



# **French Beginners**

## **Stage 6 Syllabus**

### **Preliminary and HSC Courses**

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# 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 the students' physical and spiritual development.

## **2 Introduction to French Beginners in the Stage 6 Curriculum**

### **2.1 The Language**

The language to be studied and assessed is the modern standard version of French, as spoken in France. During their course of study, students may also encounter variations of the language spoken in other francophone countries. Students should be aware of different levels of language, for example, formal and informal. This includes the use of colloquialisms where they are appropriate and an awareness of regional differences.

### **2.2 Description of Target Group**

The French Beginners Stage 6 course is a two-year course, which has been designed for students who wish to begin their study of French at senior secondary level. It is intended to cater only for students with no prior knowledge or experience of the French language, either spoken or written, or whose experience is derived solely from, or is equivalent to, its study for 100 hours or less in Stage 4 or Stage 5.

For the purpose of determining eligibility, speakers of dialects and variants of a language are considered to be speakers of the standard language. (Refer to the relevant section of the Board of Studies *Assessment, Certification and Examination Manual*.)

Students in Stage 5 may not be accelerated into Languages Beginners courses.

All eligibility requirements for Languages must be addressed.

## 2.3 Rationale

Language is the basis of all communication and human interaction. By learning a second or subsequent language, students develop knowledge, understanding and skills for successful participation in the dynamic world of the 21st century.

Communicating in another language expands students' horizons as both national and global citizens.

Language and culture are interdependent. The study of another language develops in students the ability to move successfully across and within cultures, and, in the process, to experience, value and embrace the diversity of humanity.

Contemporary research has shown that learning a language facilitates cognitive and intellectual development beyond the language classroom. It enhances creativity and develops more refined and sophisticated skills in analysis, negotiation and problem-solving.

Literacy skills are enhanced through the study of another language. As the use of language is a process of communication, students' learning experiences offer opportunities to consolidate and extend their interpersonal skills. By engaging with various modes of communication, students develop effective skills in interacting, and understanding and producing texts.

Students who learn another language understand how languages work as systems. They become aware of the structure of that language through the analysis of patterns and can apply this knowledge to the learning of other languages. By making comparisons between and among languages, students strengthen their command of their first language.

French is one of the major languages in the world. It is used in parts of Europe, Canada, North America, Africa, the Middle East, the West Indies, the Indian Ocean region and the South Pacific region close to Australia, namely New Caledonia, Tahiti and Vanuatu.

French has been, by tradition, the language of diplomacy. It is an official language in a large number of international organisations including the United Nations Organisation, the European Union, the South Pacific Commission, the Organisation for African Unity and the Olympic Games. This language features strongly in international conferences and is used by many overseas aid organisations. France and the South Pacific are among the leading destinations for Australian travellers.

French, English and other European languages share a common link with Latin. Through the study of French, students will appreciate and experience the richness and diversity of the art, cuisine, film and music of French-speaking communities.

