

# Discipline-based Study

# Languages

## French 2

COURSE DOCUMENT

PHASE 4  
DRAFT FOR  
CONSULTATION



Catholic  
Education  
Tasmania



INDEPENDENT  
SCHOOLS  
TASMANIA

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## French, 150 hours - Level 2

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

### Focus Area – Discipline-based Study

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.

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:

- using the three module concepts of Identity, Responsibility and Legacy<sup>1</sup> to learn vocabulary and structures for reading, writing, speaking, viewing and listening to French language (specialist knowledge)
- applying grammar structures to convey meaning in spoken and written language (theories)
- exploring aspects of culture through the concepts for each module and reflecting on similarities and differences between their own and those of French-speaking countries and regions (concepts)
- building strategies for learning a language so that they become independent learners(methodology)

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<sup>1</sup> Drawn from the Common Curriculum and Assessment Framework for Languages DRAFT June 2021.

- using appropriate terms to discuss their own language and the French language (terminology).

## Rationale

*French* Level 2 enables personal empowerment and intercultural understanding. It allows learners to develop the ability to communicate in an additional language and provides them with opportunities to reflect on their own first language, culture and heritage. French is spoken and taught on every continent and is a major language required for employment in many international organisations. Learning French extends Tasmanian students' intercultural competence and develops knowledge, skills and understandings that will allow them to function successfully in the ever-changing world of the twenty-first century. The study of French 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 in Tasmania, in the wider Australian community and globally.

The course provides access to *French* Level 3 and also gives students the opportunity to develop metacognitive and metalinguistic skills. The significant shared origins of French and English can help Tasmanian students improve their literacy skills. The skills learned in French can also be transferred to all other languages offered as part of Years 9 to 12 Education.

Learners who are able to communicate in French and engage with French culture will be able to contribute to Tasmanian society and the economy through such areas as the arts, business, foreign affairs, sector-specific European Union trade, education, technology, hospitality and tourism in coming decades. These skills may provide students with a range of opportunities for personal, vocational and professional growth<sup>2</sup>.

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 is built on 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 flexible range of learning opportunities suited to their level of readiness, interests and aspirations.

## Learning Outcomes

On successful completion of this course learners will be able to:

1. analyse and respond to spoken texts presented in basic French
2. communicate in basic spoken French to exchange information, opinions, ideas and experiences
3. analyse and respond to written texts presented in basic French
4. communicate in basic written French to express information, opinions, ideas and experiences
5. analyse and integrate information from spoken, visual and written sources to create mono- and multimodal responses in basic French and English that demonstrate an awareness of language as a system
6. use basic French language to engage with the concept of Identity, demonstrating self-management skills and intercultural understanding

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<sup>2</sup> Drawn from the rationale for the Common Curriculum and Assessment Framework for Languages DRAFT June 2021.

7. use basic French language to engage with the concept of Responsibility, demonstrating self-management skills and intercultural understanding
8. use basic French language to engage with the concept of Legacy, demonstrating self-management skills and intercultural understanding.

## Integration of General Capabilities and Cross-Curriculum Priorities

The general capabilities addressed specifically in this course are:

- Critical and creative thinking 
- Intercultural understanding 
- Literacy 
- Personal and social capability 

## Course Description

*French* Level 2 enables students to communicate in basic French and develop an understanding of French language and culture. They will make comparisons between their own lives and those of French-speaking teenagers.

Students will learn to use basic vocabulary and structures to read, write, speak, view and listen to French. They will be able to talk about themselves, their family, friends, daily routine, school life, part-time employment, the media, travel, past experiences and their plans for the future. They will work individually, in pairs and small groups and will have the opportunity to investigate aspects of French culture.

Students will explore personal, community and global perspectives and build the skills to make social, cultural and economic contributions through their knowledge of the French language and interest in French-speaking communities.

## Pathways

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

Pathways out: The *French* Level 2 course provides a pathway to the *French* Level 3 course.

## Course Requirements

### Access

No prior knowledge of French is required for participation in this course. Access to the course is restricted to learners for whom French is an additional language.

### Resource requirements

There are no resource requirements for this course.

## Course Structure and Delivery

### Structure

This course consists of three 50-hour modules.

Module 1: Identity

Module 2: Responsibility

## Module 3: Legacy

### Delivery

The three modules must be delivered in order (1, 2, 3).

## Course Content

### Module 1 - Identity

- Concept: Identity
- Topics: Self, Family Relationships, Friendship
- Perspectives: Personal, Community, Global
- Content: refer to Appendix 6

### Module 1 Learning Outcomes

The following Learning Outcomes are a focus of this module:

1. analyse and respond to spoken texts presented in basic French
2. communicate in basic spoken French to exchange information, opinions, ideas and experiences
3. analyse and respond to written texts presented in basic French
4. communicate in basic written French to express information, opinions, ideas and experiences
5. analyse and integrate information from spoken, visual and written sources to create mono- and multimodal responses in basic French and English that demonstrate and an awareness of language as a system
6. use basic French language to engage with the concept of Identity, demonstrating self-management skills and intercultural understanding.

### 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 interact with others and communicate about themselves in culturally and linguistically appropriate ways.

Learners will be able to demonstrate an understanding that:

- communication in an additional language requires the capacity to critically apply knowledge and skills in culturally, linguistically and ethically 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 the 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, second and third person singular possessive constructions
- present tense of common verb constructions (common irregular constructions as vocabulary items as necessary)
- negative construction of common present tense forms

- formulaic expressions as vocabulary 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
- use elements of the language to communicate with and about their friends
- inquire 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 and friends
- 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 spoken, written and visual texts, role play and opportunities, where possible, to engage with other speakers of French, both in and outside the classroom.

### Module 1 Work Requirements Summary

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 responses and one (1) extended response as work requirements.

