DEPARTMENT OF EDUCATION
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Discipline-based Study

Languages

French 2

COURSE DOCUMENT

DRAFT

PHASE 3 CONSULTATION

Catholic Education Tasmania

INDEPENDENT SCHOOLS TASMANIA

Years 9 to 12 Learning

Tasmanian Government

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French, 150 hours – Level 2

This course is the Level 2 component of the French program.

Aims

The purpose of Years 9 to 12 Education is to enable all students to achieve their potential through Years 9 to 12 and beyond in further study, training or employment.

Years 9 to 12 Education enables: Personal Empowerment, Cultural Transmission, Preparation for Citizenship and Preparation for Work.

This course supports the principles of Access, Agency, Excellence, Balance, Support and Achievement as part of a range of programs that enables students to access a diverse and highly flexible range of learning opportunities suited to their level of readiness, interests and aspirations.

Courses aligned to the Years 9 to 12 Curriculum Framework belong to one of the five focus areas of Discipline-based Study, Transdisciplinary Projects, Professional Studies, Work-based Learning and Personal Futures.

French Level 2 is a Discipline-based Study course.

Focus Area – Discipline-based Study

Discipline-based Study includes content, core concepts and big ideas; enabling deep knowledge and understanding of the content and the application of what is learned. Students consider accepted key disciplinary knowledge, apply distinctive ways of thinking and become increasingly independent learners. They use methodologies specific to the discipline to explore and strengthen their understanding of key concepts and develop deep knowledge, skills and understanding.

Discipline-based Study courses have three key features that guide teaching and learning:

- specialist knowledge
- theories and concepts and
- methodology and terminology.

In this course learners will do this by engaging with linguistic and cultural aspects of French to build a body of specialist knowledge. Students will apply linguistic theories and communicative concepts in conjunction with their specialist knowledge. They will apply specialised methods of study to develop the capacity to understand, analyse, respond to and use written, visual and spoken French sources, create written and spoken language to convey ideas and interact in the language.

Rationale

The study of Languages promotes and contributes to a socially cohesive society that values, respects and appreciates different points of view. It encourages a better understanding and acceptance of cultural, social, linguistic and religious diversity, both in Tasmania, in the wider Australian community and in the global community.

Language is the basis of all human interaction. Learning a language and communicating through language is a complex and rich human activity. It contributes meaningful dimensions to each student's overall education and understanding of the world, allows them to build on previous experiences both at school and in the community and encourages reflection on the concepts of inclusion and mutual respect. Learning an additional language provides students with opportunities to reflect on their own first language, culture and heritage, to extend their intercultural competence and to develop knowledge, skills and understandings that will allow them to function successfully in the ever-changing world of the 21st century.

The study of French exposes students to speakers of the language, their culture and traditions in Australia and French. Learners who are able to communicate in French and engage with French culture will also be able to contribute to Tasmanian society and the economy through such areas as business, foreign affairs, trade, education, technology, and tourism in coming decades. These skills will provide students with a range of opportunities for personal, vocational and professional growth.

This rationale draws in part on the rationale for learning a language provided in the Common Curriculum and Assessment Framework for Languages (Draft consultation document March 2021).

Integration of General Capabilities and Cross-Curriculum Priorities

The general capabilities addressed specifically in this course are:

- Critical and creative thinking
- Intercultural understanding

The cross-curriculum priorities are enabled through this course are:

- Aboriginal and Torres Strait Islander Histories and Cultures
- Asia and Australia's Engagement with Asia
- Sustainability

Course Description

French Level 2 will provide students with the opportunity to develop interpersonal, analytical and presentational skills through reading, writing, speaking, viewing and listening to modern standard French. Modules will consist of topics such as Self, Family, Friends, Daily Life, Education, Part-time Jobs, Free Time, Travel and Entertainment, drawn from the Concepts of Identity, Responsibility and Legacy. Because language and culture are inseparable and interdependent, the study of *French* Level 2 will help students to understand how language works as a system that is intrinsically interconnected with cultural knowledge. Using Personal, Community and Global Perspectives drawn from the CCAFL, *French* Level 2 students will build the capacity to make social, cultural and economic contributions in the Australian context through their knowledge of the language and interest in French-speaking communities, thereby enriching their capacity for intercultural understanding.

Pathways

- The *French* Level 2 course provides an entry point to learning French and also enables learning continuity for learners who have limited or inconsistent learning experiences from Australian Curriculum: French.
- The *French* Level 2 course provides a pathway to *French* Level 3.

