

French

| LEVEL 2 | | 15 TCE CREDIT POINTS |
|---------------------------------|-------------|-------------------------|
| COURSE CODE | FRN215123 | |
| COURSE SPAN | 2023 — 2027 | |
| READING AND WRITING STANDARD | NO | |
| MATHEMATICS STANDARD | NO | |
| COMPUTERS AND INTERNET STANDARD | NO | |

This course is current for 2024.

French Level 2 enables learners 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. Learners 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. Learners will explore personal, community and global perspectives and build the skills to make social, cultural and economic contributions using their knowledge of the French language and interest in French-speaking communities.

Discipline-based study

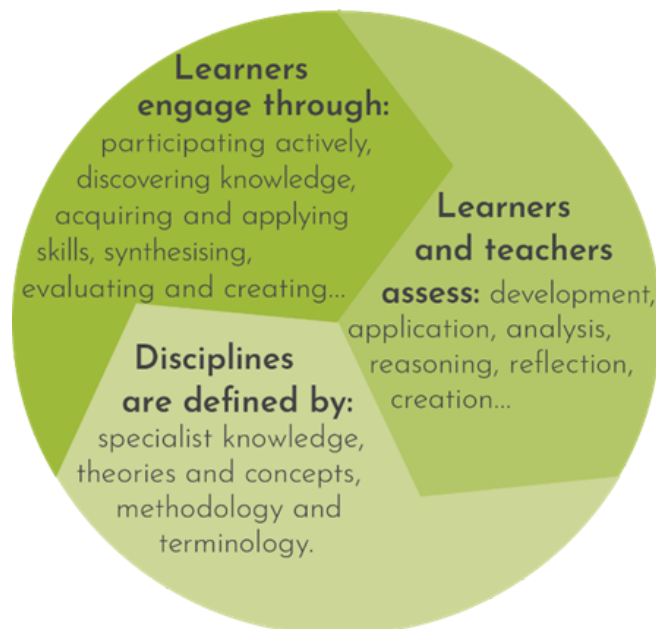
Courses aligned to the [Years 9 to 12 Curriculum Framework](#) belong to one of the five focus areas of Discipline-based study, Transdisciplinary projects, Professional studies, Work-based learning and Personal futures.

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. Learners 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 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 cultures and those of French-speaking countries and regions: concepts
- building strategies for learning a language so that they become independent learners: methodology
- 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 learners' 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 learners the opportunity to develop metacognitive and metalinguistic skills. The significant shared origins of French and English can help Tasmanian learners 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, viticulture, technology, hospitality and tourism in coming decades. These skills may provide learners with a range of opportunities for personal, vocational and professional growth.

The purpose of [Years 9 to 12 Education](#) is to enable all learners 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 learners 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. listen and respond to spoken texts presented in basic French
2. communicate in basic spoken French to exchange information, opinions, ideas and experiences
3. read and respond to written texts presented in basic French
4. communicate in basic written French to express information, opinions, ideas and experiences
5. use learning and management strategies
6. use language to express ideas related to self, family and friends and other concepts related to identity
7. use language to express ideas related to daily life, community, education and work and other concepts related to responsibility
8. use language to express ideas related to personal, community and global perspectives on culture and other concepts related to legacy

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.

Integration of General Capabilities and Cross-curriculum Priorities

The general capabilities addressed specifically in this course are:

- Intercultural understanding
- Literacy

Course Size And Complexity

This course has a complexity level of 2.

For a full description of courses at a complexity level of 2, please refer to the [Levels of Complexity - Tasmanian Senior Secondary Education](#) document.

This course has a size value of 15. Upon successful completion of this course (i.e., a Preliminary Achievement (PA) award or higher), a learner will gain 15 credit points at Level 2 towards the Participation Standard of the Tasmanian Certificate of Education (TCE).

Course Structure

This course consists of three 50-hour modules.

Module 1: Identity

Module 2: Responsibility

Module 3: Legacy

Course Delivery

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

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.