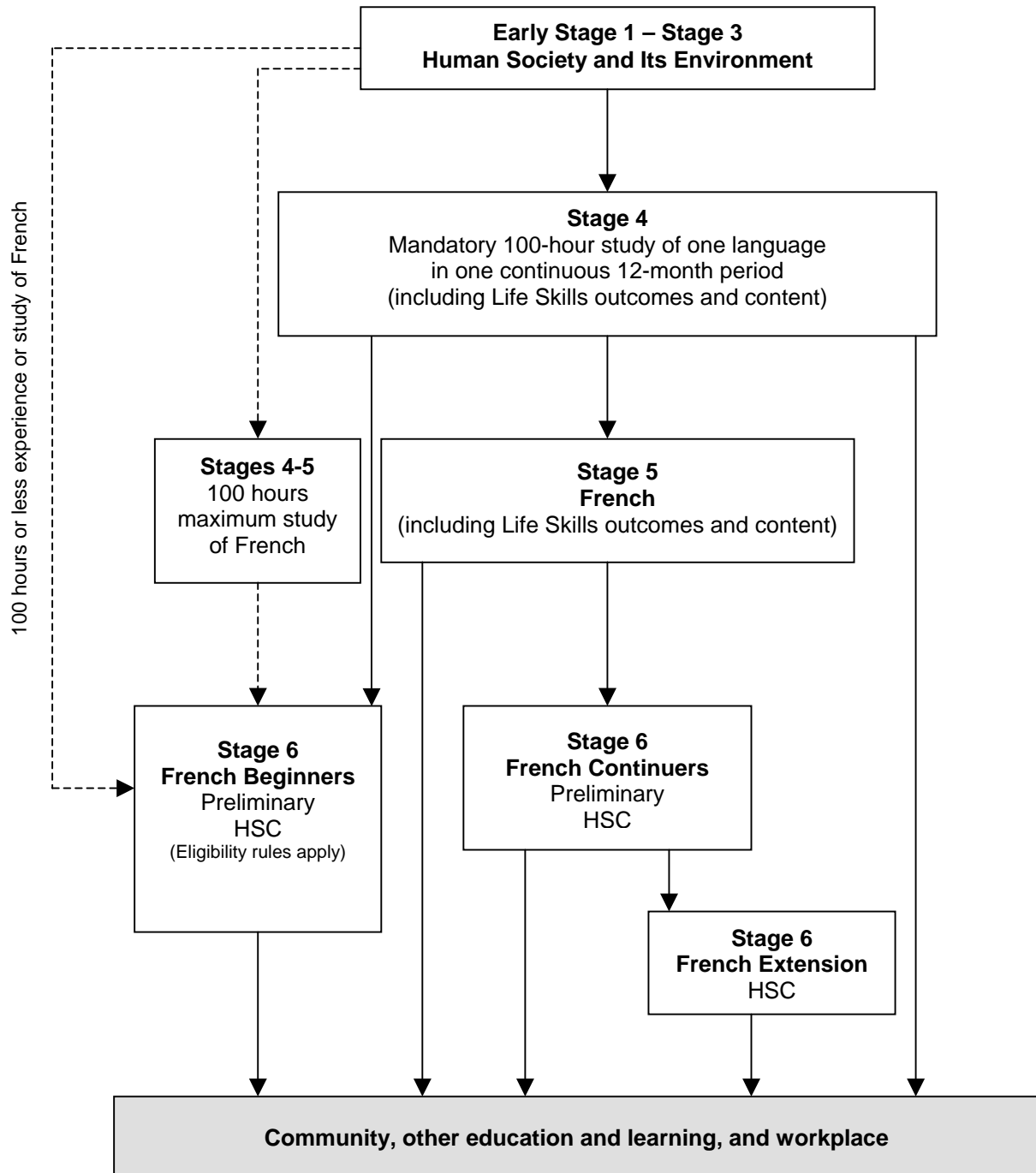
For more than 200 years, Australia has had strong connections with France. In today's world, a strong relationship continues to exist through trade and investment, communication technologies, education, scientific and technological research and cultural exchange.

## French Beginners Stage 6 Syllabus

The study of French provides students with opportunities for continued learning and for future employment and experience, both domestically and internationally, in areas such as public relations, commerce, hospitality, education, marketing, international relations, media and tourism.

### 3 Continuum of Learning

The diagram places the syllabus in the context of the K–12 French curriculum.