See Appendix 3 for the full specifications of the Work Requirements of this course.

### Module 1 Assessment

This module has a focus on criteria 1, 2, 3, 4, 5 and 6.

### Module 2 - Responsibility

Module 2 assumes a knowledge of the language identified in Module 1.

- Concept: Responsibility
- Topics: Home Life and Daily Routine, Community, Education, Part-time Employment
- Perspectives: Personal, Community, Global
- Content: refer to Appendix 6

### Module 2 Learning Outcomes

The following Learning Outcomes are a focus of this module:

1. analyse and respond to spoken texts presented in basic French
2. communicate in basic spoken French to exchange information, opinions, ideas and experiences
3. analyse and respond to written texts presented in basic French
4. communicate in basic written French to express information, opinions, ideas and experiences
5. analyse and integrate information from spoken, visual and written sources to create mono- and multimodal responses in basic French and English that demonstrate an awareness of language as a system

7. use basic French language to engage with the concept of Responsibility, demonstrating self-management skills and intercultural understanding.

### 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 explore 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, linguistically and ethically 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, community and school roles and expectations in their 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 employment for young people in Australia and for their peers in French-speaking countries and communities may vary significantly.

### *Key knowledge:*

Learners will be able to use:

- vocabulary for family activities, including daily routine, roles and responsibilities
- vocabulary and phrases to talk about the local community
- vocabulary and phrases to talk about school and learning
- vocabulary and phrases to talk about part-time employment
- comparative structures
- present tense of common verb constructions (common irregular constructions as vocabulary items as necessary)
- formulaic 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
- describe their physical community and their engagement in the community
- explain responsibilities at school, attitudes to aspects of education and learning etc
- describe and use language about part-time employment
- enquire about such information
- enquire about and share information about their peers in French-speaking communities, especially duties and roles within the family, education, the community and part-time employment
- analyse and respond to information about family, daily life, education and part-time employment.

Learners will develop key knowledge, skills and understandings through using spoken, written and visual texts, role play and opportunities, where possible, to engage with other speakers of French, both in and outside the classroom.

### Module 2 Work Requirements Summary

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 responses and two (2) extended responses as work requirements.

See Appendix 3 for the full specifications of the Work Requirements of this course.

### Module 2 Assessment

This module has a focus on criteria 1, 2, 3, 4, 5 and 7.

### Module 3 - Legacy

Module 3 assumes a knowledge of the language identified in Modules 1 and 2.

- Concept: Legacy
- Topics: Leisure Time, the Arts, Entertainment, Media, Sport and Travel
- Perspectives: Personal, Community, Global
- Content: refer to Appendix 6

### Module 3 Learning Outcomes

The following Learning Outcomes are a focus of this module:

1. analyse and respond to spoken texts presented in basic French
2. communicate in basic spoken French to exchange information, opinions, ideas and experiences
3. analyse and respond to written texts presented in basic French
4. communicate in basic written French to express information, opinions, ideas and experiences
5. analyse and integrate information from spoken, visual and written sources to create mono- and multimodal responses in basic French and English that demonstrate an awareness of language as a system
8. use basic French language to engage with the concept of Legacy, demonstrating self-management skills and intercultural understanding.

### 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, media, 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, linguistically and ethically appropriate ways
- languages have similarities and differences in the way they are structured

- culture plays an integral part when communicating in an additional language
- 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
- the role and nature of leisure varies across cultures
- culture influences the arts, entertainment and media and shapes the role that they play in young people's lives
- attitudes to travel 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:

- structures to talk about themselves and other people, places and events in the past
- 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)
- formulaic expressions as vocabulary items.

#### *Key skills:*

Learners will be able to:

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

Learners will develop key knowledge, skills and understandings through using spoken, written and visual texts, role play and opportunities, where possible, to engage with other speakers of French, both in and outside the classroom.

#### Module 3 Work Requirements Summary

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 the full specifications of the Work Requirements of this course.

#### Module 3 Assessment

This module has a focus on criteria 1, 2, 3, 4, 5 and 8.

## 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         |
|----------------|------------------|------------------|------------------|
| Criteria Focus | 1, 2, 3, 4, 5, 6 | 1, 2, 3, 4, 5, 7 | 1, 2, 3, 4, 5, 8 |

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

1. analyse and respond to basic spoken French
2. communicate in basic spoken French
3. analyse and respond to basic written French
4. communicate in basic written French
5. analyse and integrate information in basic French from multiple texts to create written responses
6. use basic French to engage with the concept of Identity
7. use basic French to engage with the concept of Responsibility
8. use basic French to engage with the concept of Legacy

## Standards

Criterion 1: analyse and respond to basic spoken French

Based on the language and structures in this Level 2 course, the learner listens to basic spoken French and:

| Standard Element      | Rating C  | Rating B   | Rating A   |
|-----------------------|---|--|--|
| E1 – general ideas    | identifies, analyses and responds to a limited range of general ideas on a limited range of familiar topics in spoken French† | identifies, analyses and responds to a range of general ideas on a range of familiar topics in spoken French | consistently and accurately identifies, analyses and responds to general ideas on a wide range of familiar topics in spoken French |
| E2 – specific details | identifies, analyses and responds to limited specific details expressed in spoken French.                                     | identifies, analyses and responds to specific details expressed in spoken French.                            | identifies, analyses and responds to a wide range of specific details expressed in spoken French.                                  |

†Spoken French may include, but is not limited to: single speakers, conversations, computer-generated voice, recordings, live production.