Module 1 - Identity

Learners will develop foundational communication skills in the French Language. In module 1, they will focus on speaking, listening, reading and writing skills related to identity. Identity relates to concepts in the student's world, that include:

- a sense of self, personal values, opinions, ideas, aspirations and relationships with others
- individuality and group affiliation in the community
- a global perspective of Australian and French society.

Learners will:

- use the topics of self, family relationships and friendship to explore the concept of identity.
- share personal, community and global perspectives by exploring French language and culture.

See Appendix 6: Language for all relevant language structures for this module.

Module 1 learning outcomes

The following learning outcomes are a focus of this module:

1. listen and respond to spoken texts presented in basic French
2. communicate in basic spoken French to exchange information, opinions, ideas and experiences
3. read and respond to written texts presented in basic French
4. communicate in basic written French to express information, opinions, ideas and experiences
5. use learning and management strategies
6. use language to express ideas related to self, family and friends and other concepts related to identity

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
- the personal world of their peers in French speaking communities
- the similarities and differences in the way different languages are structured
- how culture plays an integral role when communicating in another language.

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
- be supported to understand the communication skills needed
- understand and use culturally appropriate titles and forms of address
- use specific language to show respect in interpersonal communications.

Learners will develop knowledge, skills and understandings through:

- using spoken, written and visual texts
- role play
- opportunities to engage with other speakers of French

Key knowledge:

- appropriate terms for family members
- adjectives for personal descriptions
- first, second and third person singular possessive constructions
- present tense of relevant verb constructions: common irregular constructions as vocabulary items as necessary
- negative construction of relevant present tense forms
- formulaic expressions as vocabulary items
- culturally relevant language and structures.

Key skills:

- 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.

Module 1 work requirements

This module includes the following work requirements:

- a folio comprised of 1 part:
 - short response: Listen and speak

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, 5 and 6.

Module 2 - Responsibility

Learners will continue to develop foundational communication skills in the French language. In module 2, they will develop speaking, listening, reading and writing skills related to responsibility. Responsibility relates to concepts that include:

- how people manage social responsibilities that affect individuals or groups, such as:
 - family and community responsibilities
 - education commitments
 - obligations as a part-time employee
 - home life and daily routine
 - community

Learners will:

- share personal, community and global perspectives of responsibility
- compare perspectives for themselves and their peers in French-speaking cultures
- explore French language and culture
- See Appendix 6: Language for relevant language structures for this module.

Module 2 learning outcomes

The following learning outcomes are a focus of this module:

1. listen and respond to spoken texts presented in basic French
2. communicate in basic spoken French to exchange information, opinions, ideas and experiences
3. read and respond to written texts presented in basic French
4. communicate in basic written French to express information, opinions, ideas and experiences
5. use learning and management strategies
7. use language to express ideas related to daily life, community, education and work and other concepts related to responsibility

Module 2 content

Learners will develop French language related to daily life, community, education and work. They will:

- apply cultural, linguistic and social knowledge and skills in appropriate ways
- understand the role of culture when communicating in another language
- explore and compare how:
 - family, community and school roles and expectations differ between cultures
 - cultural influences shape the value placed on education in different cultures
 - expectations and obligations around employment may differ between cultures.

Module 2 assumes a knowledge of the French vocabulary and language structures identified in module 1. Learners will further develop knowledge, skills and understandings through:

- using spoken, written and visual texts
- role play
- opportunities, where possible, to engage with other speakers of French

Key knowledge:

- 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 relevant verb constructions: relevant irregular constructions as vocabulary items as necessary
- formulaic expressions as vocabulary items.

Key skills:

- 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
- make comparisons about family activities, daily routine, school and part-time employment
- 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.

Module 2 work requirements

This module includes the following work requirements:

- a folio comprised of 2 parts:
 - short response: Read and write
 - short response: Language and culture.

See Appendix 3 for the full specifications of the work requirements of this course.