Course Requirements

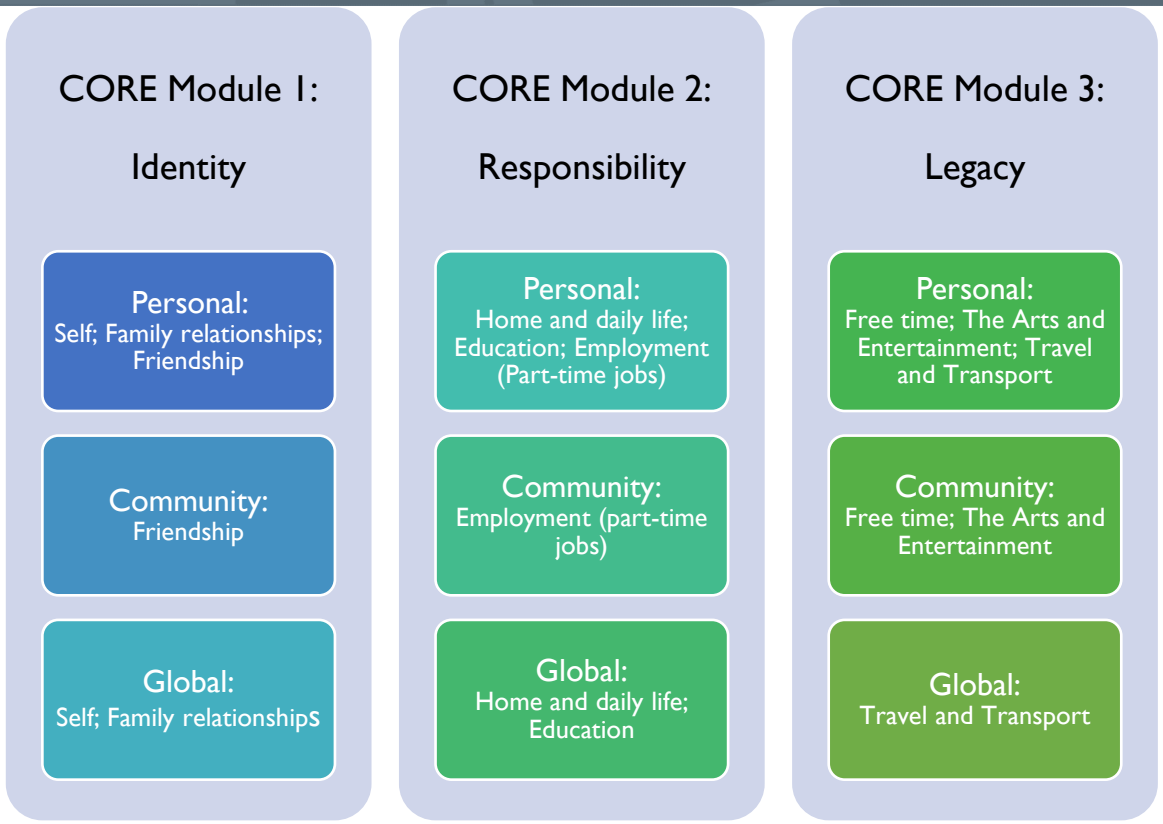
There are no pre-requisites for participation in this course. However, as it is a course intended for beginners, it is not suitable for students who have a first language background in French.

Course Structure, Delivery and Progression

Structure

This course consists of three 50-hour modules.

Modules Available
Core Module 1: Identity
Core Module 2: Responsibility
Core Module 3: Legacy



Delivery

The three modules should be delivered in order 1, 2, 3.

Developmental Progression

At both the module and course level the learner is introduced to and builds upon key ideas, concepts, skills, knowledge and understanding leading to performance of understanding reflected in the work requirements.

Individual modules have a developmental progression that introduces, builds upon and culminates in a performance of understanding in the work requirements. Between modules there is also a developmental progression that leads to a culminating performance of understanding in the final work requirements.

Module 1 - Identity

This Module introduces a range of French vocabulary and structures, which will allow the learner to talk about themselves and their personal relationships with family and friends as well as providing general language to support the understanding and creation of everyday communicative functions.

Module 1 Learning Outcomes

On successful completion of this module, learners will be able to:

1. interact in French in spontaneous situations to exchange information, opinions, ideas and experiences
2. analyse and respond to audio, written and visual texts presented in French in spontaneous situations
3. create French to express ideas, information and opinions, demonstrating knowledge and understanding of language as a system in spontaneous situations
4. interact in French in prepared situations to exchange information, opinions, ideas and experiences and reflect on knowledge and understanding of the relationship between language and culture.

Module 1 Content

Learners will work with vocabulary and structures that will allow them to explore topics related to their personal world, their family and friends, as well as exploring the personal world of their peers in French speaking communities. Learners will reflect on their own and others' cultural and linguistic identity and interact with and communicate about themselves with others in culturally and linguistically appropriate ways.

Learners will be able to demonstrate an understanding that:

- communication in an additional language requires the capacity to apply knowledge and skills in culturally and linguistically appropriate ways
- all languages have similarities and differences in the way they are structured
- culture plays an integral role when communicating in an additional language
- culturally appropriate titles, forms of address and use of specific language show respect in interpersonal communications.

Key knowledge:

Learners will be able to use:

- appropriate terms for family members
- adjectives for personal descriptions
- first and third person singular possessive constructions
- present tense of common verb constructions (common irregular constructions as vocab items as necessary)
- negative constructions of simple present tense constructions
- idiomatic expressions as vocab items
- culturally relevant language and structures.

Key skills:

Learners will be able to:

- describe themselves: name, age, where they live, describe personality, personal details etc
- enquire about such information
- analyse, understand and respond to such information
- explain information about their peers in French-speaking cultures, especially name, age, where they live, personality, appearance

- enquire about aspects of peers' personal lives, family, friends etc.
- use elements of the language to demonstrate their understanding of the role of culture in shaping French language.

Learners will develop key knowledge, skills and understandings through using audio, written and visual texts, role play and opportunities, where possible, to engage with other speakers of French in both prepared and spontaneous situations.

Module 1 Work Requirements

The work requirements of a course are processes, products or performances that provide a significant demonstration of achievement that is measurable against the course's standards. Work requirements need not be the sole form of assessment for a module.