Criterion 2: communicate in basic spoken French

Based on the language and structures in this Level 2 course, the learner communicates in basic spoken French and:

| Standard Element                                      | Rating C   | Rating B  | Rating A   |
|---|--|---|--|
| E1 – range and relevance of vocabulary and structures | uses a limited range of vocabulary and repeats simple structures in speaking about familiar topics             | uses a range of vocabulary and a range of simple structures in speaking about familiar topics                         | uses a wide range of relevant vocabulary and simple and complex structures in speaking about familiar topics       |
| E2 – accuracy of structures                           | uses a range of simple structures with frequent errors. Makes frequent errors if using more complex structures | uses a range of simple structures with some errors and makes some errors in more complex structures                   | uses a range of simple structures with few errors and makes occasional errors in more complex structures           |
| E3 – delivery   | Errors frequently interfere with meaning.  | demonstrates clear and accurate delivery of a range of language. Errors do not significantly interfere with meaning†. | demonstrates clear and accurate delivery of a wide range of language. Minor errors do not interfere with meaning†. |

| Standard Element                           | Rating C   | Rating B   | Rating A   |
|--|--|--|--|
| E4 – fluency of responses                  | responds with frequent hesitation when using familiar language and topics and may rely on assistance from the interlocutor to respond                                | responds cohesively when using familiar, pre-learned structures, but may hesitate when using less familiar language and topics   | responds spontaneously, effectively and cohesively on a wide range of familiar topics                            |
| E5 – communication strategies <sup>§</sup> | sustains interaction on a limited range of familiar topics by using well-rehearsed language and frequently relying on the interlocutor for assistance <sup>‡</sup> . | sustains interaction on a range of familiar topics using a range of communication strategies although there may be occasional reliance on the interlocutor for assistance. | consistently sustains interaction on a broad range of familiar topics using a range of communication strategies. |

<sup>†</sup> Consider pronunciation, stress and intonation.

<sup>‡</sup> Assistance may include, but is not limited to: the student asking for repetition or translation, self-correction, asking if something is correct, gesturing to convey information, pointing to provide a response

<sup>§</sup> Communication strategies may include, but are not limited to: the student initiating an exchange, asking questions, checking for meaning, using discourse markers (filler words), expressing reactions

Criterion 3: analyse and respond to basic written French

Based on the language and structures in this Level 2 course, the learner:

| Standard Element      | Rating C   | Rating B   | Rating A   |
|-----------------------|--|--|--|
| E1 – general ideas    | identifies, analyses and responds to a limited range of general ideas on a limited range of familiar topics in written French <sup>†</sup> | identifies, analyses and responds to a range of general ideas on a range of familiar topics in written French <sup>†</sup> | identifies, analyses and responds to general ideas on a wide range of familiar topics in written French <sup>†</sup> |
| E2 – specific details | identifies, analyses and responds to a limited number of specific details expressed in written French <sup>†</sup> .                       | identifies, analyses and responds to some specific details expressed in written French <sup>†</sup> .                      | identifies, analyses and responds to a wide range of specific details expressed in written French <sup>†</sup> .     |

<sup>†</sup> Written French may include, but is not limited to: printed, handwritten, online, personal, public, mass communications.

Criterion 4: communicate in basic written French

Based on the language and structures in this Level 2 course, the learner:

| Standard Element                                      | Rating C  | Rating B   | Rating A   |
|---|---|--|--|
| E1 – range and relevance of vocabulary and structures | uses a limited range of vocabulary and a limited range of simple structures in communicating about familiar topics                                    | uses a range of vocabulary and a range of simple structures and some complex structures in communicating about familiar topics | uses a wide range of relevant vocabulary and simple and complex structures in communicating about familiar topics            |
| E2 – accuracy of structures                           | uses a range of structures with frequent errors and makes frequent errors if using more complex structures  | uses a range of structures with some errors and makes some errors in more complex structures                                   | uses a range of structures with few errors and makes occasional errors in more complex structures                            |
| E3 – orthography                                      | uses correct spelling, including accents, for high-frequency words and phrases. Basic punctuation is correct. Errors in spelling often impede meaning | uses correct spelling, including accents, for high-frequency words. Punctuation is correct. Errors seldom impede meaning       | uses correct spelling, including accents. Uses a range of punctuation to enhance meaning. Minor errors do not impede meaning |
| E4 – context, purpose and audience                    | creates a response that is relevant to context or purpose or audience.  | creates a response that is relevant to two of: context, purpose or audience.   | creates a response that is relevant to context, purpose and audience.  |

Criterion 5: analyse and integrate information in basic French from multiple texts to create written responses

Based on the language and structures in this Level 2 course, the learner:

| Standard Element                                | Rating C  | Rating B  | Rating A   |
|---|---|---|--|
| E1 – analysis of information to complete a task | analyses at least two texts in French from different modes <sup>†</sup> and identifies a limited range of information and ideas | analyses at least two texts in French from different modes <sup>†</sup> and identifies a range of information and ideas | analyses at least two texts in French from different modes <sup>†</sup> and identifies a wide range of information and ideas |

| Standard Element  | Rating C  | Rating B   | Rating A  |
|---|---|--|---|
| E2 – synthesis of information and creation of a response text <sup>‡</sup> in English | synthesises a limited range of relevant information from at least two different modes to create a response text <sup>‡</sup> in English   | synthesises a range of relevant information from at least two different modes to create a response text <sup>‡</sup> in English  | synthesises a wide range of relevant information from at least two different modes to create a response text <sup>‡</sup> in English.                                 |
| E3 – reflection on language as a system   | identifies limited examples in French of similarities and differences between French and English<br><br>Provides limited depth to reflections in English about French as a language system. | describes a range of examples of similarities and differences between French and English and provides depth to reflections in English about French as a language system. | explains a broad range of examples of similarities and differences between French and English and reflects insightfully in English about French as a language system. |

<sup>†</sup>A mode can be: spoken, written, visual, multimodal.

<sup>‡</sup>The response text can be in any mode.