Module 2 assessment

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

Module 3 - Legacy

Learners will continue to develop and consolidate foundational communication skills in the French language. In module 3, they will develop speaking, listening, reading and writing skills related to legacy.

Legacy relates to concepts that include:

- how people and events influence change
- how individuals and communities respond to opportunities and challenges
- contributions, achievements and influence of French-speaking individuals or groups in society.

Learners will:

- explore legacy through topics including:
 - leisure time
 - the Arts
 - entertainment and media
 - sport
 - travel
- understand personal, community and global perspectives
- work with vocabulary and structures to explore topics related to past and future experiences and events
- develop knowledge and skills to share their thoughts on topics related to legacy.
- See Appendix 6: Language for all relevant language structures for this module.

Module 3 learning outcomes

The following learning outcomes are a focus of this module:

1. listen and respond to spoken texts presented in basic French
2. communicate in basic spoken French to exchange information, opinions, ideas and experiences
3. read and respond to written texts presented in basic French
4. communicate in basic written French to express information, opinions, ideas and experiences
5. use learning and management strategies
8. use language to express ideas related to personal, community and global perspectives on culture and other concepts related to legacy.

Module 3 content

Learners will develop French language related to personal, community and global perspectives. They will:

- apply cultural, linguistic and social knowledge and skills in appropriate ways
- understand the role of culture when communicating in another language
- explore and compare how:
 - different languages and cultures express the notion of time and ordering of events in different ways
 - different languages have formal mechanisms for seeking and giving opinions
 - the role and type of leisure varies across cultures
 - culture influences the arts, entertainment and media and the role they play in their peers' lives
 - attitudes around travel vary between cultures.

Module 3 assumes a knowledge of the French vocabulary and language structures identified in modules 1 and 2. Learners will consolidate and further develop knowledge, skills and understandings through:

- using spoken, written and visual texts
- role play
- opportunities, where possible, to engage with other speakers of French.

Key knowledge:

- 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; for example, conjunctions
- formulaic expressions as vocabulary items.

Key skills:

- discuss leisure time activities such as sports and hobbies, options, commitments, conditions, comparisons
- 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 and 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

This module includes the following work requirement:

- one folio comprised of 3 parts:
 - short response: Listen and speak
 - short response: Read and write
 - short response: Language and culture.

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 endpoint 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.

Quality Assurance Process

The following processes will be facilitated by TASC to ensure there is:

- a match between the standards of achievement specified in the course and the skills and knowledge demonstrated by individual learners
- community confidence in the integrity and meaning of the qualification.

Process

TASC will verify that the provider's course delivery and assessment meet the course requirements and community expectations for fairness, integrity and validity of qualifications TASC issues. This will involve checking:

- Provider standard 1: scope and sequence documentation:
 - course delivery plan
 - course assessment plan: assessment matrix
- Provider standard 2: student attendance records
- Provider standard 3: examples of assessments tools and instruments and associated rubrics and marking guides
- Provider standard 1 and 3: examples of student work including that related to any work requirements articulated in the course document
- Provider standard 4: class records of assessment

This process will be scheduled by TASC using a risk-based approach.

Criteria

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

1. listen and respond to basic spoken French
2. communicate in basic spoken French
3. read and respond to basic written French
4. communicate in basic written French
5. use learning and management strategies
6. use language to express ideas related to self, family and friends
7. use language to express ideas related to daily life, community, education and work
8. use language to express ideas related to personal, community and global perspectives on culture

| | 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 |

Standards

Criterion 1: listen 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 A | Rating B | Rating C |
|--|---|---|---|
| E01 - General ideas in spoken French† | accurately identifies and appropriately responds to ideas on a range of familiar topics | identifies and responds to a range of general ideas on a range of familiar topics | identifies and responds to a limited range of general ideas on a given range of familiar topics |
| E02 - Specific details in spoken French† | identifies and appropriately responds to a relevant range of specific details | identifies and responds to specific details | identifies and responds to given specific details |