This module includes one (1) set of short response(s) and two (2) extended response as work requirements.

See Appendix 3 for summary of Work Requirement specifications for this course.

Module 1 Assessment

This module will assess criteria 1, 2, 3, 4.

Module 2 - Responsibility

This Module expands on the vocabulary and structures introduced in Module 1. The vocabulary and structures studied will allow the learner to talk about their personal and social responsibilities, family commitments, obligations to education and expectations on them as they start to join the workforce in part-time and holiday jobs.

Module 2 Learning Outcomes

On successful completion of this module, learners will be able to:

1. interact in French in spontaneous situations to exchange information, opinions, ideas and experiences
2. analyse and respond to audio, written and visual texts presented in French in spontaneous situations
3. create French to express ideas, information and opinions, demonstrating knowledge and understanding of language as a system in spontaneous situations
5. analyse, reflect on and respond to texts presented in French, and mediate between languages and cultures in prepared situations.

Module 2 Content

Learners will work with vocabulary and structures to explore topics related to their roles and obligations in daily life and as members of the family unit as well as their roles and responsibilities within the wider community. This includes the learner's role at school, in community groups and in part-time employment. Learners will learn about opportunities for education and part-time employment for their peers in France and French-speaking communities, compare and contrast experiences in culturally appropriate ways and reflect on their own and others' opportunities and responsibilities.

Learners will be able to demonstrate an understanding that:

- communication in an additional language requires the capacity to apply knowledge and skills in culturally and linguistically appropriate ways
- all languages have similarities and differences in the way they are structured

- culture plays a significant role when communicating in an additional language
- family roles and expectations in our own and others' cultures may vary
- cultural influences shape the value placed on education in different communities and cultures
- the nature, expectations and obligations of part-time work for teenagers in Australia and for their peers in French-speaking countries and communities varies significantly.

Key knowledge:

Learners will be able to use:

- vocabulary for family activities, including roles and responsibilities
- vocabulary to talk about school and learning
- vocabulary and phrases for part-time jobs
- comparative structures
- present tense of common verb constructions (common irregular constructions as vocabulary items as necessary)
- idiomatic expressions as vocabulary items

Key skills:

Learners will be able to:

- describe duties within the family
- describe routine considerations of daily life, including food and weather
- explain responsibilities at school, attitudes to aspects of learning etc
- describe and use language for getting a part-time job (or not)
- enquire about such information
- enquire about and share information about their peers in French-speaking communities, especially duties within the family, education, part-time jobs
- analyse, understand and respond to information about family, daily life, education and part-time jobs.

Learners will develop key knowledge, skills and understandings through using audio, written and visual texts, role play, visual, audio and written stimuli and opportunities, where possible, to engage with other speakers of French in both prepared and spontaneous situations.

Module 2 Work Requirements

The work requirements of a course are processes, products or performances that provide a significant demonstration of achievement that is measurable against the course's standards. Work requirements need not be the sole form of assessment for a module.

This module includes one (1) set of short response(s) and two (2) extended response(s) as work requirements.

See Appendix 3 for summary of Work Requirement specifications for this course.

Module 2 Assessment

This module will assess criteria 1, 2, 3, 5.

Module 3 - Legacy

This module expands on the vocabulary and structures introduced in Modules 1and 2 to allow the learner to talk about events and experiences in the past and plans for the future, including experiences and opinions of free time, the arts, entertainment, sport and travel.

Module 3 Learning Outcomes

On successful completion of this module, learners will be able to:

1. interact in French in spontaneous situations to exchange information, opinions, ideas and experiences
2. analyse and respond to audio, written and visual texts presented in French in spontaneous situations
3. create French to express ideas, information and opinions, demonstrating knowledge and understanding of language as a system in spontaneous situations
6. create French to express ideas, information and opinions, demonstrating knowledge and understanding of language as a system and the relationship between language and culture in prepared situations.

Module 3 Content

Learners will work with vocabulary and structures that will allow them to explore topics related to past and future personal experiences and public events. Learners will also develop the knowledge and skills to explain their involvement with, and opinions of, the arts, entertainment, sport and travel and have the opportunity to reflect on the role of culture in the development and appreciation of these aspects of daily life.

Learners will be able to demonstrate an understanding that:

- communication in an additional language requires the capacity to apply knowledge and skills in culturally and linguistically appropriate ways
- languages have similarities and differences in the way they are structured
- different Languages and cultures express the notion of time and ordering of events in different ways
- languages have formal mechanisms for seeking and conveying opinions
- culture plays an integral part when communicating in an additional language
- the role and nature of free time varies in our and others' cultures
- cultural influences shape the arts and entertainment and the role that the arts and entertainment play in young people's lives
- attitudes to travel and transport and the benefits that young people may glean from travelling vary from one culture and language group to the next.

Key knowledge:

Learners will be able to use:

- tenses / structures to talk about themselves and other people, places and events in the past.
- tenses / structures to talk about themselves and other people, places and events in the future.
- structures to enquire about and express opinions
- structures to make comparisons
- structures to facilitate the formation of complex sentences (e.g., conjunctions)
- idiomatic expressions as vocabulary items

Key skills:

Learners will be able to:

- discuss free time activities such as sports and hobbies, options, commitments, conditions, comparisons etc
- enquire about others' free time activities
- convey information about travel and transport and make plans for using transport
- discuss entertainment and the arts, expressing likes/dislikes, preferences, opinions etc
- enquire about others' views of entertainment and the arts
- enquire about and share information about their peers in French-speaking communities, especially free time, entertainment, travel and transport
- analyse, understand and respond to information about free time activities, entertainment and the Arts, sports and hobbies, travel and transport.