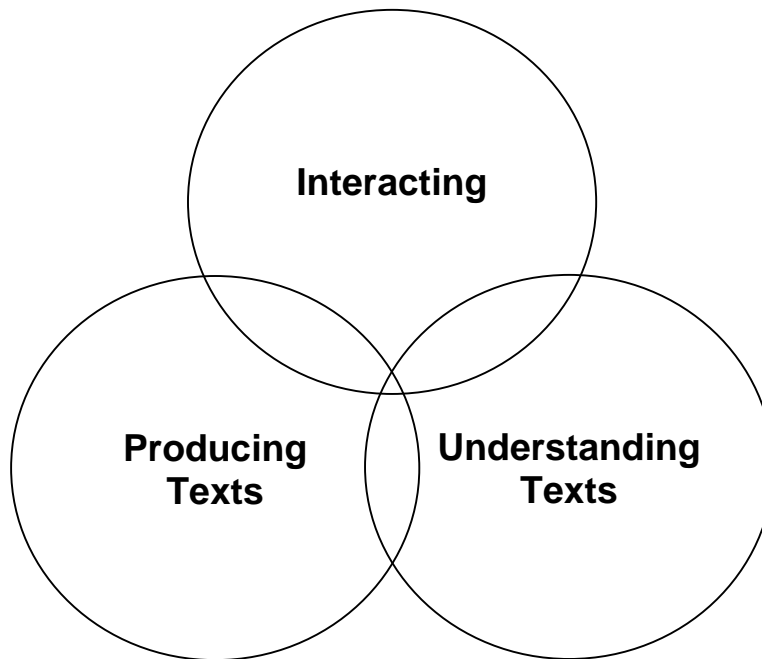
## **4 Aim**

The aim of the *French Beginners Stage 6 Syllabus* is to enable students to develop:

- skills in effective communication
- knowledge of the nature of language
- understanding of the interdependence of language and culture.

## 5 Objectives

### Communication



#### **Objective 1 – Interacting**

Students will develop the linguistic and intercultural knowledge, understanding and skills to communicate actively in French in interpersonal situations.

#### **Objective 2 – Understanding Texts**

Students will interpret and respond to texts, applying their knowledge and understanding of language and culture.

#### **Objective 3 – Producing Texts**

Students will create and present texts in French for specific audiences, purposes and contexts, incorporating their linguistic and intercultural knowledge, understanding and skills.

## **6 Course Structure**

### **The Preliminary Course (120 indicative hours)**

The Preliminary Course has outcomes as its organisational focus. Topics provide contexts in which students develop their communication skills in French and their knowledge and understanding of language and culture.

### **The HSC Course (120 indicative hours)**

In the HSC course students will extend and refine their communication skills in French in contexts defined by topics, and will gain a deeper knowledge and understanding of language and culture.

## 7 Objectives and Outcomes

### 7.1 Table of Objectives and Outcomes

The outcomes and associated knowledge, understanding and skills that students are expected to achieve at the end of this course are listed below. These outcomes are derived from the objectives.

Objectives	Outcomes
<b>Interacting</b>	A student:
	1.1 establishes and maintains communication in French
	1.2 manipulates linguistic structures to express ideas effectively in French
	1.3 sequences ideas and information
<b>Understanding Texts</b>	1.4 applies knowledge of the culture of French-speaking communities to interact appropriately
	2.1 understands and interprets information in texts using a range of strategies
	2.2 conveys the gist of and identifies specific information in texts
	2.3 summarises the main points of a text
	2.4 draws conclusions from or justifies an opinion about a text
	2.5 identifies the purpose, context and audience of a text
<b>Producing Texts</b>	2.6 identifies and explains aspects of the culture of French-speaking communities in texts
	3.1 produces texts appropriate to audience, purpose and context
	3.2 structures and sequences ideas and information
	3.3 applies knowledge of diverse linguistic structures to convey information and express original ideas in French
3.4 applies knowledge of the culture of French-speaking communities to the production of texts.	

## 7.2 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 that are necessary for further education, work and everyday life.

Key competencies are embedded in the *French Beginners Stage 6 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 the methodologies of the syllabus and through classroom pedagogy. Students interact with one another, and through this interaction the key competencies of **planning and organising activities** and **working with others and in teams** are developed. In interacting with others via information and communication technologies, the student will develop the key competency of **using technology**. The skills associated with the interpretation 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 of **solving problems**.

## **8 Content**

The essential content consists of 120 indicative hours of study in the Preliminary Course, followed by 120 indicative hours of study in the HSC Course.

The syllabus content is to be studied through the prescribed topics (see Section 8.2).

