



FRN 122

Introductory French I

S1 External 2016

Dept of International Studies

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General Information

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Credit points

3

Prerequisites

Corequisites

Co-badged status

Unit description

This unit, designed for those who have little or no knowledge of French, seeks to develop students' skills in reading, writing, comprehension and speaking. It introduces students to contemporary French culture. The work in this unit is of a very intensive nature. In addition to the compulsory class hours, an online program provides students with extra material for their written, oral and aural practice.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

Listening: understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated; understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated; identify the main point of TV news items reporting events, accidents etc. where the visual supports the commentary; follow changes of topic of factual TV news items, and form an idea of the main content.

Reading: understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language; understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.

Writing: write short, simple formulaic notes relating to matters in areas of immediate need; write a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”.

Spoken Interaction: interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary; manage simple, routine exchanges without undue effort; ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations; communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar matters to do with work and free time; handle very short social exchanges but is rarely able to understand enough to keep conversation going on his/her own accord.

Spoken Production: give a simple presentation of people, living or working conditions, daily routines, likes/dislikes etc. as a short series of simple phrases and sentences linked into a list.

General Assessment Information

PLEASE NOTE THE FOLLOWING DEPARTMENT POLICY ON LATE WORK

All assignments and assessments are compulsory and must be handed in or sat on time. Students unable to meet due dates may apply for an extension in writing by submitting an application for a 'Disruption to Studies' via ask.mq.edu, which comes through to the unit convenor, who will approve the extension online. As a general rule, extensions will not be granted without a valid and documented reason (e.g. medical certificate). Late submissions will be penalised by 5% for each day (including weekends) the task is late. Students who have an extension approved will not receive any penalties. No late work will be accepted after

assignments and assessments have been corrected and feedback has been provided. Tasks handed in early will not be marked and returned before the due date.

Students are also advised not to travel overseas during the session when assessments are in progress.

Assessment Tasks

Name	Weighting	Due
<u>Participation</u>	10%	Ongoing
<u>Listening and Writing Test 1</u>	15%	Week 4
<u>Listening and Writing Test 2</u>	15%	Week 7
<u>Grammar test</u>	20%	Week 9
<u>Reading and Writing Test</u>	20%	Week 11 (lesson 2)
<u>Oral Test</u>	20%	Week 13

Participation

Due: **Ongoing**

Weighting: **10%**

Participation

In this component of the course, tutors will take into consideration:

Internal students: Regular class attendance and level of involvement in group and pair activities, performance in informal vocabulary and grammar quizzes, and in individual commitment to classwork.

External students: submission of 2 recorded (audio or video) conversations with a partner in weeks 6 and 12 on set subjects, timely submission of on-line tests.

Note: "Regular attendance" means at least 80% of the relevant activity. Students falling short of this target may lose part of their participation mark.

On successful completion you will be able to:

- Spoken Interaction: interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary; manage simple, routine exchanges without undue effort; ask and answer questions and exchange ideas and

information on familiar topics in predictable everyday situations; communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar matters to do with work and free time; handle very short social exchanges but is rarely able to understand enough to keep conversation going on his/her own accord.

- Spoken Production: give a simple presentation of people, living or working conditions, daily routines, likes/dislikes etc. as a short series of simple phrases and sentences linked into a list.

Listening and Writing Test 1

Due: **Week 4**

Weighting: **15%**

Listening and Writing Assessment

The listening assessment will not only test skills in oral comprehension, but also basic written composition, as students will be asked to respond to audio prompts with short answers in full sentences in French. The test will last for 45 minutes. Separate arrangements apply for internal and external students.

Internal students will sit the test in class in the second lesson of week 4.

External students will complete the test on line. The tasks will be available for a limited time only - from Friday to Monday at the end of week 4. Answers must be submitted on time; whatever has been entered when time runs out will be automatically saved and submitted on your behalf.

Specific details about the test will be available on ILearn in the weeks preceding the assessment.

On successful completion you will be able to:

- Listening: understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated; understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated; identify the main point of TV news items reporting events, accidents etc. where the visual supports the commentary; follow changes of topic of factual TV news items, and form an idea of the main content.
- Writing: write short, simple formulaic notes relating to matters in areas of immediate need; write a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”.