Learners will work with the key knowledge, skills and understandings through audio, written and visual texts, roleplay and opportunities, where possible, to engage with other speakers of French in both prepared and spontaneous situations.

Module 3 Work Requirements

The work requirements of a course are processes, products or performances that provide a significant demonstration of achievement that is measurable against the course's standards. Work requirements need not be the sole form of assessment for a module.

This module includes one (1) folio work requirement.

See Appendix 3 for summary of Work Requirement specifications for this course.

Module 3 Assessment

This module will assess criteria 1, 2, 3, 6.

Assessment

Criterion-based assessment is a form of outcomes assessment that identifies the extent of learner achievement at an appropriate end-point of study. Although assessment – as part of the learning program – is continuous, much of it is formative, and is done to help learners identify what they need to do to attain the maximum benefit from their study of the course. Therefore, assessment for summative reporting to TASC will focus on what both teacher and learner understand to reflect end-point achievement.

The standard of achievement each learner attains on each criterion is recorded as a rating 'A', 'B', or 'C', according to the outcomes specified in the standards section of the course.

A 't' notation must be used where a learner demonstrates any achievement against a criterion less than the standard specified for the 'C' rating.

A 'z' notation is to be used where a learner provides no evidence of achievement at all.

Internal assessment of all criteria will be made by the provider. Providers will report the learner's rating for each criterion to TASC.

Criteria

	Module 1	Module 2	Module 3	Notes
	1,2,3,4	1,2,3,5	1,2,3,6	Three common in all modules and one focus criterion per module.

The assessment for *French* Level 2 will be based on the degree to which the learner can:

1. interact in spoken French in spontaneous situations
2. analyse and respond to texts in French in spontaneous situations
3. create written French in spontaneous situations
4. interact in and reflect on spoken French in prepared situations
5. analyse, reflect on and respond to texts in French in prepared situations
6. create and reflect on written French in prepared situations.

Standards

Criterion 1: interact in spoken French in spontaneous situations

Rating C	Rating B	Rating A
uses a limited range of vocabulary and relies on simple structures to communicate on familiar topics. Very few complex structures may be attempted	uses a range of vocabulary and simple structures with some accuracy, but complex structures are less frequent and may contain errors	uses a wide range of vocabulary and a wide range of simple and complex structures with a high degree of accuracy
sometimes demonstrates accurate pronunciation, stress and intonation. Accuracy of pronunciation may interfere with meaning at times	demonstrates accurate pronunciation, stress and intonation. Errors do not significantly interfere with meaning	consistently demonstrates accurate pronunciation, stress, intonation
uses language for a limited range of familiar topics. The learner may not always use language that is completely relevant to the topic. Demonstrates limited capacity to apply culturally appropriate communication strategies. May not always be able to maintain communication.	uses language for a range of familiar topics. Uses some details that are relevant and some communication strategies that are culturally appropriate. Maintains communication.	consistently uses language successfully for a wide range of familiar topics. Provides relevant information and effectively uses culturally appropriate communication strategies to maintain or extend the interaction.

Criterion 2: analyse and respond to texts in French in spontaneous situations

Rating C	Rating B	Rating A
identifies, analyses and responds to a limited range of inferred ideas on a limited range of familiar topics in spoken, written and visual texts	identifies, analyses and responds to a range of inferred ideas on a range of familiar topics in spoken, written and visual texts	Consistently and accurately identifies, analyses and responds to inferred ideas on a wide range of familiar topics in spoken, written and visual texts
identifies, analyses and responds to some specific details expressed in spoken, written and visual texts.	identifies, analyses and responds to some specific details expressed in spoken, written and visual texts.	consistently and accurately identifies, analyses and responds to specific details expressed in spoken, written and visual texts.

Criterion 3: create written French in spontaneous situations

Rating C	Rating B	Rating A
uses a limited range of simple vocabulary and structures for a range of familiar topics. Rarely attempts to use complex structures	uses a range of simple vocabulary and structures accurately and attempts more complex structures with some success	consistently uses a wide range of vocabulary and a wide range of accurate simple and complex structures
uses simple spelling and punctuation correctly but often has difficulty with more complex spelling	uses most spelling and punctuation correctly. Errors do not detract from meaning	consistently demonstrates accurate use of spelling and punctuation
creates a response that is partially appropriate to context, audience and purpose and sometimes uses culturally appropriate strategies to communicate ideas.	creates a response that is mostly appropriate to context, audience and purpose and mostly uses culturally appropriate strategies to communicate ideas.	creates a response that is consistently appropriate to context, audience and purpose and effectively uses culturally appropriate strategies to communicate ideas.