## 8.1 Content of French Beginners Preliminary and HSC Courses

### Objective 1 – Interacting

**Outcomes:**

A student:

- 1.1 establishes and maintains communication in French
- 1.2 manipulates linguistic structures to express ideas effectively in French
- 1.3 sequences ideas and information
- 1.4 applies knowledge of the culture of French-speaking communities to interact appropriately.

**Students learn about:**

- the importance of listening for key words to assist understanding
- the importance of reading for key words to assist understanding
- links in communication
- the purpose and context of communication
- register in language use
- responding to factual and open-ended questions
- ways to support effective interaction
- the logical sequencing of ideas
- formal and informal language, and when and where it is used
- sociolinguistic conventions relating to everyday activities.

**Students learn to:**

- listen for meaning
- read for meaning
- use strategies to initiate, maintain and conclude an interaction, eg *Bonjour! Alors, je ne suis pas sûr(e) mais... À plus tard.*
- select and incorporate particular vocabulary and structures to achieve specific communication goals
- interact with reference to context, purpose and audience
- maintain an interaction by responding to and asking questions and sharing information, eg *Tu as un petit boulot? Oui, je travaille jeudi soir à la boulangerie. Et toi, tu travailles?*
- use appropriate language features to enhance communication, eg tone, intonation *Vraiment! Ça alors!*
- structure information and ideas coherently
- apply appropriate social conventions in formal and informal contexts, eg terms of address *Bonjour, messieurs-dames! Salut, Sandra!*
- use language and/or behaviour appropriate to social context, eg at mealtimes, accepting/declining invitations *Santé! À la tienne! Enchanté(e). Pas de quoi. Je regrette.*

## Objective 2 – Understanding Texts

### Outcomes:

A student:

- 2.1 understands and interprets information in texts using a range of strategies
- 2.2 conveys the gist of and identifies specific information in texts
- 2.3 summarises the main points of a text
- 2.4 draws conclusions from or justifies an opinion about a text
- 2.5 identifies the purpose, context and audience of a text
- 2.6 identifies and explains aspects of the culture of French-speaking communities in texts.

### Students learn about:

- ways in which texts are constructed for specific purposes
- ways in which texts are formatted for particular purposes and effects
- ways of identifying relevant details in texts when listening or reading for specific information
- ways of inferring meaning from text
- resources available to access, enhance or promote independent learning
- the effect of syntax on meaning
- cultural attitudes that add meaning to texts
- language used to express cultural values, and to represent people and cultures in texts
- register and common expressions in language use.

### Students learn to:

- identify why, how or to whom a text is delivered or presented
- explore the way text content is presented and how ideas and information are sequenced, eg headings, paragraphing, introductory sentences, topic shifts
- make judgements about the relevance of detail in understanding text, eg extracting ideas and issues referred to in text
- use contextual and other clues to infer meaning from text
- access available resources to assist comprehension of a text, eg dictionaries, word lists, glossaries, charts
- analyse ways in which words, phrases and sentences are constructed, eg how words are modified for grammatical effect *une nouvelle voiture, un nouveau vélo*
- identify and discuss cultural influences in specific texts, eg newspapers, magazines, advertisements and films
- explain cultural references in texts, eg *la francophonie, l'hypermarché*
- explain the use of words and expressions with particular cultural significance in texts, eg idiomatic expressions, colloquialisms *mettre les pieds dans le plat, avoir la chair de poule.*

**Objective 3 – Producing Texts**

**Outcomes:**

A student:

- 3.1 produces texts appropriate to audience, purpose and context
- 3.2 structures and sequences ideas and information
- 3.3 applies knowledge of diverse linguistic structures to convey information and express original ideas in French
- 3.4 applies knowledge of the culture of French-speaking communities to the production of texts.

**Students learn about:**

- the structure and format of particular texts
- the purpose and context of a text and their influence on the choice of structure, format and vocabulary
- the logical sequencing of ideas in extended text
- application of known linguistic structures in new contexts
- language choices and their effect on intended meaning
- resources available to enhance and expand independent learning
- register in language use.