Criterion 6: use basic French to engage with the concept of Identity

Based on the language and structures in Module 1 of this Level 2 course, the learner:

| Standard Element              | Rating C   | Rating B   | Rating A  |
|-------------------------------|--|--|---|
| E1 – use of relevant language | recognises <sup>†</sup> and produces <sup>‡</sup> a limited range of the French vocabulary and structures required to engage with the concept of Identity in French language and culture   | recognises and produces a range of the French vocabulary and structures required to engage with the concept of Identity in French language and culture   | recognises and produces a wide range of the French vocabulary and structures required to engage with the concept of Identity in French language and culture   |
| E2 – self-management skills   | maintains task focus for limited periods of time <sup>§</sup> and/or uses a limited range of strategies <sup>¶</sup> to manage and self-check language for the concept of Identity and/or differentiates the information, images, ideas and words of others from the learner's own | maintains task focus for agreed periods of time <sup>§</sup> and/or uses a range of strategies to manage and self-check language for the concept of Identity and/or differentiates the information, images, ideas and words of others from the learner's own | maintains task focus consistently <sup>§</sup> and/or uses a wide range of strategies to manage and self-check language for the concept of Identity and/or differentiates the information, images, ideas and words of others from the learner's own as directed |

| Standard Element                 | Rating C  | Rating B  | Rating A   |
|----------------------------------|---|---|--|
| E3 – intercultural understanding | demonstrates limited depth to reflections in English when comparing the concept of Identity in French and Australian language and culture. Uses a limited range of relevant examples in French to support reflections in English. | demonstrates depth to reflections in English when comparing the concept of Identity in French and Australian language and culture. Uses a range of relevant examples in French to support reflections in English. | demonstrates insightful reflection in English when comparing the concept of Identity in French and Australian language and culture. Uses a wide range of examples in French to support reflections in English. |

† demonstrated through the macroskills of listening and reading

‡ demonstrated through the macroskills of speaking and writing

§ Considerations may include, but are not limited to the choice of strategies, completion of tasks related to Identity, adherence to deadlines, timelines etc.

◊ Strategies may include, but are not limited to: consideration of paper or electronic dictionaries, translation technologies, awareness of point of view, ethical strategies for translating and checking accuracy, development of personalised rote-learning techniques

Criterion 7: use basic French to engage with the concept of Responsibility

Based on the language and structures in Module 2 of this Level 2 course, the learner:

| Standard Element              | Rating C   | Rating B   | Rating A  |
|-------------------------------|--|--|---|
| E1 – use of relevant language | recognises <sup>†</sup> and produces <sup>‡</sup> a limited range of the French vocabulary and structures required to engage with the concept of Responsibility in French language and culture   | recognises and produces a range of the French vocabulary and structures required to engage with the concept of Responsibility in French language and culture   | recognises and produces a wide range of the French vocabulary and structures required to engage with the concept of Responsibility in French language and culture   |
| E2 – self-management skills   | maintains task focus for limited periods of time <sup>§</sup> and/or uses a limited range of strategies <sup>◊</sup> to manage and self-check language for the concept of Responsibility and/or differentiates the information, images, ideas and words of others from the learner's own | maintains task focus for agreed periods of time <sup>§</sup> uses a range of strategies to manage and self-check language for the concept of Responsibility differentiates the information, images, ideas and words of others from the learner's own | maintains task focus consistently <sup>§</sup> and/or uses a wide range of strategies to manage and self-check language for the concept of Responsibility and/or differentiates the information, images, ideas and words of others from the learner's own as directed |

| Standard Element                 | Rating C  | Rating B  | Rating A   |
|----------------------------------|---|---|--|
| E2 – intercultural understanding | demonstrates limited depth to reflections in English when comparing the concept of Responsibility in French and Australian language and culture. Uses a limited range of relevant examples in French to support reflections in English. | demonstrates depth to reflections in English when comparing the concept of Responsibility in French and Australian language and culture. Uses a range of relevant examples in French to support reflections in English. | demonstrates insightful reflection in English when comparing the concept of Responsibility in French and Australian language and culture. Uses a wide range of examples in French to support reflections in English. |

† demonstrated through the macroskills of listening and reading

‡ demonstrated through the macroskills of speaking and writing

§ Considerations may include, but are not limited to the choice of strategies, completion of tasks related to Identity, adherence to deadlines, timelines etc.

◇ Strategies may include, but are not limited to: consideration of paper or electronic dictionaries, translation technologies, awareness of point of view, ethical strategies for translating and checking accuracy, development of personalised rote-learning techniques

Criterion 8: use basic French to engage with the concept of Legacy

Based on the language and structures in Module 3 of this Level 2 course, the learner:

| Standard Element              | Rating C   | Rating B   | Rating A  |
|-------------------------------|--|--|---|
| E1 – use of relevant language | recognises <sup>†</sup> and produces <sup>‡</sup> a limited range of the French vocabulary and structures required to engage with the concept of Legacy in French language and culture | recognises and produces a range of the French vocabulary and structures required to engage with the concept of Legacy in French language and culture | recognises and produces a wide range of the French vocabulary and structures required to engage with the concept of Legacy in French language and culture |

| Standard Element                 | Rating C   | Rating B   | Rating A   |
|----------------------------------|--|--|--|
| E2 – self-management skills      | maintains task focus for limited periods of time <sup>§</sup> and/or uses a limited range of strategies <sup>§</sup> to manage and self-check language for the concept of Legacy and/or differentiates the information, images, ideas and words of others from the learner's own | maintains task focus for agreed periods of time <sup>§</sup> and/or uses a range of strategies to manage and self-check language for the concept of Legacy and/or differentiates the information, images, ideas and words of others from the learner's own | maintains task focus consistently <sup>§</sup> and/or uses a wide range of strategies to manage and self-check language for the concept of Legacy differentiates the information, images, ideas and words of others from the learner's own as directed |
| E3 – intercultural understanding | demonstrates limited depth to reflections in English when comparing the concept of Legacy in French and Australian language and culture. Uses a limited range of relevant examples in French to support reflections in English.  | demonstrates depth to reflections in English when comparing the concept of Legacy in French and Australian language and culture. Uses a range of relevant examples in French to support reflections in English.  | demonstrates insightful reflection in English when comparing the concept of Legacy in French and Australian language and culture. Uses a wide range of examples in French to support reflections in English.   |