Criterion 4: interact in and reflect on spoken French in prepared situations

Rating C	Rating B	Rating A
uses a limited range of vocabulary and relies on simple structures to communicate in familiar and unfamiliar situations. Complex structures are seldom attempted, and language used may not always be culturally appropriate or relevant to the topic	uses a range of vocabulary and simple structures accurately in familiar and unfamiliar situations, but complex structures may be less frequent and contain errors. Provides culturally appropriate and relevant details but they may lack breadth and, or depth	uses a wide range of vocabulary and a wide range of accurate simple and complex structures in familiar and unfamiliar situations. Provides effective and culturally appropriate details that consistently demonstrate breadth and depth
demonstrates some accurate pronunciation, stress and intonation Accuracy of pronunciation may interfere with meaning at times.	mostly demonstrates accurate pronunciation, stress, intonation. Errors do not interfere with the learner's capacity to convey meaning	consistently demonstrates accurate pronunciation, stress and intonation
uses at least one appropriate strategy to plan and self-check language used but may not be completely successful in applying the strategy	uses a range of appropriate strategies with some success to plan and self-check language used	consistently and successfully applies a broad range of appropriate strategies to plan and self-check language used
uses limited examples in French to demonstrate some awareness of similarities and differences in languages and cultures but may provide limited depth to reflections.	uses a range of examples in French to demonstrate an awareness of and reflection on a range of similarities and differences in own and others' languages and cultures.	uses a broad range of examples in French to provide insightful reflection on a range of aspects of the target language and culture in relation to their own.

Criterion 5: analyse, reflect on and respond to texts in French in prepared situations

Rating C	Rating B	Rating A
identifies, analyses and responds to some inferred ideas on familiar and unfamiliar topics in spoken, written and visual texts	identifies, analyses and responds to a range of inferred ideas on familiar and unfamiliar topics in spoken, written and visual texts	consistently and accurately identifies, analyses and responds to inferred ideas on familiar and unfamiliar topics in spoken, written and visual texts
identifies, analyses and responds to some specific details expressed in spoken, written and visual texts	identifies, analyses and responds to a range of specific details expressed in spoken, written and visual texts	consistently and accurately identifies, analyses and responds to specific details expressed in spoken, written and visual texts
applies a limited range of appropriate strategies to analyse and understand audio, written and visual language	applies a range of appropriate strategies to analyse and understand audio, written and visual language	consistently applies a broad range of appropriate strategies to analyse and understand audio, written and visual language
demonstrates some awareness of similarities and differences between the target language and culture and their own language and culture.	provides some reflection on aspects of the target language and culture in relation to their own.	provides thorough and insightful reflection on aspects of the target language and culture in relation to their own.

Criterion 6: create and reflect on written French language in prepared situations

Rating C	Rating B	Rating A
uses simple vocabulary and structures for a familiar range of topics. Rarely attempts to use complex structures. Creates a response that is partially appropriate to context, audience and purpose and attempts to correctly use a number of culturally appropriate strategies to create and maintain communication	uses a range of simple vocabulary. Mostly uses simple structures accurately and attempts more complex structures with some success. Creates a response that is mostly appropriate to context, audience and purpose and correctly uses a range of culturally appropriate strategies to create and maintain communication	consistently uses a wide range of vocabulary and a wide range of accurate simple and complex structures. Creates a response that is consistently appropriate to context, audience and purpose and effectively uses a wide range of culturally appropriate strategies to create and maintain communication
uses simple spelling and punctuation correctly but often has difficulty with more complex spelling	uses most spelling and punctuation correctly. Errors do not detract from meaning	consistently demonstrates accurate use of spelling and punctuation
uses an appropriate strategy to manage and self-check the language used but may not be completely successful in applying the strategy or may rely on guidance to apply strategy	uses a range of appropriate strategies with some success to manage and self-check language used	consistently and effectively applies a broad range of appropriate strategies to manage and self-check language used
demonstrates some awareness of similarities and differences in languages and cultures but may provide limited depth to reflections.	demonstrates an awareness of and reflects on some similarities and differences in own and others' languages and cultures.	provides insightful reflection on aspects of the target language and culture in relation to their own.

Quality Assurance

- This will be determined by TASC at time of accreditation.

Qualifications and Award Requirements

The final award will be determined by the Office of Tasmanian Assessment, Standards and Certification from 6 ratings.

The minimum requirements for an award in *French* Level 2 are as follows:

EXCEPTIONAL ACHIEVEMENT (EA)
5 'A' ratings, 1 'B' rating

HIGH ACHIEVEMENT (HA)
3 'A' ratings, 2 'B' ratings, 1 'C' rating

COMMENDABLE ACHIEVEMENT (CA)
3 'B' ratings, 3 'C' ratings

SATISFACTORY ACHIEVEMENT (SA)
5 'C' ratings

PRELIMINARY ACHIEVEMENT (PA)
3 'C' ratings

A learner who otherwise achieves the ratings for an 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.

Course Evaluation

- This will be confirmed by time of accreditation.