Listening and Writing Test 2

Due: **Week 7**

Weighting: **15%**

Listening and Writing Assessment

This assessment will evaluate the progress in your listening skills in French since the first test. Oral cues will elicit specific written responses to test your comprehension and ability to apply taught grammatical structures in extended written responses in French.

The test will last for 45 minutes and will consist of multiple choice grammar questions, short answer questions in French.

Internal students will sit the test in class in the second lesson of week 7.

External students will complete the test online. The tasks will be available for a limited time only - from Friday to Monday at the end of week 7. Answers must be submitted on time; whatever has been entered when time runs out will be automatically saved and submitted on your behalf.

Specific details about the test will be available on ILearn in the weeks preceding the assessment.

On successful completion you will be able to:

- Listening: understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated; understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated; identify the main point of TV news items reporting events, accidents etc. where the visual supports the commentary; follow changes of topic of factual TV news items, and form an idea of the main content.
- Writing: write short, simple formulaic notes relating to matters in areas of immediate need; write a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”.

Grammar test

Due: **Week 9**

Weighting: **20%**

Grammar Test

In preparation for students' oral test in week 13, in which they will need to apply grammatical rules learnt throughout the unit, a written test will assess students' understanding of and ability to employ grammatical structures in written French.

The test will last approximately 1 hour and will require students to complete some of the following tasks: answer multi-choice questions, fill gaps in ready-made sentences, write full sentence answers in correct French in response to written questions.

Internal students will sit the test in class in the second lesson of week 9.

External students will complete the test on line. The tasks will be available for a limited time only - at the end of week 9 from Friday to Monday. Answers must be submitted on time; whatever has been entered when time runs out will be automatically saved and submitted on your behalf.

Specific details about the test will be available on ILearn in the weeks preceding the assessment.

On successful completion you will be able to:

- Reading: understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language; understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.
- Writing: write short, simple formulaic notes relating to matters in areas of immediate need; write a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”.

Reading and Writing Test

Due: **Week 11 (lesson 2)**

Weighting: **20%**

Reading and Writing Test (with dictionary and grammar notes)

The test will assess students' comprehension of, and their writing skills in, French. They will be required to read a short text in French on a general topic that will draw from themes studied during the unit. Students will then respond to this text by writing a short text of up to 150 words in French using correct vocabulary and grammar taught throughout the unit.

Students will be allowed to employ a hard copy of a dictionary and their own grammar notes that the teacher will check before the test (no mobile devices will be allowed).

Internal students will sit the test in class in the second lesson of week 11.

External students will complete the test on line. The tasks will be available for a limited time only - at the end of week 11 from Friday to Monday. Answers must be submitted on time; whatever has been entered when time runs out will be automatically saved and submitted on your behalf.

More details about the test will be available on ILearn in the weeks preceding the test.

On successful completion you will be able to:

- Reading: understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language; understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.

- Writing: write short, simple formulaic notes relating to matters in areas of immediate need; write a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”.

Oral Test

Due: **Week 13**

Weighting: **20%**

Oral Assessment

In 5-10 minutes you will show your tutor how your oral skills have developed. All of the topics of the test (conversation or role-play) will be given to all students at the start of week 12 on iLearn so that they may prepare for their test.

Internal students working in pairs will come to class 15 minutes before their allotted time to receive the one topic on which they will speak (these are drawn randomly from the list of topics given in week 12). Students will have 15 minutes to prepare before completing the test which is recorded by the tutor. The end of session oral test takes place during regular class hours for internal students, there are therefore no classes in week 13.

External students will be sent their topic by the tutor via email 15 minutes prior to the appointed test via Skype. They will be tested individually and not in pairs. Notes may not be consulted by students during the exam. External students do their tests on Skype during set times in week 13.

Specific details about the test will be available on iLearn in the weeks preceding the assessment.

On successful completion you will be able to:

- Spoken Interaction: interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary; manage simple, routine exchanges without undue effort; ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations; communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar matters to do with work and free time; handle very short social exchanges but is rarely able to understand enough to keep conversation going on his/her own accord.
- Spoken Production: give a simple presentation of people, living or working conditions, daily routines, likes/dislikes etc. as a short series of simple phrases and sentences linked into a list.

Delivery and Resources

DELIVERY

Internal students

Students attend 2 x 2 hour tutorials per week: 4 hours of tutorials. There are no lectures for FRN

122. Classes are scheduled on Mon and Wed or Tue and Thu. Please go to eStudent to register in one of the classes on offer. The classes are streamed, which means you must attend the same 2x2 hour classes each week with the same group.

