



French Beginners

Stage 6

Syllabus Amendments

**(to be read in conjunction with the *French 2 Unit Z Syllabus*,
published by the Board of Studies in 1990)**

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Contents

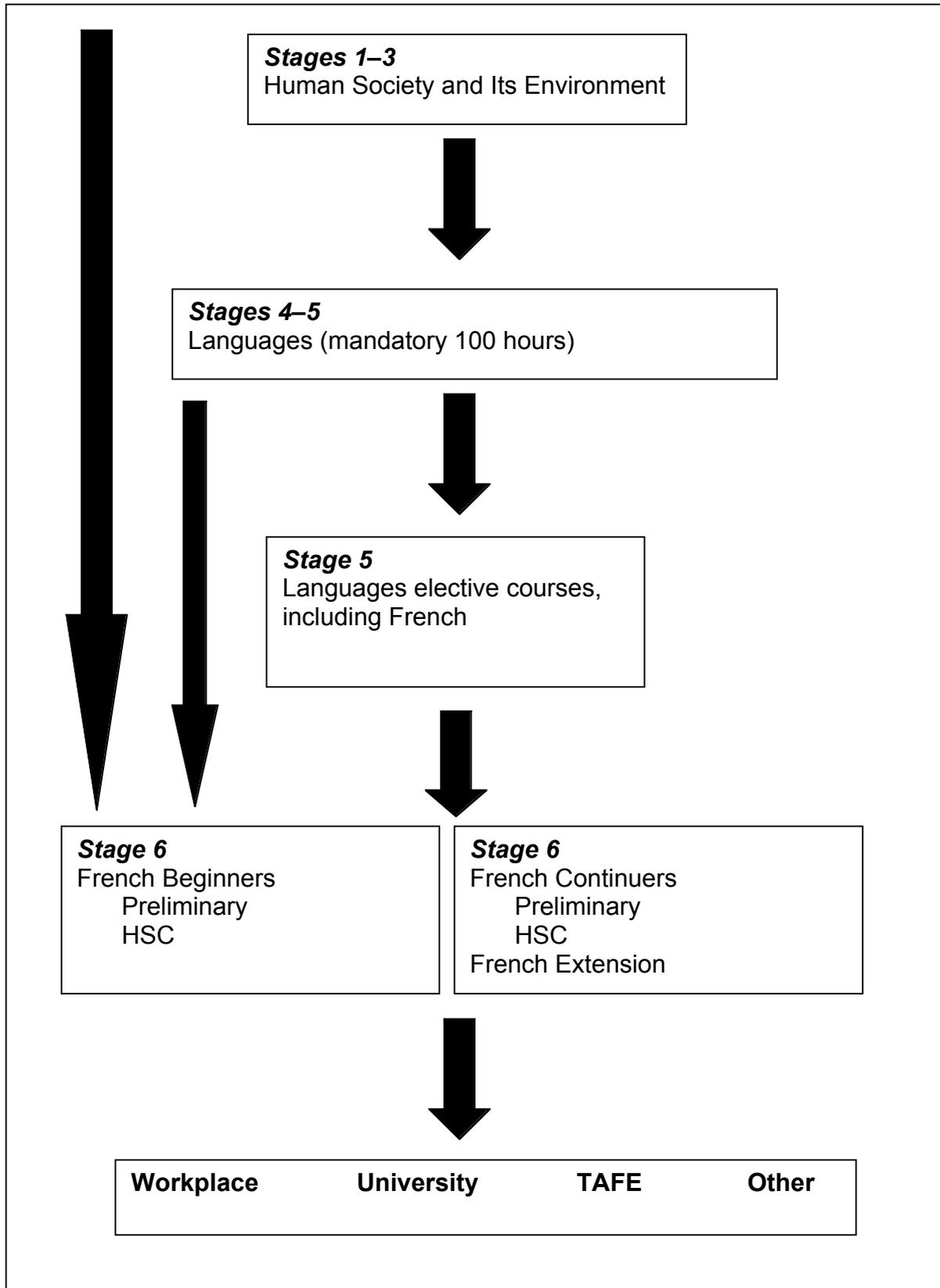
1	The Higher School Certificate Program of Study.....	5
2	Continuum of Learning for Languages Stage 6 Students.....	6
3	Aims	7
4	Objectives	8
5	Course Structure	9
6	Objectives and Outcomes	10
	6.1 Table of Objectives and Outcomes.....	10
	6.2 Key Competencies.....	13
7	Course Content	14
8	Course Requirements	15
9	Post-school Opportunities	16
10	Assessment and Reporting	17
	10.1 Requirements and Advice.....	17
	10.2 Internal Assessment	18
	10.3 External Examination.....	18
	10.4 Board Requirements for the Internal Assessment Mark in Board Developed Courses	19
	10.5 Assessment Components, Weightings and Tasks.....	20
	10.6 HSC External Examination Specifications	21
	10.7 Reporting Student Performance Against Standards	22
11	Glossary	23