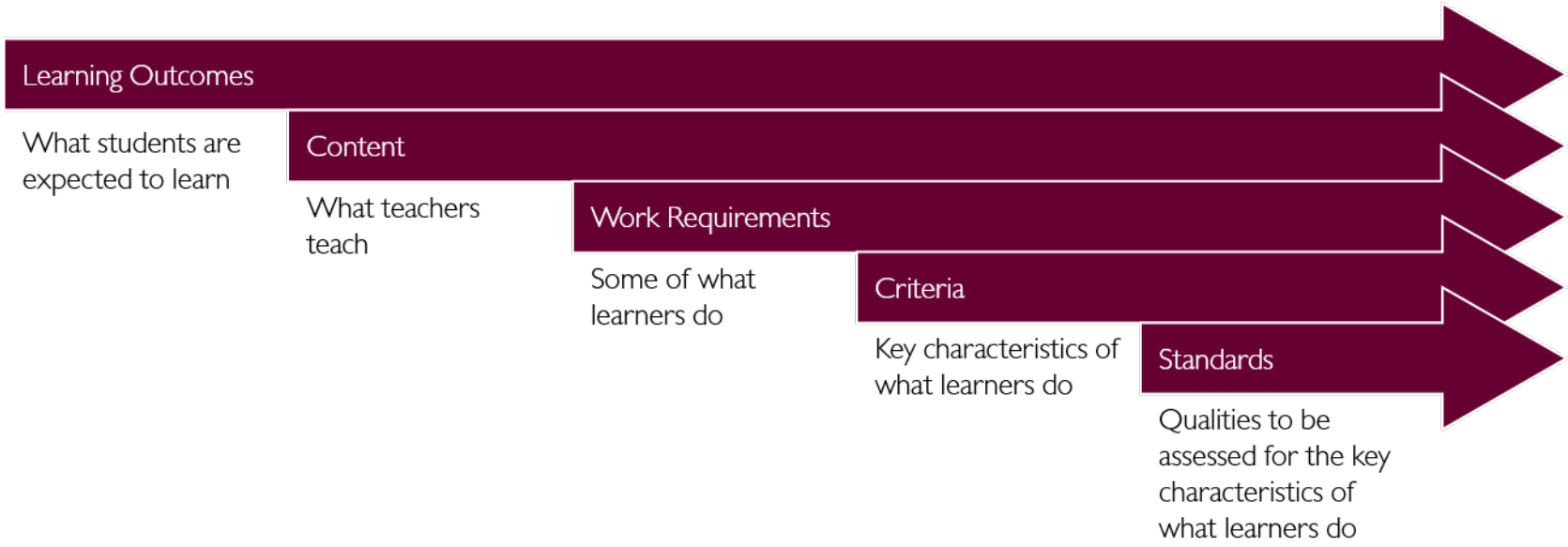
Course Developer

This course has been developed by the Department of Education's Years 9 to 12 Learning Unit in collaboration with Catholic Education Tasmania and Independent Schools Tasmania.

Accreditation and Version History

- Details to be determined by TASC at time of accreditation.

Appendix 1 - Line of Sight



Learning Outcomes	Course Content	Work Requirements	Criteria	Standards	General Capabilities (GC)
1. Interact in French in spontaneous situations to exchange information, opinions, ideas and experiences.	Module 1, 2, 3	Module 1, 3	C 1	E 1, 2, 3	GC:
2. Analyse and respond to audio, written and visual texts presented in French in spontaneous situations.	Module 1, 2, 3	Module 2, 3	C 2	E 1, 2	GC:
3. Create French to express ideas, information and opinions, demonstrating knowledge and understanding of language as a system in spontaneous situations.	Module 1, 2, 3	Module 2, 3	C 3	E 1, 2, 3	GC:

4. Interact in French in prepared situations to exchange information, opinions, ideas and experiences and reflect on knowledge and understanding of the relationship between language and culture.	Module 1, 2, 3	Module 1	C 4	E 1, 2, 3, 4	GC:
5. Analyse, reflect on and respond to texts presented in French, and mediate between languages and cultures in prepared situations.	Module 1, 2, 3	Module 2	C 5	E 1, 2, 3, 4	GC:
6. Create French to express ideas, information and opinions, demonstrating knowledge and understanding of language as a system and the relationship between language and culture in prepared situations.	Module 1, 2, 3	Module 3	C 6	E 1, 2, 3, 4	GC:

Appendix 2 - Alignment to Curriculum Frameworks

Level 2 French draws from the following elements of the Combined Curriculum and Assessment Framework for Languages (CCAFL) Draft version released for consultation, March 2021:

- Concepts: Identity, Responsibility, Legacy (Topics developed from these concepts to meet the needs of the Tasmanian beginning language student)
- Perspectives: Personal, Community, Global
- Course objectives: Interacting in language, Analysing, language, Creating language
- Knowledge and skills to be assessed: Interacting in language, analysing language, creating language.

Appendix 3 - Work Requirements

Module 1 Work Requirements Specifications

Focus Area: Discipline-based Study
Title of Work Requirement: Identity – personal and global aspects of the individual
Mode /Format: Set of short responses
Learning Outcomes: Learning Outcome 1
Description: The teacher leads a conversation with the learner about themselves, their family and friends. The conversation is intended as a natural interaction, with the teacher varying questions and reacting to the learner's responses.
Size: Ten short responses
Timing: To be conducted in the last two weeks of the module.
External agencies: N.A.
Relevant Criterion: Criterion 1

Focus Area: Discipline-based Study
Title of Work Requirement: Identity – self, family and friends
Mode /Format: Extended Response
Learning Outcome: Learning Outcome 4
Description: Selection of the topic for this work requirement depends on the selection of topics for the other work requirement to ensure students do not repeat the same information. The learner chooses an aspect of the teacher-allocated topic to research and prepares a multimodal presentation to compare and contrast their own situation and that of their peers in French-speaking communities and countries. Students may work from notes to present their findings. Teachers pose follow-up questions in French and / or English as appropriate regarding their findings and reflections.
Size: Extended response – 3-minutes multimodal presentation plus 2-3 minutes for follow-up questions.
Timing: to be completed in last 2 weeks of the module, ensuring learners have had enough exposure to the topic chosen for the work requirement.
External agencies: N.A.
Relevant Criterion/criteria: Criterion 4