**Students learn to:**

- present and organise information in ways appropriate to audience, purpose and context
- plan, draft and edit text
- sequence ideas and information in texts
- apply a range of vocabulary and linguistic structures across a range of contexts
- evaluate the accuracy and appropriateness of structures when constructing and editing text
- extend and refine their use of language, eg by using dictionaries, word lists and grammar references, accessing authentic texts in print and online
- use culturally appropriate language when creating and presenting texts, eg *Tu veux prendre un pot? Vous voulez boire quelque chose?*

## 8.2 Topics

The prescribed topics should be studied from two interdependent perspectives:

- the personal world
- the French-speaking communities.

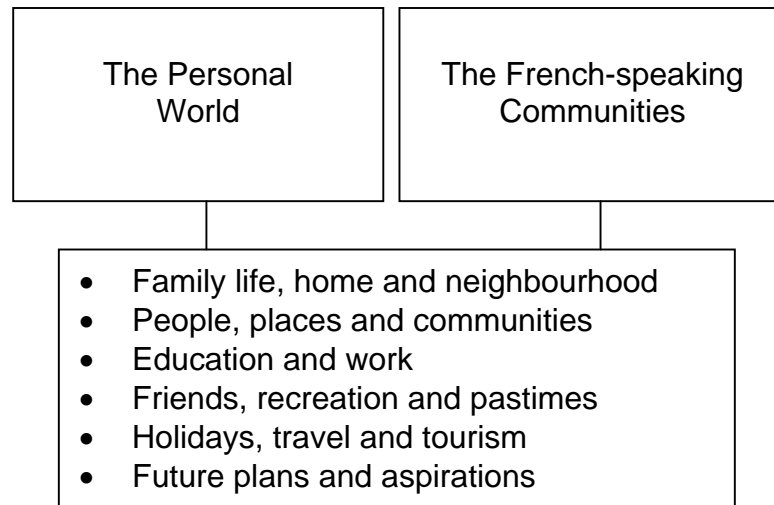
The two perspectives will enable students to develop knowledge and understanding of and skills in the French language, linked to cultural values, attitudes and practices.

The perspective, *the personal world*, will enable students to use French to express and share ideas about experiences and activities relating to daily life and transactions in their own world.

The perspective, *the French-speaking communities*, will enable students to inquire about and to express ideas in order to undertake activities and transactions appropriately in one or more communities where French is spoken.

The prescribed topics provide an organisational focus so that tasks can be presented as a series of related learning experiences in cohesive contexts.

### Topics



The topics are sufficiently broad to allow flexibility in school programs, but specific enough to be of practical assistance to students and teachers. The length of time devoted to each topic will vary according to the needs and interests of students and the availability of resources.

### 8.3 Texts

Texts for receptive use will not be prescribed. Students are encouraged to read, view and listen to a wide range of texts, including authentic texts. They may be expected to produce the following written texts in the external examination. The language to be used is the modern standard version of French.

article (eg for a school magazine)  
diary/journal entry  
email  
informal letter

message  
note  
postcard  
script of a talk (to an audience)

### 8.4 Tasks

This syllabus recognises the importance of tasks as an organising principle in structuring a program that allows the student to work towards meeting the objectives and learning outcomes.

Tasks, broadly defined as opportunities for the purposeful use of language, must be selected and designed so that students can develop and demonstrate knowledge, skills and understanding at increasingly complex levels.

Tasks can be described as having five elements:

- a purpose (a reason for undertaking the task that goes beyond the practice of the language for its own sake)
- a context (this may be real, simulated or imaginary, and include aspects such as where, when and who is involved)
- a process (thinking, problem-solving, creating)
- a product (a result that can be described in terms of achievement of the purpose of the task and of the student's overall cognitive development)
- an audience (the person/people at whom or to whom the task is targeted or directed).

### 8.5 Vocabulary

While there is no prescribed vocabulary list, it is expected that students will be familiar with a range of vocabulary relevant to the topics prescribed in the syllabus.

