

Unit Description	Unit Objectives
<p>In Unit 1, students compare and contrast lifestyles and education in Australian and French-speaking communities, schools, homes and peer-group contexts. They communicate their understanding and experiences of relationships through the use of information and ideas in texts and language, such as formal and informal spoken language, and develop a variety of strategies to maintain communication. Students generate and compare information about their own and others' personal identities, and the cultural values related to personal and wider community lifestyles, leisure and education.</p> <p>The subject matter engages students with aspects of language and textual conventions – to communicate similarities and differences, and to develop opinions about the lives and interests of young people – in familiar and unfamiliar school and home environments.</p>	<p>Unit objectives are drawn from the syllabus objectives and are contextualised for the subject matter and requirements of the unit. Each unit objective must be assessed at least once.</p> <p>Students will:</p> <ol style="list-style-type: none">1. comprehend French to understand information, ideas, opinions and experiences related to family/carers, friendships, lifestyle, leisure and education2. identify tone, purpose, context and audience to infer meaning, values and attitudes related to family/carers, friendships, lifestyle, leisure and education3. analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives related to family/carers, friendships, lifestyle, leisure and education4. apply knowledge of French language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions related to family/carers, friendships, lifestyle, leisure and education5. structure, sequence and synthesise information to justify opinions, ideas and perspectives related to family/carers, friendships, lifestyle, leisure and education6. use strategies to maintain communication and exchange meaning in French to discuss family/carers, friendships, lifestyle, leisure and education with peers and French-speaking community members.

Assessment Plan:				
Task	%	Objectives to be assessed	Conditions	Date
Examination – Short Response	15%	<p>This assessment is used to determine student achievement in the following objectives.</p> <ol style="list-style-type: none"> comprehend French to understand information, ideas, opinions and experiences related to family/carers and friends identify tone, purpose, context and audience to infer meaning, values and attitudes related to family/carers and friends analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives related to family/carers and friends 	<p>Time: 75–85 minutes plus 5 minutes planning.</p> <p>Length: written short answer responses in English, up to 100 words per question, to a minimum of four and a maximum of six questions.</p> <p>Resources</p> <ul style="list-style-type: none"> dictionaries not permitted French audio or audiovisual text/s may: <ul style="list-style-type: none"> be heard up to three times be delivered more slowly than background speaker pace include judicious pausing. 	Week 05 Term 01
Task	%	Objectives to be assessed	Conditions	Date
Examination – Combination Response Exam	30%	<p>This assessment is used to determine student achievement in the following objectives:</p> <ol style="list-style-type: none"> comprehend French to understand information, ideas, opinions and experiences related to lifestyles, leisure, and education identify tone, purpose, context and audience to infer meaning, values and attitudes related to lifestyles, leisure, and education analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives related to lifestyles, leisure, and education apply knowledge of French language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions related to lifestyles, leisure, and education structure, sequence and synthesise information to justify opinions, ideas and perspectives related to lifestyles, leisure, and education use strategies to maintain communication and exchange meaning in French to discuss lifestyles, leisure, and education with peers and French-speaking community members. 	<p>Session 1, Parts 1 and 2: Short response – Criterion: Analysing French texts in English, and Extended response – Criterion: Creating French texts with French stimulus</p> <p>Time: 90–100 minutes plus 5 minutes planning for the session.</p> <p>Length:</p> <p>Part 1: Short response</p> <ul style="list-style-type: none"> written short answer responses in English, up to 100 words per item, with a minimum of three and a maximum of four questions. <p>Part 2: Extended response</p> <ul style="list-style-type: none"> written extended response in French of 200–300 words. <p>Resources:</p> <ul style="list-style-type: none"> French-English bilingual dictionaries permitted word processor (with internet disabled) permitted French audio or audiovisual stimulus text/s may <ul style="list-style-type: none"> be heard up to three times be delivered more slowly than background speaker pace include judicious pausing. <p>Session 2: Unprepared response – Criterion: Exchanging information and ideas in French</p> <p>Time: 10 minutes planning with the stimulus plus 3–7 minutes of student-centred conversation in French.</p> <p>Resources:</p> <ul style="list-style-type: none"> no access to materials or notes other than stimulus materials 	Week 08 Term 02

			<ul style="list-style-type: none">• during 10 minutes planning, students may make notes to use as prompts• during 3-7 minutes of student-centred conversation, students may use notes prepared in planning time.	
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