†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 A | Rating B | Rating C |
|------------------------------|---|--|--|
| E01 - Range of structures | uses a range of simple and complex structures in speaking about familiar topics | uses a range of simple structures in speaking about familiar topics | uses given simple structures in speaking about familiar topics |
| E02 - Accuracy of structures | uses simple structures with accuracy and demonstrates variable accuracy if using more complex structures | uses simple structures with limited accuracy | uses a given range of vocabulary and repeats simple structures in speaking about familiar topics as directed |
| E03 - Fluency of responses | responds spontaneously, effectively and cohesively on a relevant range of familiar topics, may respond with occasional hesitation when using less familiar topics | responds cohesively when using familiar, pre-learned structures, may hesitate when using less familiar language and topics | responds with frequent hesitation, may require assistance† from the interlocutor to respond |

† Assistance may include, but is not limited to, the student asking for repetition or translation, asking is something correct, gesturing to convey information, pointing to provide additional information.

Criterion 3: read and respond to basic written French

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

| Standard Element | Rating A | Rating B | Rating C |
|---|---|---|---|
| E01 - General ideas in written French† | accurately identifies and appropriately responds to general ideas on a range of familiar topics | identifies and responds to a range of general ideas on a range of familiar topics | identifies and responds to a limited range of general ideas on a given range of familiar topics |
| E02 - Specific details in written French† | identifies and appropriately responds to a range of specific details | identifies and responds to specific details. | identifies and responds to specific details |

† 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 A | Rating B | Rating C |
|-------------------------------------|---|--|--|
| E01 - Range of structures | uses a range of simple and complex structures when communicating about familiar topics | uses a range of simple structures and some complex structures when communicating about familiar topics | uses a given range of simple structures when communicating about familiar topics |
| E02 - Accuracy of structures | uses simple structures with accuracy. Accuracy is variable when more complex structures are used | uses simple structures with limited accuracy | repeats simple structures in speaking about familiar topics as directed |
| E03 - Orthography | uses correct spelling, including accents for high-frequency and less frequent used words. Punctuation is used correctly to enhance meaning. | uses correct spelling, including accents for high-frequency words and punctuation is correct: errors do not impede meaning | uses correct spelling, including accents, for high-frequency words and phrases and basic punctuation is correct: errors in spelling may impede meaning |
| E04 - Context, purpose and audience | creates a detailed response that is relevant to context, purpose and audience. | creates a response that is relevant to context, purpose or audience. | creates a response that has limited relevance to context, purpose or audience. |

Criterion 5: use learning and management strategies

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

| Standard Element | Rating A | Rating B | Rating C |
|--------------------------------|---|---|--|
| E01 - Analysis of French texts | explains (in English) a range of similarities and differences in information and ideas from texts in French | describes (in English) similarities and differences in information and ideas from texts in French | identifies (in English) limited similarities and differences in information and ideas from texts in French |
| E02 - Self management | uses a relevant range of strategies to manage and complete tasks within agreed | uses a range of strategies to manage and complete aspects of tasks within agreed | uses a given range of strategies to manage tasks as directed |

| | | | |
|--|--|---|--|
| | timeframes | timeframes | |
| E03 - Differentiating the work of others and referencing | differentiates the work of others from the learner's own†. Uses referencing conventions and methodologies accurately‡. | differentiates the work of others from the learner's own†. Uses provided referencing conventions and methodologies accurately‡. | identifies the work of others as directed†. Uses referencing conventions and methodologies‡ as directed. There may be minor errors or inconsistencies. |

† This includes, but is not limited to, ideas, images, information, data or words.

‡ This may include the creation of reference lists and bibliographies.