<sup>†</sup> demonstrated through the macroskills of listening and reading

<sup>‡</sup> demonstrated through the macroskills of speaking and writing

<sup>§</sup> Considerations may include, but are not limited to the choice of strategies, completion of tasks related to Legacy, adherence to deadlines, timelines etc.

<sup>§</sup> Strategies may include, but are not limited to: consideration of paper or electronic dictionaries, translation technologies, awareness of point of view, ethical strategies for translating and checking accuracy, development of personalised rote-learning techniques

## Quality Assurance

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

## Qualifications and Award Requirements

### Level 2

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

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

EXCEPTIONAL ACHIEVEMENT (EA)

6 'A' ratings, 2 'B' ratings

HIGH ACHIEVEMENT (HA)

3 'A' ratings, 4 'B' ratings, 1 'C' rating

COMMENDABLE ACHIEVEMENT (CA)

4 'B' ratings, 3 'C' ratings

SATISFACTORY ACHIEVEMENT (SA)

6 'C' ratings

PRELIMINARY ACHIEVEMENT (PA)

4 'C' ratings

A learner who otherwise achieves the rating for a CA (Commendable Achievement) or SA (Satisfactory Achievement) award but who fails to show any evidence of achievement in one or more criteria ('z' notation) will be issued with a PA (Preliminary Achievement) award.

## Course Evaluation

- This will be confirmed at time of accreditation.

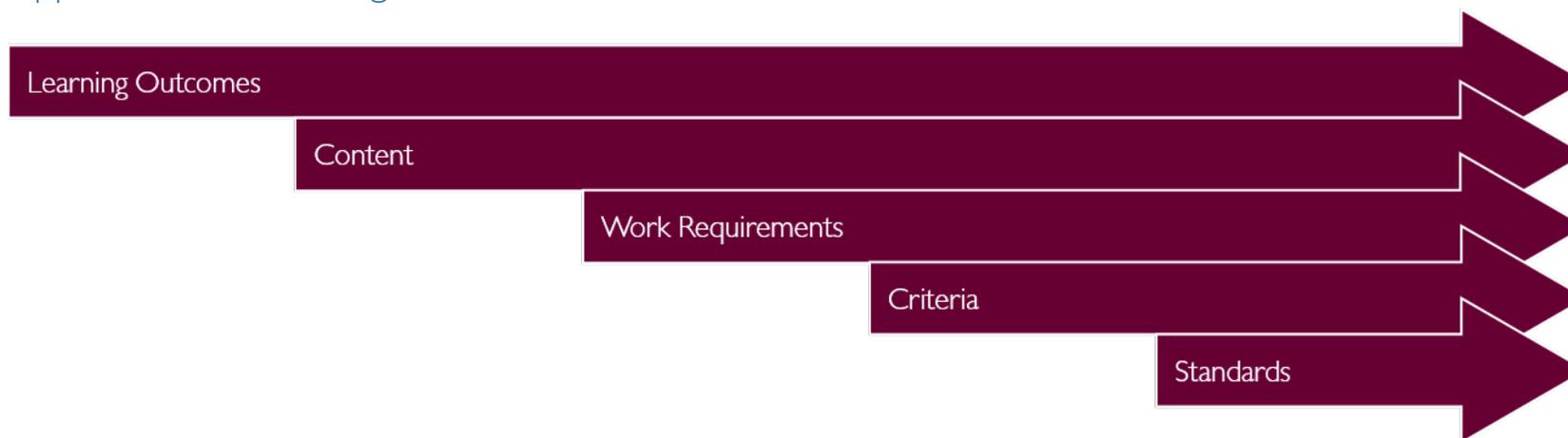
## Course Developer

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 I - Line of Sight



| Learning Outcomes   | Course Content | Work Requirements | Criteria | Standards       | General Capabilities (GC) |
|---|----------------|-------------------|----------|-----------------|---------------------------|
| 1. Analyse and respond to spoken texts presented in basic French  | Module 1, 2, 3 | Module 3          | C 1      | E 1, 2          | GC:<br>                   |
| 2. Communicate in basic spoken French to exchange information, opinions, ideas and experiences  | Module 1, 2, 3 | Module 1          | C 2      | E 1, 2, 3, 4, 5 | GC:<br>                   |
| 3. Analyse and respond to written texts presented in basic French   | Module 1, 2, 3 | Module 2          | C 3      | E 1, 2          | GC:<br>                   |
| 4. Communicate in basic written French to express information, opinions, ideas and experiences  | Module 1, 2, 3 | Module 2, 3       | C 4      | E 1, 2, 3, 4    | GC:<br>                   |
| 5. Analyse and integrate information from spoken, visual and written sources to create mono- and multimodal responses in basic French and English that demonstrate an awareness of language as a system | Module 1, 2, 3 | Module 1, 2, 3    | C 5      | E 1, 2, 3       | GC:<br>                   |
| 6. Use basic French language to engage with the concept of Identity, demonstrating self-management skills and intercultural understanding   | Module 1, 2, 3 | Module 1          | C 6      | E 1, 2, 3       | GC:<br>                   |

|   |          |          |     |           |  |
|---|----------|----------|-----|-----------|--|
| 7. Use basic French language to engage with the concept of Responsibility, demonstrating self-management skills and intercultural understanding | Module 2 | Module 2 | C 7 | E 1, 2, 3 | GC:<br>    |
| 8. Use basic French language to engage with the concept of Legacy, demonstrating self-management skills and intercultural understanding         | Module 3 | Module 3 | C 8 | E 1, 2, 3 | GC:<br>    |