Module 2 Work Requirements Specifications

The three work requirements for Module 2 provide the teacher and learner with the opportunity to negotiate which topic within this concept will be the basis of each Work Requirement. Each work requirement must focus on a different topic (Family and Daily life, Education, Part-time Jobs)

Focus Area: Discipline-based Study
Title of Work Requirement: Responsibility – Daily life, Education, Part-time Jobs
Mode /Format: Set of short responses
Learning Outcome: Learning Outcome 2
Description: Under test conditions, the teacher provides a set of sources of information, consisting of at least two of visual, audio and written Language around one concept of Responsibility with a set of short response tasks to assess learners' understanding of language and culture.
Size: 10 short responses (short question, table filling, true/false/justification, gap filling, information matching etc)
Timing: Completed in the last two weeks of the module
External agencies: N.A.
Relevant Criterion: Criterion 2

Focus Area: Discipline-based Study
Title of Work Requirement: Responsibility – Daily life, Education, Part-time Jobs
Mode /Format: Extended response
Learning Outcomes: Learning Outcome 5
Description: The teacher provides a stimulus or stimuli consisting of written, spoken and/or visual elements to highlight or contrast one of the topics from the concept of Responsibility from either personal, community or global perspectives (or a combination of perspectives). Learners analyse and respond to the prepared scenario requiring extraction of fact, interpretation of cultural elements and reflection on the learner's language and target language). The task will include at least two forms of text or could be all three but they must have a shared focus. Texts will provide opportunities for students to explore cultural aspects of the material they are understanding.
Size: Stimuli: total of 300 words, 1min30 audio and, or 3 minutes multimodal sources. Student response:

- approx. 100 words total in French
- approx. 150 words in English and French,
- illustrations and diagrams as appropriate

Timing: to be conducted in the last two weeks of the module.
External agencies: N.A.
Relevant Criterion: Criterion 5

Focus Area: Discipline-based Study
Title of Work Requirement: Responsibility – Family and Daily life, Education, part-time jobs
Mode /Format: Extended response
Learning Outcome: Learning Outcome 3
Description: Under test conditions, the teacher provides two stimuli outlining a task that requires the learner to create written French addressing the negotiated topic allocated to work requirement 3. The learner chooses which of the stimuli they will use to create a response in French.
Size: Stimulus approximately 50 words. Response approximately 150 words.
Timing: Last 2 weeks of the module
External agencies: N.A.
Relevant Criterion: Criterion 3

Module 3 Work Requirements Specifications

Focus Area: Discipline-based Study
Title of Work Requirement: Legacy
Mode /Format: Folio containing 3 elements:

- A prepared, extended response in multimodal format and including the use of French language either written or spoken, comparing at least two items / events / occurrences from the world of the arts, entertainment or sport for the target language and culture(s) and a concluding conversation with the teacher in which the learner reflects on their research. The majority of the conversation can take place in English, but discussion must include consideration of the language that the learner has engaged with during the research process.
- a set of short responses to an unseen stimulus in French in written, spoken and, or visual format. Conducted under test conditions. The stimulus may contain more than one input source (e.g., written and visual content). Teacher and learners may negotiate at the beginning of the module which remaining topic will be used for each of elements 2 and 3. (Free Time / Travel and transport).
- an extended response demonstrating learner's capacity to create French to convey information, ideas and opinions about events in the past. Teacher and learners may negotiate at the beginning of the module which remaining topic will be used for each of elements 2 and 3. (Free Time / Travel and transport).

Learning Outcomes: Learning Outcomes 1, 2, 3 6
Description: Extended response in multimodal format: Max 5 minutes

- Short responses: Max. 10 responses (100 words)
- Extended response in French: max 150 words plus max 200 words in French and English

Timing:

- Element 1: Any appropriate time during the module, providing learners have been introduced to sufficient module content, knowledge and skills to complete the task.
- Elements 2 and 3: Last two weeks of the module.

External agencies: N.A.
Relevant criteria

- Criterion 1
- Criterion 2
- Criterion 3
- Criterion 6

Appendix 4 – General Capabilities and Cross-Curriculum Priorities

Learning across the curriculum content, including the cross-curriculum priorities and general capabilities, assists students to achieve the broad learning outcomes defined in the *Alice Springs (Mparntwe) Education Declaration (December 2019).*

General Capabilities:

The general capabilities play a significant role in the Australian Curriculum in equipping young Australians to live and work successfully in the twenty-first century.

In the Australian Curriculum, capability encompasses knowledge, skills, behaviours and dispositions. Students develop capability when they apply knowledge and skills confidently, effectively and appropriately in complex and changing circumstances, in their learning at school and in their lives outside school.

The general capabilities include:

- Critical and creative thinking
- Ethical understanding
- Information and communication technology capability
- Intercultural understanding
- Literacy
- Numeracy
- Personal and social capability

Cross-Curriculum Priorities:

Cross-curriculum priorities enable students to develop understanding about and address the contemporary issues they face, for their own benefit and for the benefit of Australia as a whole. The priorities provide national, regional and global dimensions which will enrich the curriculum through development of considered and focused content that fits naturally within learning areas. Incorporation of the priorities will encourage conversations between students, teachers and the wider community.