1 The Higher School Certificate Program of Study

The purpose of the Higher School Certificate program of study is to:

- provide a curriculum structure which encourages students to complete secondary education;
- foster the intellectual, social and moral development of students, in particular developing their:
 - knowledge, skills, understanding and attitudes in the fields of study they choose
 - capacity to manage their own learning
 - desire to continue learning in formal or informal settings after school
 - capacity to work together with others
 - respect for the cultural diversity of Australian society;
- provide a flexible structure within which students can prepare for:
 - further education and training
 - employment
 - full and active participation as citizens;
- provide formal assessment and certification of students' achievements;
- provide a context within which schools also have the opportunity to foster students' physical and spiritual development.

2 Continuum of Learning for Languages Stage 6 Students



3 Aims

The aims of the *French Stage 6 Beginners Syllabus* are to develop students’:

- ability to use French to communicate with others
- understanding and appreciation of the cultural contexts in which French is used
- ability to reflect on their own culture(s) through the study of other cultures
- understanding of language as a system
- ability to make connections between French and English and/or other languages
- cognitive, learning and social skills
- potential to apply French to work, further study, training or leisure.

4 Objectives

The following objectives define in broad terms the knowledge, understanding and skills to be developed through study of the *French Beginners Stage 6 Syllabus*.

Students will:

1. exchange information, opinions and experiences in French
2. express ideas through original spoken and written texts in French
3. understand and respond to texts that are in French
4. understand cultural aspects of the language, and the culture of French-speaking communities.

To achieve these objectives, students will use the skills of listening, speaking, reading and writing, either individually or in combination. The following table illustrates the links between these skills and the objectives:

Objective	Macro skills
Objective 1 — exchange information, opinions and experiences in French	<ul style="list-style-type: none"> • Listening • Speaking • Reading • Writing
Objective 2 — express ideas through original spoken and written texts in French	<ul style="list-style-type: none"> • Speaking • Writing
Objective 3 — understand and respond to texts that are in French	<ul style="list-style-type: none"> • Listening • Speaking • Reading • Writing
Objective 4 — understand cultural aspects of the language, and the culture of French-speaking communities	<ul style="list-style-type: none"> • Listening • Speaking • Reading • Writing

5 Course Structure

The Preliminary Course (120 indicative hours)

The Preliminary course develops students' knowledge and understanding of French through communicative tasks across a range of themes and topics.

The HSC Course (120 indicative hours)

In the HSC course, students will continue to develop their knowledge and understanding of French through communicative tasks across a range of themes and topics.

6 Objectives and Outcomes

6.1 Table of Objectives and Outcomes

The outcomes, which it is intended students will achieve at the end of the Preliminary and HSC courses, are listed below. These outcomes are derived from the objectives. The following outcomes should be interpreted with reference to the course content. The degree to which students achieve these outcomes will be reported in the performance scale.

Objectives	Preliminary Outcomes	HSC Outcomes
The student will	The student:	The student:
1. exchange information, opinions and experiences in French	<p>P1.1 uses the generally accepted conventions of French relevant to conversation and correspondence</p> <p>P1.2 asks for and gives information</p> <p>P1.3 responds appropriately to requests for assistance</p> <p>P1.4 responds to informal letters, notes and messages</p> <p>P1.5 participates in a conversation or interview</p>	<p>H1.1 uses the generally accepted conventions of French relevant to conversation and correspondence</p> <p>H1.2 asks for and gives information</p> <p>H1.3 responds appropriately to requests for assistance</p> <p>H1.4 responds to informal letters, notes and messages</p> <p>H1.5 participates in and sustains a conversation or interview</p>