### 8.6 Dictionaries

Students should be encouraged to use dictionaries to enhance learning. It is expected that teachers will assist students to develop the necessary skills and confidence to use dictionaries effectively. Suitable editions will be included in the List of Resources on the Board of Studies website. Students are able to use monolingual and/or bilingual print dictionaries in the written examination. Information regarding the use of dictionaries in the HSC examination may be found in *Assessment and Reporting in French Beginners Stage 6*.

## 8.7 Grammar

Throughout the French Beginners course, students will learn about grammatical structures in context as they complement the content and organisation of individual programs.

The grammatical structures that will be defined are those that students will be expected to recognise and use by the end of the HSC course. They should be read in conjunction with the content of the syllabus. Grammar should be used to support the process of language acquisition and to facilitate communication, rather than being taught in isolation.

Students will be expected to **recognise** and **use** the following grammatical structures:

Grammatical Items	Sub-Elements	Example(s)
<b>Nouns</b> gender   plural		<i>un acteur – une actrice</i> <i>un musicien – une musicienne</i> <i>un professeur – une professeur</i> <i>un élève – une élève</i> <i>un stylo – des stylos</i> <i>un feu – des feux</i> <i>un animal – des animaux</i>
<b>Articles</b> indefinite  definite  contracted with à  contracted with de  partitive  partitive in the negative form  omission of the article	<i>un, une, des</i>  <i>le, la, les</i>  <i>à l', à la, au, aux</i>  <i>de l', de la, du, des</i>  <i>de l', de la, du, des</i>  <i>pas de, plus de, jamais de</i>	<i>un chat, une souris, des chevaux</i>  <i>le père, la mère, les grands-parents</i>  <i>Réponds au professeur. On est à l'heure. Je peux aller aux toilettes?</i>  <i>C'est l'heure de la récréation. Elle descend du train.</i>  <i>Donnez-moi du pain, de la salade, de l'huile et des oignons.</i>  <i>Elle n'a plus d'argent. Ils n'ont pas eu de chance. Je ne mange jamais de poisson.</i>  <i>Ma sœur est dentiste. Ce monsieur est ingénieur.</i>

Grammatical Items	Sub-Elements	Example(s)
<b>Adjectives</b>		
qualifying: gender		<i>australien – australienne français – française sénégalais – sénégalaise canadien – canadienne sérieux – sérieuse neuf – neuve dernier – dernière fou – folle beau/bel – belle</i>
qualifying: plural		<i>normal – normaux gentil – gentils vieux – vieux beau – beaux</i>
demonstrative	<i>ce/cet, cette, ces</i>	<i>ce lycée, cet environnement, cette fille, ces idées</i>
possessive	<i>mon/ma/mes; ton/ta/tes; son/sa/ses; notre/nos; votre/vos; leur/leurs</i>	<i>ton opinion, ses loisirs, vos amis, leur lycée</i>
word order		<i>J'aime les olives vertes. C'est une petite histoire drôle. Nous avons passé de merveilleuses vacances.</i>
exclamative	<i>quel, quelle, quels, quelles</i>	<i>Quel désastre! Quels beaux châteaux! Quelle chaleur! Quelles bonnes notes!</i>
cardinal numbers	<i>un, deux, trois, quatre, cent, mille</i>	<i>Deux personnes se disputent.</i>
approximations	<i>une dizaine, une vingtaine</i>	<i>Le village se situe à une vingtaine de kilomètres de la plage.</i>
ordinal numbers	<i>premier/première, vingtième, trente-troisième</i>	<i>mon premier album, la deuxième chanson, au neuvième étage</i>
comparative	<i>plus ... que; moins ... que; bon ... meilleur</i>	<i>Le mois de janvier est plus long que le mois de février. C'est un bon film, mais le roman est meilleur.</i>