## Appendix 2 - Alignment to Curriculum Frameworks

*French* Level 2 draws on the following aspects of the Combined Curriculum and Assessment Framework for Languages (CCAFL) DRAFT June 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: Interact in [Language], Analyse [Language], Create meaning in [Language]
- Knowledge and skills to be assessed: reading, writing, speaking, viewing and listening to [Language].
- Content: learning [Language], using [Language] and mediating between [Language]-speaking communities and Australian cultural contexts
- The interrelationship between language and culture and the importance of the link between culture and effective communication
- The development of the capacity for ongoing reflection about languages and cultures, including the learner's own and those of others
- The development of an understanding of language as a system and reflection on how language is used in different contexts and may vary between different individuals and groups

## Appendix 3 - Work Requirements

### Module 1 Work Requirements Specifications

**Focus Area:** Discipline-based Study

**Title of Work Requirement:** Identity – Personal, Community and Global perspectives of the Individual

**Mode /Format:** Set of short responses

**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 as appropriate for individual students and reacting to the learner's responses. Images may be used to prompt responses.

**Size:** Ten short responses

**Timing:** Any appropriate time during the module.

**External agencies:** NA

**Relevant Criterion:** Criterion 2

**Focus Area:** Discipline-based Study

**Title of Work Requirement:** Identity – Self, Family and Friends

**Mode /Format:** Extended Response

**Description:** The learner chooses an aspect of the teacher-allocated topic using authentic materials as appropriate, to research and prepare a multimodal response in French and English to compare and contrast their own situation and that of their peers in French-speaking communities and countries. The teacher provides questions in written or oral form, in French and/or English as appropriate, to inspire the learner's findings and reflections.

**Size:** Extended response – 3-minutes of multimodal presentation plus 2-3 minutes for follow-up questions and maximum 300 words in English with French examples.

**Timing:** any time during the module, provided learners have had enough exposure to the topic chosen for the work requirement.

**External agencies:** NA

**Relevant Criteria:** Criteria 5 and 6

### 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 Employment).

**Focus Area:** Discipline-based Study

**Title of Work Requirement:** Responsibility – Daily life, Education or Part-time Employment

**Mode /Format:** Set of short responses

**Description:**

The teacher provides a set of at least two sources of information in French (authentic as appropriate). At least two sources must each be a different mode. Modes are: visual, spoken, written, multimodal. The sources of information all address one topic from the concept of Responsibility, with a set of short response tasks in English 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:** any time during the module, provided learners have had enough exposure to the topic chosen for the work requirement.

**External agencies:** NA

**Relevant Criteria:** Criterion 3

**Focus Area:** Discipline-based Study

**Title of Work Requirement:** Responsibility – Daily life, Education or Part-time Employment

**Mode /Format:** Extended response

**Description:** The teacher provides a stimulus or stimuli, authentic as appropriate, consisting of written, spoken and/or visual elements in French and/or English, 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 French. 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 analysing.

**Size:** Stimuli maximum sizes: total of 300 words, 1 minute 30 seconds spoken text and, or 3 minutes multimodal sources. Student response:

- approximately 100 words total in French
- approximately 250 words in English and French
- visual text (illustrations and diagrams) as appropriate.

**Timing:** any time during the module, provided learners have had enough exposure to the topic chosen for the work requirement.

**External agencies:** NA

**Relevant Criteria:** Criteria 5 and 7

**Focus Area:** Discipline-based Study

**Title of Work Requirement:** Responsibility – Family and Daily Life, Education or Part-time Employment

**Mode /Format:** Extended response

**Description:** The teacher provides a choice of two stimuli outlining a task that requires the learner to create written French addressing the negotiated topic allocated to this work requirement. The stimulus will be a written question or statement in French and English and may include visual elements to support understanding and generation of ideas. The learner chooses which of the stimuli they will use to create a response in French.

**Size:** Stimulus approximately 40 words maximum. Response approximately 150 words.

**Timing:** At any time during the module, provided learners have had enough exposure to the topic chosen for the work requirement.

**External agencies:** NA

**Relevant Criterion:** Criterion 4

### Module 3 Work Requirements Specifications

**Focus Area:** Discipline-based Study

**Title of Work Requirement:** Legacy – Personal, Community and Global Perspectives

**Mode /Format:**

Folio containing 3 elements:

- Extended response (integrated task)
  - a prepared, extended response in multimodal format and including the use of French language either written or spoken
  - a comparison of at least two items / events / occurrences from the world of the arts, entertainment, media or sport for the target language and culture(s). Stimuli may be drawn from the same or different topics, provided they offer sufficient opportunity for comparison and reflection
  - a concluding conversation with the teacher in which the learner reflects on their research. The majority of the conversation can be conducted in English, but discussion must include consideration of the French language that the learner has engaged with during the research process. A presentation to a group is not a requirement of this task.
- a set of short responses to an unseen stimulus in French in spoken format. Teacher and learners may negotiate at the beginning of the module which remaining topic will be used for each of elements 2 and 3. (Leisure Time / Travel).
- an extended response demonstrating the learner's capacity to create meaning in 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. (Leisure Time / Travel), plus a reflection in English.

**Description:**

- Extended response (integrated task) in multimodal format, including reflections: Maximum 5 minutes
- Short responses: Maximum 10 responses (150 words)
- Extended response in French: Maximum 150 words plus a reflection of maximum 300 words in English with examples in French.