If you have a clash and need to change classes, go to the appropriate iLearn forum ("Je veux changer de classe/I want to swap classes") to rearrange your classes.

Classes start at five minutes past the hour. We recommend that you arrive on time so you do not miss out on important information given at the start of a class. We encourage students to come to as many classes as possible to facilitate the best learning experience possible.

External students

External students do not need to register in any particular classes and just need to make sure you are enrolled in FRN122 on eStudent. Your only timetabled activities will involve:

A. a voluntary attendance of a 3 hour, on-campus Saturday session for students based in Sydney (the date will be communicated shortly) and B. the attendance of a live video-conferencing (Skype) speaking test to be held in week 13 at specific times (some evenings will be assigned) allocated by your tutor at the start of the course.

All students

The course is of a very intensive nature. FRN122 aims to prepare students for FRN 123 in session 2. This latter course prepares students for FRN 226 *Intermediate French I*, which is designed for students who have completed HSC French Continuers (Band 4 or higher) or HSC French Extension.

The work required for the unit is two-fold, involving:

- 4 contact hours in class (or recorded on Echo 360 for external students). These will be organised around oral participation, explanation of new grammar points, practice and reinforcement of new language (or listening to the Echo 360 recordings).
- approximately 8 hours of weekly home study, consisting of written, oral and aural practice using the CDs that accompany the textbook and exercise books - *Saison 1*.

Internal students' attendance of at least 80% of classes is strongly encouraged. If you are unable to attend classes check iLearn in order to catch up and talk to your tutor. Your "participation" mark depends on your regular attendance of class.

External students' participation mark is derived from the submission of 2 audio or video recordings of conversations with a speaking partner (fellow student or other) on set topic. On recording will be required by week 6 and the second by week 12. More information will be available on iLearn closer to the submission time. It is suggested to prioritise finding a French speaking partner with whom to practice your spoken French to compensate for not being in the interactive language learning classroom. The forum on iLearn called "Je cherche un copain/ copine de classe" (I'm looking for a study partner) will allow you to connect with other external students on line.

Those unable to attend assessments (tests) due to illness or other valid reasons should notify

their tutor. Then, having collected the relevant documentation such as a medical certificate, they should make an application for Disruption of Studies. See below:

To submit a Disruption to Studies notification, you will need to:

1. Log in as a Current Student at ask.mq.edu.au 2. Click 'Disruption to Studies' from the 'Submit' menu on the left 3. Fill in the required fields as prompted. Once you have completed filling out the information, please click on 'Submit'

Resources

All new students will need to purchase the textbook: **Saison 1. Méthode de français A1+**, and the activity book: **Saison 1. Cahier d'activités [A1+]** published in France by Didier publishers. The two books are available from the Co-op Bookshop. External students living outside the Sydney metropolitan area are urged to purchase the required package online (through the Co-op Bookshop website) before the start of the session.

The online resources on iLearn (<http://ilearn.mq.edu.au>) are another essential part of the unit. Students have access to all materials (including recorded iLectures on Echo360) from the beginning to the end of the session.

Please refer to iLearn for announcements, and possible amendments to the program as this is how the convenor will communicate with you throughout the session.

Technology required

Standard requirements include a computer and internet access to interact with the teaching materials on iLearn.

External students will need to have access to a webcam, headphones as well as a microphone for use during the video-conferencing sessions. We recommend you use Firefox which has been reliable with respect to media files used in the course.

IT and iLearn assistance is available via the iLearn login page or by clicking on the words "Help me" under the iLearn logo at the top right hand side of every iLearn window.

Please note that replies to e-mails will be automatically directed to the account they were sent from. All new threads will be sent to your University account where you are free to supply the e-mail address of your choice. You are encouraged to use the University account rather than a private e-mail account and to check this account regularly for announcements from the convenor and emails from your tutor.

Unit Schedule

Please refer to the FRN 122 iLearn page for 2016 for a detailed unit plan

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

New Assessment Policy in effect from Session 2 2016 http://mq.edu.au/policy/docs/assessment/policy_2016.html. For more information visit http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/

Assessment Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au.