<b>Grammatical Items</b>	<b>Sub-Elements</b>	<b>Example(s)</b>
superlative	<i>le plus, le moins, le meilleur, le pire</i>	<i>C'est le plus beau jour de ma vie. La meilleure solution est souvent la plus simple.</i>
<b>Adverbs</b>		
simple	<i>ainsi, déjà, encore, même, presque, souvent, tant, toujours, trop</i>	<i>Je viens aussi vite que je peux. Il y a du monde partout.</i>
ending in <i>-ment</i>	<i>facile – facilement doux – doucement évident – évidemment</i>	<i>Je suis vraiment désolé(e). Vous parlez couramment le français?</i>
irregular	<i>bien, mal, beaucoup, peu</i>	<i>J'aime bien écouter de la musique.</i>
<b>Verbs</b>		
present tense	regular verbs irregular verbs	<i>Vous passez par là. Nous sommes prêts. Vous venez?</i>
<i>futur proche</i>	using <i>aller</i>	<i>Je vais jouer au basket.</i>
future	regular verbs irregular verbs	<i>Nous mangerons à six heures. Je n'aurai pas le temps. Elles feront leurs devoirs.</i>
conditional	regular and irregular verbs	<i>Tu voudrais sortir samedi?</i>
perfect tense	regular verbs irregular verbs	<i>Nous avons dansé. Ils sont montés. J'ai vu le film. J'ai reçu une carte postale de Paris. Je suis venu(e) ce matin.</i>
common reflexive		<i>Je me lève. Je me suis cassé la jambe.</i>
imperfect tense	<i>être</i> and <i>avoir</i>	<i>C'était horrible. J'avais mal aux dents.</i>
infinitive following a finite verb		<i>J'aime lire les bandes dessinées.</i>

<b>Grammatical Items</b>	<b>Sub-Elements</b>	<b>Example(s)</b>
<b>Negative phrases</b>	<i>ne ... pas, ne ... plus, ne ... jamais, ne ... personne, ne ... rien, ne ... pas encore</i>	<i>Il n'est jamais là. Vous n'avez rien vu?</i>
used without <i>ne</i>	<i>jamais, personne, rien</i>	<i>Qu'est-ce que tu as? Rien.</i>
<b>Pronouns</b>		
personal	<i>je, tu, il/elle/on, nous, vous, ils/elles</i>	<i>On va à la piscine, les enfants? Elles sont incroyables, ces filles!</i>
disjunctive	<i>moi, toi, lui/elle, nous, vous, eux/elles</i>	<i>Ce sont eux les champions, pas nous! Et toi, tu aimes ces pulls?</i>
direct object	<i>me, te, le/la, nous, vous, les</i>	<i>La télé, je la regarde tous les jours. Mes devoirs? Je les ai déjà faits!</i>
indirect object	<i>me, te, lui, nous, vous, leur</i>	<i>Je lui téléphonerai demain. Nous leur offrirons ces jouets pour Noël.</i>
reflexive	<i>me, te, se, nous, vous, se</i>	<i>On se retrouve devant la gare. Je me suis couché tard.</i>
word order	<i>me/te/le/leur/y/en la les l'</i>	<i>Je te les donne. Elle leur a demandé l'adresse. Réveille-moi à six heures. Ne te perds pas! Il y est allé l'année dernière.</i>
relative	<i>qui</i>	<i>les gens qui habitent à côté</i>
interrogative	<i>où, quand, comment, qui, que, quoi, combien, pourquoi, lequel, laquelle</i>	<i>Pardon? Qu'est-ce que vous dites? Comment ça s'écrit? Un pull? Lequel? Une jupe? Laquelle?</i>
location	<i>y</i>	<i>J'y suis, j'y reste!</i>
quantity	<i>en</i>	<i>Tu en as combien?</i>