<p>2. express ideas through original spoken and written texts in French</p>	<p>P2.1 demonstrates knowledge of an appropriate range of language structures</p> <p>P2.2 uses formal and informal forms of address appropriately</p> <p>P2.3 demonstrates knowledge of different tenses</p> <p>P2.4 uses appropriate pronunciation and intonation</p> <p>P2.5 uses appropriate spelling and punctuation</p> <p>P2.6 uses appropriate language in familiar contexts</p> <p>P2.7 produces spoken and written texts appropriate to a particular audience, purpose and context</p> <p>P2.8 structures and sequences ideas</p>	<p>H2.1 demonstrates knowledge and control of an appropriate range of language structures</p> <p>H2.2 uses formal and informal forms of address appropriately</p> <p>H2.3 uses different tenses to describe, narrate and recount</p> <p>H2.4 uses appropriate pronunciation and intonation</p> <p>H2.5 uses appropriate spelling and punctuation</p> <p>H2.6 uses appropriate language in familiar contexts and responds appropriately in unfamiliar contexts</p> <p>H2.7 produces spoken and written texts appropriate to a particular audience, purpose and context</p> <p>H2.8 structures, sequences and links ideas</p>
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<p>3. understand and respond to texts that are in French</p>	<p>P3.1 understands and conveys gist and identifies main points in French texts</p> <p>P3.2 infers meaning from contexts</p> <p>P3.3 responds appropriately in English and/or in French to spoken and written texts in French</p>	<p>H3.1 understands and conveys gist, main points and detailed items of information in French texts</p> <p>H3.2 infers meaning from contexts</p> <p>H3.3 responds appropriately in English and/or in French to spoken and written texts in French</p>
<p>4. understand cultural aspects of the language, and the culture of French-speaking communities</p>	<p>P4.1 recognises language appropriate to different social contexts</p> <p>P4.2 demonstrates an awareness of values, attitudes and beliefs of cultural significance</p> <p>P4.3 selects and makes use of relevant cultural and linguistic resources</p>	<p>H4.1 recognises language appropriate to different social contexts</p> <p>H4.2 demonstrates an awareness of values, attitudes and beliefs of cultural significance</p> <p>H4.3 selects and makes use of relevant cultural and linguistic resources</p>

6.2 Key Competencies

French Stage 6 provides a powerful context within which to develop general competencies considered essential for the acquisition of effective, higher-order thinking skills necessary for further education, work and everyday life.

Key competencies are embedded in the *French Stage 6 Beginners Syllabus* to enhance student learning. The key competencies of **communicating ideas and information** and **collecting, analysing and organising information** reflect core skills in language learning and are explicit in the objectives and outcomes of the syllabus. The other key competencies are developed through classroom pedagogy. Students interact with one another, and through this interaction, the key competencies, **planning and organising activities** and **working with others and in teams**, are developed. In interacting with others via communications technology, the student will develop the key competency of **using technology**. The skills associated with the analysis of texts, such as the ability to comprehend meaning from context and using a dictionary, contribute towards the student's development of the key competency **solving problems**.

7 Course Content

Content Overview

Preliminary Course

120 (indicative) hours of school study.

Students will begin to develop their knowledge and understanding of French. During this course students must acquire some knowledge of the French language as a system through the topics Social Interaction and Personal Identification, and through the material listed in the General Section (page 9, 2 Unit Z syllabus). Some other topics listed in the syllabus should be studied according to the interests and abilities of the students, through the integrated use of the four skills: listening, speaking, reading and writing.

HSC Course

120 (indicative) hours of school study.

Students will continue to develop their knowledge and understanding of French through the four skills: listening, speaking, reading and writing. All topics listed in the syllabus must be studied for the HSC. Topics previously studied during the Preliminary course will be studied in greater depth for the HSC course.

Details of course content can be found in the *French 2 Unit Z Syllabus*, published by the Board of Studies in 1990.

Note: Eligibility rules apply. See *Assessment, Certification and Examination (ACE) Manual*.

8 Course Requirements

For the Preliminary course:

- 120 indicative hours are required to complete the course.

For the HSC course:

- the Preliminary course is a prerequisite
- 120 indicative hours are required to complete the course.

9 Post-school Opportunities

The study of French provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions.

In addition, the study of French assists students to prepare for employment and full and active participation as citizens. In particular, there are opportunities for students to gain recognition in vocational education and training. Teachers and students should be aware of these opportunities.

Recognition of Student Achievement in Vocational Education and Training (VET)

Wherever appropriate, the skills and knowledge acquired by students in their study of HSC courses should be recognised by industry and training organisations. Recognition of student achievement means that students who have satisfactorily completed HSC courses will not be required to repeat their learning in courses at TAFE NSW.