The cross-curriculum priorities include:

- Aboriginal and Torres Strait Islander Histories and Cultures
- Asia and Australia's Engagement with Asia
- Sustainability

Appendix 5 – Glossary

- A central glossary will be added to the final draft of the course for consultation.

Appendix 6 – Content Elaborations

Module 1

Vocabulary:

- animals
- numbers
- colours
- body parts – e.g. to describe length of hair etc…
- family
- days of the week
- date

Language structures:

- personal pronouns (je, tu, il, elle, on, nous, vous, ils, elles)
- Grammatical gender: masculine and feminine
- Informal and formal forms of address
- Plural forms of nouns
- Cardinal numbers 1-100
- Ordinal numbers for use with dates (e.g. le premier mai)
- Common regular verbs in -er- re and -Ir- regular.
- Common verbs in -er- re and -ir with stem changes (e.g. nous mangeons)
- Common irregular verbs (avoir, être, aller, faire, venir mettre, voir, boire, dire)

- Negation with verbs (e.g. je ne fume pas)
- Definite and indefinite articles
- Partitive article (e.g. des soeurs, du sucre)
- Partitive article in negations (e.g. je n'ai pas de frères)
- interrogatives (what), (where), (what kind of), (when)
- interrogatives (How/what)
- Regular formation and position of adjectives (e.g. une voiture rouge)
- Adjectives that commonly precede nouns (including beau, vieux and nouveau)
- Adjectives agreements with nouns (e.g. une pomme verte)
- Simple prepositions (e.g. de, dans, à, avec, pour, sur, sous)
- Possessive adjectives – form and uses, (e.g. mon livre, ma pomme, mon école)
- Sentence connectors: (et)

Module 2

Vocabulary:

- Time including the 24 hour clock
- school/ school subjects/school items
- daily routine
- jobs
- means of transport.
- Seasons/ weather including common weather expressions
- Food

Language Structures:

- Demonstrative adjectives (e.g. ce travail, cette école, cet homme, ces livres)
- Time
- like/dislike + infinitives (e.g. j'aime danser, je déteste, je préfère, je n'aime pas)
- Verbs related to transport (e.g. je prends le bus, composter un billet)
- Modal verbs (pouvoir, vouloir, devoir with infinitives e.g. je dois faire mes devoirs)
- Reflexive verbs-present tense- (e.g. je me lave, je me lave les cheveux)
- Negative constructions in present tense (e.g. ne..plus, ne..rien ,ne… jamais, ne..pas du tout)
- Adjectives in comparisons (e.g. il est plus, moins, aussi grand que sa soeur)
- Use of "on" (e.g. on va au cinema, on y va)
- Prepositions + definite article (e.g. au, à la, à l', aux)
- Savoir and connaître (e.g. je sais conduire, je connais Marie)
- Question forms (e.g. est-ce qu'il va en ville?, il va en ville? Va-t-il en ville?)

* Incidental, for recognition

Module 3

Vocabulary:

- names of places, countries, cities
- sports and hobbies
- fashion (clothing)
- the Arts
- places (mountain, river, sea/beach, city/house)
- Directions

- environment
- travel

Language structures:

- prepositions used with countries and cities (e.g. je vais à Paris en France)
- Adverbial prepositions (e.g. en face de, entre, à côté de, à droite, à gauche)
- direct object pronouns (me, te ,le l', la , nous, vous, les)
- Indirect pronouns*
- Perfect tense with avoir and common irregular past participles
- Perfect tense with être including reflexive verbs
- Futur proche (e.g. je vais partir)
- Future tense of common and some irregular verbs (e.g. J'irai, je serai)
- Time phrases (e.g. je fais du golf depuis 5 ans, j'ai attendu pendant 3 heures, il attendra pour une heure)
- Sentence connectors: (puis, parce que)
- Relative pronoun que (e.g. le pays que je veux visiter)
- Conditionals* – (only je voudrais for active use).

* Incidental, for recognition

Appendix 7 – Further guidance: text types, types of writing and dictionary use

Text types

The following text types apply to all modules of *French* Level 2. Teachers will select text types for each module based on the knowledge, skills, experience and interests of learners. Learners will be expected to be able to use the text types listed below in assessment tasks.

- Biography
- Blog post
- Email
- Invitation
- Journal / diary entry
- Message/note
- Brochure
- Script of a speech
- Transcript of an interview
- Informal letter

Types of writing

Teacher-developed tasks for Criterion 3 and Criterion 6:

- Will include Purpose, Context, Process, Product and Audience
- May be personal, informative, descriptive, persuasive, reflective, imaginative, individually or a combination of these.

Dictionaries

Learners are encouraged to use monolingual and / or bilingual dictionaries. Use of dictionaries is part of a range of strategies that learners can apply in order to:

- learn to mediate between languages
- reflect on language use
- understand the context for language use
- understand language as a system
- understand the limitations of resources and technologies.

[…] Effective dictionary use is a skill that assists students to develop critical thinking skills, strategies for accurately confirming meaning and creating interest to engage an audience. It is expected that teachers will help students to develop the necessary skills and confidence to use dictionaries effectively. (DRAFT CCAFL Framework, for review March 2021).