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- Writing: write short, simple formulaic notes relating to matters in areas of immediate need; write a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”.
- Spoken Interaction: interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary; manage simple, routine exchanges without undue effort; ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations; communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar matters to do with work and free time; handle very short social exchanges but is rarely able to understand enough to keep conversation going on his/her own accord.

Assessment task

- Oral Test

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- Listening: understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated; understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated; identify the main point of TV news items reporting events, accidents etc. where the visual supports the commentary; follow changes of topic of factual TV news items, and form an idea of the main content.
- Reading: understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language; understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.
- Spoken Interaction: interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary; manage simple, routine exchanges without undue effort; ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations; communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar matters to do with work and free time; handle very short social exchanges but is rarely able to understand enough to keep conversation going on his/her own accord.

Assessment tasks

- Listening and Writing Test 1
- Listening and Writing Test 2
- Reading and Writing Test
- Oral Test

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcomes

- Writing: write short, simple formulaic notes relating to matters in areas of immediate need; write a series of simple phrases and sentences linked with simple connectors like

“and”, “but” and “because”.

- Spoken Production: give a simple presentation of people, living or working conditions, daily routines, likes/dislikes etc. as a short series of simple phrases and sentences linked into a list.

Assessment task

- Oral Test

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- Listening: understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated; understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated; identify the main point of TV news items reporting events, accidents etc. where the visual supports the commentary; follow changes of topic of factual TV news items, and form an idea of the main content.
- Reading: understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language; understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.
- Writing: write short, simple formulaic notes relating to matters in areas of immediate need; write a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”.
- Spoken Interaction: interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary; manage simple, routine exchanges without undue effort; ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations; communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar

matters to do with work and free time; handle very short social exchanges but is rarely able to understand enough to keep conversation going on his/her own accord.

- Spoken Production: give a simple presentation of people, living or working conditions, daily routines, likes/dislikes etc. as a short series of simple phrases and sentences linked into a list.

Assessment tasks

- Participation
- Listening and Writing Test 1
- Listening and Writing Test 2
- Grammar test
- Reading and Writing Test
- Oral Test

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- Reading: understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language; understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.
- Writing: write short, simple formulaic notes relating to matters in areas of immediate need; write a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”.
- Spoken Production: give a simple presentation of people, living or working conditions, daily routines, likes/dislikes etc. as a short series of simple phrases and sentences linked into a list.

Assessment tasks

- Grammar test
- Reading and Writing Test

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcome

- Writing: write short, simple formulaic notes relating to matters in areas of immediate need; write a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”.

Assessment tasks

- Participation
- Listening and Writing Test 1
- Listening and Writing Test 2
- Grammar test
- Reading and Writing Test

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- Listening: understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated; understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated; identify the main point of TV news items reporting events, accidents etc. where the visual supports the commentary; follow changes of topic of factual TV news items, and form an idea of the main content.
- Reading: understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language; understand short, simple

texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.

- Writing: write short, simple formulaic notes relating to matters in areas of immediate need; write a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”.
- Spoken Interaction: interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary; manage simple, routine exchanges without undue effort; ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations; communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar matters to do with work and free time; handle very short social exchanges but is rarely able to understand enough to keep conversation going on his/her own accord.

Assessment tasks

- Participation
- Listening and Writing Test 1
- Listening and Writing Test 2
- Reading and Writing Test
- Oral Test

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- Reading: understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language; understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.
- Spoken Interaction: interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary; manage simple, routine exchanges without undue effort; ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations; communicate in simple

and routine tasks requiring a simple and direct exchange of information on familiar matters to do with work and free time; handle very short social exchanges but is rarely able to understand enough to keep conversation going on his/her own accord.

- Spoken Production: give a simple presentation of people, living or working conditions, daily routines, likes/dislikes etc. as a short series of simple phrases and sentences linked into a list.

Assessment tasks

- Participation
- Reading and Writing Test
- Oral Test

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcomes

- Reading: understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language; understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.
- Spoken Interaction: interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary; manage simple, routine exchanges without undue effort; ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations; communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar matters to do with work and free time; handle very short social exchanges but is rarely able to understand enough to keep conversation going on his/her own accord.
- Spoken Production: give a simple presentation of people, living or working conditions, daily routines, likes/dislikes etc. as a short series of simple phrases and sentences linked into a list.

Assessment tasks

- Participation
- Reading and Writing Test

- Oral Test