<b>Grammatical Items</b>	<b>Sub-Elements</b>	<b>Example(s)</b>
<b>Sentence and phrase types</b> statements questions exclamations time phrases	<i>Qu'est-ce-que...?</i>  <i>Est-ce que...?</i> inversion intonation	<i>Elle choisit une robe.</i>  <i>Qu'est-ce qu'il va faire demain?</i> <i>Est-ce qu'il va au musée?</i> <i>Va-t-il au musée?</i> <i>Il va au musée?</i>  <i>Comme il fait froid!</i>  <i>Il a joué pendant des heures. J'étudie le français depuis un an. Ils vont à Marseille pour huit jours. Je suis allé à Nice il y a deux ans.</i>
<b>Connective words</b>	<i>mais, parce que, et, puis, donc</i>	<i>Elle aime l'été parce qu'on peut se baigner.</i> <i>Tu peux sortir mais rentre avant neuf heures!</i>
<b>Prepositions</b> location  time  with verbs, nouns and adjectives	<i>à, en, dans, sur, sous, chez, au bout de, près de, loin de, à côté de, en face de</i>  <i>avant, après</i>  <i>à, de</i>	<i>Nous passons les vacances en Nouvelle-Calédonie. J'habite loin de l'école.</i>  <i>Vous venez avant ou après le dîner?</i>  <i>J'ai commencé à travailler. Il a besoin de vous. Tu es content de tes notes?</i>
<b>Mood</b> indicative  imperative		<i>Tu prends une photo.</i>  <i>Prends une photo! Tais-toi!</i> <i>Vas-y! Écoute! Faites attention!</i>

In addition, students will be expected to **recognise** the following grammatical items:

<b>Grammatical Items</b>	<b>Sub-Elements</b>	<b>Example(s)</b>
<b>Verbs</b> imperfect		<i>Il faisait froid.</i>
<b>Mood</b> subjunctive (commonly used verbs)		<i>Il faut que je parte.</i>

## 9 Assessment and Reporting

Advice on appropriate assessment practice in relation to the French Beginners syllabus is contained in *Assessment and Reporting in French Beginners Stage 6*. That document provides general advice on assessment in Stage 6 as well as the specific requirements for the Preliminary and HSC courses. The document contains:

- suggested components and weightings for the internal assessment of the Preliminary course
- mandatory components and weightings for the internal assessment of the HSC course
- the HSC examination specifications, which describe the format of the external HSC examination.

The document and other resources and advice related to assessment in Stage 6 French Beginners are available on the Board's website at

[www.boardofstudies.nsw.edu.au/syllabus\\_hsc](http://www.boardofstudies.nsw.edu.au/syllabus_hsc)

## 10 Post-school Opportunities

The study of French Beginners Stage 6 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 Beginners Stage 6 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

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 or other Registered Training Organisations (RTOs).

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 industry training packages endorsed within the AQF. Training packages are documents that link an industry's competency standards to AQF qualifications. More information about industry training packages can be found on the National Training Information Service (NTIS) website ([www.ntis.gov.au](http://www.ntis.gov.au)).

### 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. Teachers should refer to this guide and be aware of the recognition available to their students through the study of French Beginners Stage 6. This information can be found on the TAFE NSW website ([www.det.nsw.edu.au/hsctafe](http://www.det.nsw.edu.au/hsctafe)).

### Recognition by other Registered Training Organisations

Students may also negotiate recognition into a training package qualification with another Registered Training Organisation. Each student will need to provide the RTO with evidence of satisfactory achievement in French Beginners Stage 6 so that the degree of recognition available can be determined.

## 11 Glossary

article	a self-contained piece of writing on a specific topic. It can appear in a printed publication such as a magazine or journal, or be posted as news.
culture	the social practices of a particular people or group, including shared language, beliefs, values, knowledge, customs and lifestyle.
colloquialism	an informal expression, which is used in everyday speech and writing, and is conversational in tone. It adds colour to the language and is not usually used in formal speech or writing.
dialect	a regional or social variety of a language, distinguished by pronunciation, grammar or vocabulary, especially a variety of speech differing from the modern standard version of the language.
idiom	an expression which cannot be translated literally. It has a different meaning from that conveyed by its individual words.
register	language which is used for a particular purpose, or in a particular social setting (eg formal or informal language). It often reflects cultural expectations and can differ between countries and regions. Register can be influenced by the subject matter, the relationship between the participants and whether the communication is spoken or written.
text	the actual wording of anything spoken or written.
texts	communications of meaning produced in any medium that incorporates language, including sound, print, film, electronic and multimedia representations. Texts include written, spoken, nonverbal and visual communication of meaning. They may be extended, unified works or series of related topics.