**Timing:**

- Any appropriate times during the module, providing learners have been introduced to sufficient module content, knowledge and skills to complete the task.

External agencies: N.A.

Relevant criteria: Criteria 1, 4, 5 and 8

## 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

| Term   | Definition   | Source Acknowledgement | Course Context   |
|--|--|------------------------|--|
| audience   | The audience is the intended group of readers, listeners or viewers for the task.  | CCAFL                  | Element of criterion 4                                       |
| authentic  | Texts or materials produced for 'real-life' purposes and contexts as opposed to being created specifically for learning tasks or language practice.  | ACARA                  | Relevant to criterion 5, identified in the Work Requirements |
| Combined Curriculum and Assessment Framework for Languages (CCAFL) | The CCAFL Framework (2021) provides the structure and elements that will be common to all Australian CCAFL for students who have typically already studied the language for approximately 200 hours. It represents the foundation for the development of language-specific materials and state-based curriculum and assessment for these CCAFL Languages | CCAFL                  | See Appendix 2   |
| complex sentence   | A sentence with more than one clause. In the following examples, the subordinate clauses are indicated by square brackets: <i>I took my umbrella [because it was raining]; The man [who came to dinner] is my brother.</i>   | ACARA                  | Element of content elaborations                              |
| complex (structure)  | (A grammar structure that is) compound, composite, characterised by an involved combination of parts: <i>J'ai rendu visite à une copine / un copain.</i>   | QCAA                   | Element of content elaborations                              |
| context  | A real, simulated, or imaginary situation. Knowledge of the language as a system and the relationship between language and culture will inform the language used in any given context.   | CCAFL                  | Element of criterion 4                                       |

| Term                         | Definition   | Source Acknowledgement | Course Context  |
|------------------------------|--|------------------------|---|
| create meaning in [Language] | <i>Creating meaning in [Language]</i> refers to any language that students generate themselves in spoken, visual or written form. When creating meaning in [Language], students present information, experiences, opinions and ideas through a range of interactions, text types, styles of writing and media. Creating meaning in [Language] is not limited to particular contexts, purposes or audiences, and includes language for all student products.  | CCAFL                  | One of the CCAFL objectives that shapes this course                                       |
| culture                      | Culture is understood as a framework in which things come to be seen as having meaning. It involves the lens through which:<br>people see, think, interpret the world and experiences<br>make assumptions about self and others<br>understand and represent individual and community identity.<br>Culture involves understandings about norms and expectations, which shape perspectives and attitudes. It can be defined as social practices, patterns of behaviour, and organisational processes and perspectives associated with the values, beliefs and understandings shared by members of a community or cultural group. Language, culture and Identity are understood to be closely interrelated and involved in the shaping and expression of each other. The intercultural orientation to language teaching and learning is informed by this understanding. | ACARA                  | Concept that influences all interaction, analysis and creation in an additional language. |
| cultural conventions         | Common set of norms and established standards shared by members of a group, to which each person is expected to conform  | QCAA                   | Aspect of all criteria  |

| Term                     | Definition   | Source Acknowledgement  | Course Context   |
|--------------------------|--|---|--|
| cultural values          | Common set of beliefs and principles shared by a group   | QCAA  | Aspect of all criteria                                   |
| digital texts            | Audio, visual or multimodal texts produced through digital or electronic technology. They may be interactive and include animations or hyperlinks. Examples of digital texts include DVDs, websites and e-literature.  | ACARA   | Potential source of language for all Outcomes            |
| formulaic language       | Words or expressions which are commonly used in fixed patterns and learned as such without grammatical analysis. For example, <i>J'ai dix-sept ans. Comment vas-tu?</i>  | ACARA   | Definition of entries under module knowledge and content |
| Identity                 | Topics related to the student's personal world, for example, a sense of self, personal values, opinions, ideas, aspirations and relationships with others, individuality and group affiliation as well as aspects of Australian and target language society. | CCAFL   | Concept used as the title for Module 1.                  |
| insightful               | Showing a clear and usually original understanding of a complicated problem or situation.  | <a href="https://dictionary.cambridge.org/dictionary/insightful">https://dictionary.cambridge.org &gt; dictionary &gt; insightful</a> | Criterion 5 element descriptor                           |
| intercultural competence | The ability to think, behave and create meaning to communicate effectively with people across cultures   | CCAFL   | Relates to all criteria                                  |
| language systems         | Elements that organise how a language works, including the systems of signs and rules (phonological, syntactic, semantic and pragmatic) that underpin language use. These systems have to be internalised for effective communication and comprehension.     | ACARA   | Element of criteria 6, 7 and 8                           |

| Term                      | Definition  | Source Acknowledgement | Course Context  |
|---------------------------|---|------------------------|---|
| Legacy                    | Consideration of how people and events influence change, and how people respond to opportunities and challenges; contributions, achievements and Influence of target-language speaking individuals or groups in society.  | CCAFL                  | Concept used as the title for Module 2.                       |
| metalanguage              | A vocabulary used to discuss language conventions and use (for example, language used to talk about grammatical terms such as <i>sentence, clause, conjunction</i> ; or about the social and cultural nature of language, such as <i>face, reciprocating, register</i> .) | ACARA                  | Element of criteria 6, 7 and 8                                |
| mediate between languages | To move between different linguistic and cultural systems, referencing own first language(s)/culture(s) while learning to use and to understand those of the target language.   | CCAFL/ACARA            | Refers to some of the language skills assessed in each module |
| multimodal text           | A text which involves two or more communication modes; for example, the combining of print, image and spoken text in film or computer presentations.  | ACARA                  | Element of criterion 5  |
| purpose                   | The reason for undertaking the task and the aims for communication in a particular context.   | CCAFL                  | Element of criterion 4  |
| Responsibility            | How people manage social responsibilities and influence decisions that affect individuals or groups within society.   | CCAFL                  | Concept used as the title for Module 3.                       |