Registered Training Organisations, such as TAFE NSW, provide industry training and issue qualifications within the Australian Qualifications Framework (AQF).

The degree of recognition available to students in each subject is based on the similarity of outcomes between HSC courses and TAFE modules endorsed within the AQF.

Teachers should contact the Board of Studies NSW for more information on VET modules in French.

Recognition by TAFE NSW

TAFE NSW conducts courses in a wide range of industry areas, as outlined each year in the *TAFE NSW Handbook*. Under current arrangements, the recognition available to students of French in relevant courses conducted by TAFE is described in the *HSC/TAFE Credit Transfer Guide*. This guide is produced by the Board of Studies and TAFE NSW and is distributed annually to all schools and colleges. Teachers should refer to this guide and be aware of the recognition available to their students through the study of French Stage 6. This information can be found on the TAFE NSW website (www.tafensw.edu.au/mchoice).

10 Assessment and Reporting

10.1 Requirements and Advice

The information in this section of the syllabus relates to the Board of Studies' requirements for assessing and reporting achievement in the Preliminary and HSC courses for the Higher School Certificate.

Assessment is the process of gathering information and making judgements about student achievement for a variety of purposes.

In the Preliminary and HSC courses those purposes include:

- assisting student learning
- evaluating and improving teaching and learning programs
- providing evidence of satisfactory achievement and completion in the Preliminary course
- providing the Higher School Certificate results.

Reporting refers to the Higher School Certificate documents received by students that are used by the Board to report both the internal and external measures of achievement.

NSW Higher School Certificate results will be based on:

- **an assessment mark** submitted by the school and produced in accordance with the Board's requirements for the internal assessment program
- **an examination mark** derived from the HSC external examinations.

Results will be reported using a course report containing a performance scale with bands describing standards of achievement in the course.

The use of both internal assessment and external examinations of student achievement allows measures and observations to be made at several points and in different ways throughout the HSC course. Taken together, the external examinations and internal assessment marks provide a valid and reliable assessment of the achievement of the knowledge, understanding and skills described for each course.

Standards Referencing and the HSC Examination

The Board of Studies will adopt a standards-referenced approach to assessing and reporting student achievement in the Higher School Certificate examination.

The standards in the HSC are:

- the knowledge, skills and understanding expected to be learned by students – the *syllabus standards*
- the levels of achievement of the knowledge, skills and understanding – the *performance standards*.

Both *syllabus standards* and *performance standards* are based on the aims, objectives, outcomes and content of a course. Together they specify what is to be learned and how well it is to be achieved.

Teacher understanding of standards comes from the set of aims, objectives, outcomes and content in each syllabus together with:

- the performance descriptions that summarise the different levels of performance of the course outcomes
- HSC examination papers and marking guidelines
- samples of students' achievement on assessment and examination tasks.

10.2 Internal Assessment

The internal assessment mark submitted by the school will provide a summation of each student's achievements measured at points throughout the course. It should reflect the rank order of students and relative differences between students' achievements.

Internal assessment provides a measure of a student's achievement based on a wider range of syllabus content and outcomes than may be covered by the external examination alone.

The assessment components, weightings and task requirements to be applied to internal assessment are identified on page 20. They ensure a common focus for internal assessment in the course across schools, while allowing for flexibility in the design of tasks. A variety of tasks should be used to give students the opportunity to demonstrate outcomes in different ways and to improve the validity and reliability of the assessment.

10.3 External Examination

In French Beginners Stage 6 the external examination consists of an oral, a listening and a written examination. The specifications for the examination in French Beginners Stage 6 are on page 21.

The external examination provides a measure of student achievement in a range of syllabus outcomes that can be reliably measured in an examination setting.

The external examination and its marking and reporting will relate to syllabus standards by:

- providing clear links to syllabus outcomes
- enabling students to demonstrate the levels of achievement outlined in the course performance scale
- applying marking guidelines based on established criteria.

10.4 Board Requirements for the Internal Assessment Mark in Board Developed Courses

For each course, the Board requires schools to submit an assessment mark for each candidate.

The collection of information for the HSC internal assessment mark must not begin prior to the completion of the Preliminary course.

The Board requires that the assessment tasks used to determine the internal assessment mark must comply with the components, weightings and types of tasks specified in the table on page 20.

Schools are required to develop an internal assessment program that:

- specifies the various assessment tasks and the weightings allocated to each task
- provides a schedule of the tasks designed for the whole course.

