing in French that requires a different text type to the stimulus material. Students identify and analyse key ideas and make comparisons between the details, ideas and points of view expressed in each of the texts.

### . T S B N L D Ø

On completion of this unit the student should be able to analyse information from written, spoken and viewed texts for use in a written response in French.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

\* D X Ø J M N V K D C F D Ø

- s concepts and ideas related to the selected subtopic
- s vocabulary and grammar suitable for interpreting and conveying information on the selected subtopic
- s features of text types
- s language for analysing and comparing ideas in extended writing.

\* D X Ø R J H K K R

- s use strategies for identifying and understanding key ideas and detailed information from written, spoken and viewed texts in French
- s recognise cultural, language or contextual aspects critical to meaning in written, spoken and viewed texts
- s identify relationships and make comparisons between the key ideas and perspectives expressed or observed in the texts
- s present information relevant to audience and purpose
- s use appropriate spelling, grammar, layout and punctuation
- s self-correct language use as appropriate
- s use suitable stylistic features for the audience, purpose and text type.

## Q D @ Ø N E Ø 2 S T C X Ø

### / Q D R D M S @ S H N M @ K Ø B N L L T M H B @ S H N M

In this area of study students present information, concepts and ideas in an extended written response to persuade an audience of a point of view or evaluate existing ideas and opinions about an aspect of the selected subtopic. The selected subtopic must be different from the subtopic/s used in Areas of Study 1 and 2.

Students investigate relevant content, language and cultural information to assist in persuading others of a particular position or evaluating existing positions and opinions on an issue related to the subtopic. They develop knowledge and understanding of the issue, such as the benefits of learning French, the ongoing effects of an historical event, environmental concerns, youth issues in contemporary society or an aspect of the literary or artistic heritage of the French-speaking communities.

Students create an original written text in French on an aspect of the subtopic for a specified audience and text type. The written text is for a persuasive or evaluative purpose. Students consider acceptable ways of persuading others or evaluating arguments, and carefully select and sequence language for the audience and purpose of the writing.

### . T S B N L D Ø

On completion of this unit the student should be able to present information, concepts and ideas in evaluative or persuasive writing on an issue in French.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 3.

#### \* D X Ø J M N V K D C F D

- s Ø issues related to the selected subtopic
- s Ø cultural implications of the issue for French speakers and French-speaking communities
- s Ø vocabulary and grammar suitable for evaluative or persuasive writing
- s Ø conventions of evaluative or persuasive writing in French suited to the text type and audience.

#### \* D X Ø R J H K K R

- s Ø research the subtopic and possible issues
- s Ø sequence ideas logically to support an evaluative or persuasive argument
- s Ø create original writing in French
- s Ø self-correct language use as appropriate
- s Ø use appropriate spelling, grammar, layout and punctuation
- s Ø use suitable written French for the audience, purpose and text type

#### For evaluative writing

- s Ø identify different positions on an issue associated with the subtopic and identify relevant information to compare and draw conclusions
- s Ø use evaluative techniques including aligning like items, making valid comparisons and justifying personal conclusions

#### For persuasive writing

- s Ø formulate a position on an issue associated with the subtopic and identify relevant and compelling information to support the position
- s Ø use persuasive strategies, including justifying ideas and opinions or describing hypothetical outcomes and past experience.

## 2 B G N N K A @ R D C Ø @ R R D R R L D M S

### 2 @ S H R E @ B S N Q X Ø B N L O K D S H N M

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes speci ed for the unit. Teachers should use a variety of learning activities and assessment tasks to provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study and key knowledge and key skills listed for the outcomes should be used for course design and the development of learning activities and assessment tasks.

## R R D R R L D M S Ø N E Ø K D U D K R Ø N E Ø @ B G H D U D L D M S

The student’s level of achievement in Unit 4 will be determined by School-assessed Coursework. School-assessed Coursework tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must relate to the selected subtopic and be completed mainly in class and within a limited timeframe. All responses for this unit are to be in French.

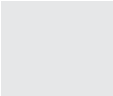
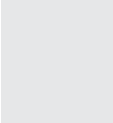
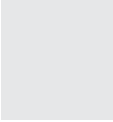
Where teachers provide a range of options for the same School-assessed Coursework task, they should ensure that the options are of comparable scope and demand.

The types and range of forms of School-assessed Coursework for the outcomes are prescribed within the study design. The VCAA publishes Advice for teachers for this study, which includes advice on the design of assessment tasks and the assessment of student work for a level of achievement.

Teachers will provide to the VCAA a numerical score representing an assessment of the student’s level of achievement. The score must be based on the teacher’s assessment of the performance of each student on the tasks set out in the following table.

### " N M S Q H A T S H N M R Ø S N Ø Ú M @ K Ø @ R R D R R L D M S

School-assessed Coursework for Unit 4 will contribute 25 per cent to the study score.

. T S B N L D R	, @ Q J R Ø @ K K N R Ø S B C D M S Ø S @ R J R
. T S B N L D Ø Share information, ideas and opinions in a spoken exchange in French.	 A three- to four-minute interview providing information and responding to questions about a cultural product or practice.
. T S B N L D Ø Analyse information from written, spoken and viewed texts for use in a written response in French.	 An approximately 250-word written response for a speci c audience and purpose, incorporating information from three or more texts.
. T S B N L D Ø Present information, concepts and ideas in evaluative or persuasive writing on an issue in French.	 An approximately 300-word evaluative or persuasive piece of writing.



## \$ W S D Q M @ K Ø @ R R D R R L D M S

The level of achievement for Units 3 and 4 is also assessed by two end-of-year examinations.

" N M S Q H A T S H N M Ø S N Ø Ú M @ K Ø @ R R D R R L D M S

The examinations together will contribute 50 per cent to the study score.

## \$ M C N E X D @ Q Ø D W @ L H M @ S H N M R

# D R B Q H O S H N M

s ç an oral examination

s ç a written examination.

All relevant key knowledge and key skills that underpin the outcomes in Units 3 and 4 are examinable.

The written examination will be set by a panel appointed by the VCAA.

" N M C H S H N M R

The examinations will be completed under the following conditions:

s ç Duration:

- Oral examination: approximately 15 minutes
- Written examination: 2 hours plus 15 minutes reading time.

s ç Date: end-of-year, on a date to be published annually by the VCAA.

s ç VCAA examination rules will apply. Details of these rules are published annually in the [VCE and VCAL Administrative Handbook](#)

s ç The examinations will be marked by assessors appointed by the VCAA.

% T Q S G D Q Ø @ C U H B D

The VCAA publishes specifications for all VCE examinations on the VCAA website. Examination specifications include details about the sections of the examination, their weighting, the question format/s and any other essential information. The specifications are published in the first year of implementation of the revised Unit 3 and 4 sequence together with any sample material.