

FRN315114

15 TCE points



You will work through the following units as part of French 3:

Unit 1: 'The Individual' explores personal identity, values, and relationships, allowing learners to reflect on their own lives and understand others' perspectives. Topics include personal world (identity, relationships, home), education (school, future aspirations), and daily life (routine, hobbies, shopping, travel).

Unit 2: 'French-Speaking Communities' examines the culture, history, and social aspects of French-speaking regions, encouraging learners to compare these with their own. Topics include past and present (customs, historical events, personalities), people and places (city life, French influences), and arts and entertainment (media, cinema, literature).

Unit 3: 'The Changing World' explores how change impacts work, technology, trade, tourism, and social issues. Topics include social issues (immigration, health, environment), travel and tourism (visiting France, tourist attractions), and the world of work (technological developments, job types, workforce dynamics).

Learners will use French to communicate with others by **listening and responding**, **speaking**, **reading and responding**, and **writing** in French across a range of topics.

How you'll be assessed:

Common types of internal assessments are:

- End of term speaking tests
- End of term listening, reading and writing tests (including Mid-Year Exam)
- Weekly homework tasks
- Two cultural assignments

The external assessment is a **3-hour exam** (listening, reading and writing) + an **oral examination**.

To be successful in this subject:

- Students require English literacy skills to learn French.
- Students must focus on building daily / weekly studying habits – necessary for learning and mastering the language!
- Students will need to work more independently, taking initiative in their learning journey, and showing strong planning and organisational skill.

COMPLETION OF WORK

Assessment due dates are provided in the Program of Learning and on Canvas. Work must be submitted by the due date unless an approved extension has been granted. Unapproved late submissions will incur penalties as outlined in the *Completion of Work Policy*. Students needing extensions should contact their subject teacher before the due date with valid reasons, such as illness or unforeseen circumstances.

For more details refer to the Launceston College: [Completion of Work Policy](#).

ACADEMIC INTEGRITY

All senior secondary students in Tasmania are expected to uphold academic integrity, meaning they complete their work honestly and fairly. This includes properly referencing any ideas, images, or information borrowed from others, allowing teachers to distinguish between original and sourced content.

Assignments will be submitted through Canvas, email, hard copy as directed in the task sheet.

For more details, refer to the Launceston College: [Academic Integrity Policy](#).

REFERENCING

The Harvard, APA or MLA referencing systems are recommended for French 3. The standards for criterion 6 state that a student must:

- creates appropriate, well-structured reference lists/bibliographies
- clearly identifies sources of information, images, ideas and words that are not the learner's own.
- referencing conventions and methodologies are followed with a high degree of accuracy

COURSE DOCUMENT

The TASC website provides considerable information about the course. [French - TASC](#)

OTHER COURSE REQUIREMENTS (Stationery & Book list)

- Headphones (for use with LC laptops or your own laptop)
- French exercise book to record your word lists and conjugation/sentence builder practice
- French display folder(s) to store and access all important documents (key notions, assignment tasks, assessment criteria, homework, etc.)
- Coloured highlighter pens, red pen (or another bright colour), black or blue pen, pencil, rubber, correction tape or pen
- Dictionary (French-English / English-French)
- French verb book

Week	Date	Program of Learning 2025	Notes / Assessments
1	3 Feb	Revision grammar, vocabulary and conjugation	Yr 11s and 12's return February 6 (Thursday)
2	10 Feb	“	
3	17 Feb	“	Organisational Assignment – To be completed outside of class (Due: Friday, 21 February during class time)
4	24 Feb	“	Wed 26 Feb – Launceston Cup
5	3 Mar	“	
6	10 Mar	“	Mon 10 Mar – Public Holiday
7	17 Mar	“	Culture Assignment 1 – To be completed outside of class within 4 weeks (Due: Friday, 11 April, 11:59 PM)
8	24 Mar	“	
9	31 Mar	“	
10	7 Apr	End-of-Term 1 Assessment (Date TBC)	
Term 1 break – Saturday 12 April – Sunday 27 April			
1	28 Apr	New grammar, vocabulary and conjugation	
2	5 May	“	
3	12 May	“	
4	19 May	“	
5	26 May	“	
6	2 June	Revision / Exam prep	Fri 6 June - Moderation Day (LC students work from home)
7	9 June	Revision / Exam prep	Mon 9 June – Public Holiday
8	16 June	Revision / Exam prep	
9	23 June	Revision / Exam prep	Mid-Year Assessments Level 3 & 4
10	30 June	Mid-Year Exam (Date TBC)	Mid-Year Assessments Level 3 & 4
Term 2 break – Saturday 5 July – Sunday 20 July			
1	21 July	New grammar, vocabulary and conjugation	
2	28 July	End-of-Term 2 Assessment (Date TBC)	
3	4 Aug	“	
4	11 Aug	“	
5	18 Aug	“	
6	25 Aug	“	
7	1 Sep	“	Culture Assignment 2 – To be completed outside of class within 4 weeks (Due: Friday, 26 Sep., 11:59 PM)
8	8 Sep	“	
9	15 Sep	“	
10	22 Sep	End-of-Term 3 Assessment (Date TBC)	
Term 3 break – Saturday 27 September – Sunday 12 October			
1	13 Oct	End of Term 3 Assessment (Date TBC)	
2	20 Oct	Revision / Exam prep	
3	27 Oct	Revision / Exam prep	
4	3 Nov	Revision / Exam prep	Mon 3 Nov – Public Holiday
Exams begin (Monday 10th November) - Exams end (Thursday 20th November)			

ASSESSMENT

Criterion-based assessment helps students see how well they're meeting course outcomes at the end of their study. While there is continuous feedback to guide learning, final assessments focus on showing what students have achieved by the end. Ratings are given as 'A', 'B', or 'C', based on course standards. A 't' indicates partial achievement below a 'C', and a 'z' means no evidence provided.

Schools follow TASC's quality assurance to keep standards consistent. More details are on the [TASC website](#). Final awards are based on both internal and TASC-supervised external assessments.

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

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.