The school must also develop and implement procedures to:

- inform students in writing of the assessment requirements for each course before the commencement of the HSC course
- ensure that students are given adequate written notice of the nature and timing of assessment tasks
- provide meaningful feedback on each student's performance in all assessment tasks
- maintain records of marks awarded to each student for all assessment tasks
- address issues relating to illness, misadventure and malpractice in assessment tasks
- address issues relating to late submission and non-completion of assessment tasks
- advise students in writing if they are not meeting the assessment requirements in a course and indicate what is necessary to enable the students to satisfy the requirements
- inform students about their entitlements to school reviews and appeals to the Board
- conduct school reviews of assessments when requested by students
- ensure that students are aware that they can collect their Rank Order Advice at the end of the external examinations at their school.

10.5 Assessment Components, Weightings and Tasks

Preliminary Course

Principals are required to certify that students have satisfactorily completed the Preliminary course before proceeding to the HSC course. The Board does not require schools to submit assessment marks for the Preliminary course. The HSC course assessment components may be used as a guide.

HSC Course

Assessment for the Higher School Certificate is based on the HSC course only. The weightings allocated to each component are mandatory, although the allocation of marks to the various tasks set for the HSC course is left to individual schools. Assessment should be spread over a number of tasks throughout the course.

A variety of assessment strategies must be used. Each assessment instrument should be appropriate for the outcome it is designed to measure. One assessment task may be used to measure a variety of outcomes.

Assessment Requirements (HSC Course)
French Beginners: a single mark out of 100

Assessment Components and Weightings French Beginners	
Component	Weighting
Listening skills — aural comprehension, the ability to understand spoken French	35
Speaking skills — oral communication, the ability to converse, to read aloud	20
Reading skills — the ability to understand written French	35
Writing skills — the ability to communicate written French	10
Marks	100

10.6 HSC External Examination Specifications

10.6.1 Listening and Speaking Examinations (55 marks)

(1 hour)

Listening Skills (35 marks)

Students listen to a number of recorded passages in French (up to 35). Questions will consist of short multiple-choice or completion-type or open-ended questions, to be answered in English.

Speaking Skills

(preparation time: 15 minutes;

duration of examination: approximately 5 minutes) (20 marks)

Students respond in French to up to eight everyday or traveller abroad situations, which will involve detailed cues in English.

Note: This examination is to be recorded on cassette. Students are not permitted to make written notes for the speaking examination.

10.6.2 Written Examination

(time allowed: 2 hours plus 5 minutes reading time) (45 marks)

Section I: Reading Skills (35 marks)

There will be up to five passages in French. Passages may be examined by multiple-choice questions in English; open-ended questions in English requiring answers in English; end-on items where an incomplete statement has to be completed in English; or true-false items in English.

Section II: Writing Skills (10 marks)

Students will be required to answer ONE question.

There will be a choice between:

(a) a letter of 100–120 words on a given topic;

or

(b) a question requiring varied tasks, eg writing a postcard, telegram or short note, based on a 'stimulus item'. Total of 100–120 words;

or

(c) a dialogue composition of 100–120 words on a given topic.

10.7 Reporting Student Performance Against Standards

Student performance in an HSC course will be reported against standards on a course report. The course report contains a performance scale for the course describing levels (bands) of achievement, an HSC examination mark and the internal assessment mark. It will also show, graphically, the statewide distribution of examination marks of all students in the course.

Each band on the performance scale (except for band 1) includes descriptions that summarise the attainments typically demonstrated in that band.

The distribution of marks will be determined by students' performances against the standards and not scaled to a predetermined pattern of marks.

11 Glossary

The aims, objectives and outcomes, where contained in the current *French 2 unit Z Syllabus*, will be replaced by the ones found in this document. The following definitions have been included:

aims	provide a succinct statement of the overall purpose of the subject and the general educational benefits that students will gain from studying the subject. Aims are not assessed directly.
objectives	are statements of the intention of studying a subject. They provide direction to teachers on the teaching and learning process emerging from the syllabus. They define in broad terms the knowledge, understanding and skills to be developed through study in the subject. They act as organisers for the intended outcomes.
outcomes	express the specific intended results of each course. They provide specific statements of the knowledge, understanding, skills, and values and attitudes, including key competencies, that each student is expected to achieve by the end of the Preliminary and HSC courses, as a result of effective teaching and learning.
text	refers to any type of communication — spoken, written or visual.