## Appendix 6 – Content Elaborations

### Module 1 - Identity

#### Vocabulary

##### Category:

- animals
- numbers
- colours
- body parts as appropriate
- e.g. to describe length of hair etc
- family
- days of the week
- date
- greetings, leave-taking

#### Language Structures

| Category       | Sub-category                     | Examples  |
|----------------|----------------------------------|---|
| Pronouns       | personal /subject                | je, tu, il, elle, nous, vous, ils, elles                  |
| Articles       | definite singular / plural       | le, la, l' / les  |
|                | indefinite singular              | Un, une   |
|                | partitive including in negations | du, de la, de l', des<br>Je n'ai pas de frères.           |
| Nouns          | singular                         | common strategies for identifying gender                  |
|                | plural                           | common plural forms plus common irregular (e.g. les yeux) |
| Numbers        | cardinal                         | 1-100   |
|                | ordinal                          | premier, deuxième   |
|                | dates                            | le premier mai, le deux juin etc                          |
| Verbs          | present tense (regular)          | -er, -re, -ir common forms                                |
|                | present tense (irregular)        | avoir, être, aller, faire, venir                          |
|                | negation                         | ne...pas,   |
| Interrogatives | question words                   | quel, où, quand, quelle sorte de...                       |

| Category           | Sub-category                           | Examples                            |
|--------------------|--|-------------------------------------|
|                    | alternative strategies                 | n'est-ce pas? rising tone           |
| Adjectives         | regular form and position              | un blouson noir                     |
|                    | agreement with nouns                   | une pomme verte, deux pommes vertes |
|                    | common adjective that precede nouns    | beau, vieux, nouveau                |
|                    | possessive adjectives                  | mon livre, ta pomme, son école      |
| Prepositions       | common, simple                         | de, dans, à, avec, pour, sur, sous  |
| Conjunctions       | common, simple                         | et, mais                            |
| Formulaic language | forms of address (formal and informal) | tu vs vous, Monsieur, Madame etc    |

## Module 2 - Responsibility

### Vocabulary

#### Category:

- time including the 24-hour clock
- school/ school subjects/school items
- daily routine
- part-time employment
- means of transport.
- seasons/ common weather expressions
- food
- places around the local community

### Language Structures

| Category     | Sub-category                | Examples   |
|--------------|-----------------------------|--|
| Pronouns     | impersonal                  | on: on y va. On va en ville.                     |
| Prepositions | with the definite article   | au, à la, à l', aux                              |
|              | adverbial                   | en face de, entre, à côté de, à droite, à gauche |
| Verbs        | present tense (stem change) | nous mangeons etc                                |
|              | present tense (irregular)   | mettre, voir, boire, dire                        |

| Category           | Sub-category               | Examples  |
|--------------------|----------------------------|---|
|                    | expressing like/dislike    | j'aime danser, je déteste, je préfère, je n'aime pas (+ infinitive) |
|                    | modal                      | pouvoir, vouloir, devoir (+ infinitive)                             |
|                    | reflexive                  | je me lave, je me lave les cheveux                                  |
|                    | negation                   | ne..plus, ne..rien ,ne...jamais, ne..pas du tout                    |
| Interrogatives     | question words             | comment   |
|                    | complex structures         | est-ce qu'il va en ville? Va-t-il en ville?                         |
| Adjectives         | demonstrative              | ce travail, cette école, cet homme, ces livres                      |
|                    | comparative                | il est plus/ moins/ aussi grand que sa soeur.                       |
| Conjunctions       | simple, common             | parce que, puis   |
| Formulaic language | telling the time           | Il est cinq heures et quart.  |
|                    | knowing                    | savoir vs connaître   |
|                    | common weather expressions | Il fait froid. Il y a du brouillard. etc                            |

## Module 3 – Legacy

### Vocabulary

#### Category:

- names of regions, countries, cities
- sports and hobbies
- entertainment and media
- the arts
- places (city, countryside, mountains, sea/beach, etc)
- directions
- travel

Language Structures:

| Category           | Sub-category                 | Examples   |
|--------------------|------------------------------|--|
| Pronouns           | relative                     | que: le pays que je veux visiter...  |
|                    | direct object                | me, te, le l', la, nous, vous, les   |
|                    | indirect object <sup>†</sup> | me (m'), te (t'), lui, nous, vous, leur  |
| Prepositions       | with countries and cities    | Je vais à Paris en France.   |
| Verbs              | perfect tense                | regular with avoir   |
|                    |                              | common irregular with avoir<br>e.g., être, voir, faire, mettre, dire, boire                    |
|                    |                              | regular with être  |
|                    |                              | with être for reflexive verbs <sup>†</sup>   |
|                    | immediate future             | je vais partir   |
|                    | future                       | construction plus common<br>irregular forms (e.g. j'irai, je serai)                            |
|                    | conditional <sup>†</sup>     | only <i>je voudrais</i> for active use   |
| Conjunctions       | simple, common               | parce que, puis  |
| Formulaic language | time                         | Je fais du golf depuis 5 ans.<br>J'ai attendu pendant 3 heures.<br>Il attendra pour une heure. |

<sup>†</sup>incidental use for recognition

## Appendix 7 – Further guidance: text types, styles 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.

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

### Styles of writing

Teacher-developed tasks for Criterion 4 and Criterion 5:

- will include Purpose, Context, Process, Product and Audience
- may be personal, informative, descriptive, 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.

Successful use of dictionaries and translation technologies requires students to understand the characteristics of vocabulary in [Language] and how [Language] is presented in reference texts. 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. (CCAFL Framework, DRAFT June 2021).