Criterion 6: use language to express ideas related to self, family and friends

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

| Standard Element | Rating A | Rating B | Rating C |
|---|---|---|---|
| E01 - Applies language for identity† | selects and uses appropriate French vocabulary and expressions when speaking or writing to discuss self, family and friends | uses French vocabulary and expressions when speaking or writing to discuss self, family and friends | uses given French vocabulary and expressions when speaking or writing to discuss self, family and friends |
| E02 - Translates language for identity† | identifies and explains (in English) vocabulary and expressions used related to self, family and friends when reading or listening in French. | Identifies and describes (in English) vocabulary and expressions used related to self, family and friends when reading or listening in French. | identifies (in English) vocabulary and expressions used related to self, family and friends when reading or listening in French. |
| E03 - Intercultural understanding for identity† | explains a range of relevant cultural ideas and information (in English) when comparing for identity for French and Australian language culture and traditions. | describes a range of cultural ideas and information (in English) when comparing for identity in French and Australian language, culture and traditions. | identifies cultural ideas and information (in English) when comparing for identity in French and Australian language, culture and traditions. |

† identity includes concepts related to self, family and friends

Criterion 7: use language to express ideas related to daily life, community, education and work

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

| Standard Element | Rating A | Rating B | Rating C |
|---|---|---|---|
| E01 - Applies language for responsibility† | selects and uses appropriate French vocabulary and expressions when speaking or writing to discuss daily life, community, education and work | uses French vocabulary and expressions when speaking or writing to discuss daily life, community, education and work | uses given French vocabulary and expressions when speaking or writing to discuss daily life, community, education and work |
| E02 - Translates language for responsibility† | identifies and explains (in English) vocabulary and expressions used related to daily life, community, education and work when reading or listening in French. | identifies and describes (in English) vocabulary and expressions used related to daily life, community, education and work when reading or listening in French. | identifies (in English) vocabulary and expressions used related to daily life, community, education and work when reading or listening in French. |
| E03 - Intercultural understanding for responsibility† | explains a range of relevant cultural ideas and information (in English) when comparing for responsibility in French and Australian language, culture and traditions. | describes a range of cultural ideas and information (in English) when comparing for responsibility in French and Australian language, culture and traditions. | identifies cultural ideas and information (in English) when comparing for responsibility French and Australian language, culture and traditions. |

† responsibility includes concepts related to daily life, community, education and work

Criterion 8: use language to express ideas related to personal, community and global perspectives on culture

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

| Standard Element | Rating A | Rating B | Rating C |
|---|---|--|--|
| E01 - Applies language for legacy† | selects and uses appropriate French vocabulary and expressions when speaking or writing to discuss personal, community and global perspectives on culture | uses French vocabulary and expressions when speaking or writing to discuss personal, community and global perspectives on culture | uses given French vocabulary and expressions when speaking or writing to discuss personal, community and global perspectives on culture |
| Translates language for legacy† | identifies and explains (in English) vocabulary and expressions used related to personal, community and global perspectives on culture when reading or listening in French. | identifies and describes (in English) vocabulary and expressions used related to personal, community and global perspectives on culture when reading or listening in French. | identifies (in English) vocabulary and expressions used related to personal, community and global perspectives on culture when reading or listening in French. |
| Intercultural understanding for legacy† | explains a range of relevant cultural ideas and information (in English) when comparing legacy in French and Australian language, culture and traditions. | describes a range of cultural ideas and information (in English) when comparing legacy in French and Australian language, culture and traditions. | identifies cultural ideas and information (in English) when comparing legacy in French and Australian language, culture and traditions. |

† legacy includes concepts related to personal, community and global perspectives on culture

Qualifications Available

French Level 2 (with the award of):

EXCEPTIONAL ACHIEVEMENT

HIGH ACHIEVEMENT

COMMENDABLE ACHIEVEMENT

SATISFACTORY ACHIEVEMENT

PRELIMINARY ACHIEVEMENT

Award Requirements

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

Years 9-12 Learning will develop and regularly review and revise the curriculum. Course evaluation is informed by the experience of the course's implementation, delivery and assessment. More information about course evaluation can be found on the [Years 11 and 12 website](#).

Course Developer

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

Accreditation

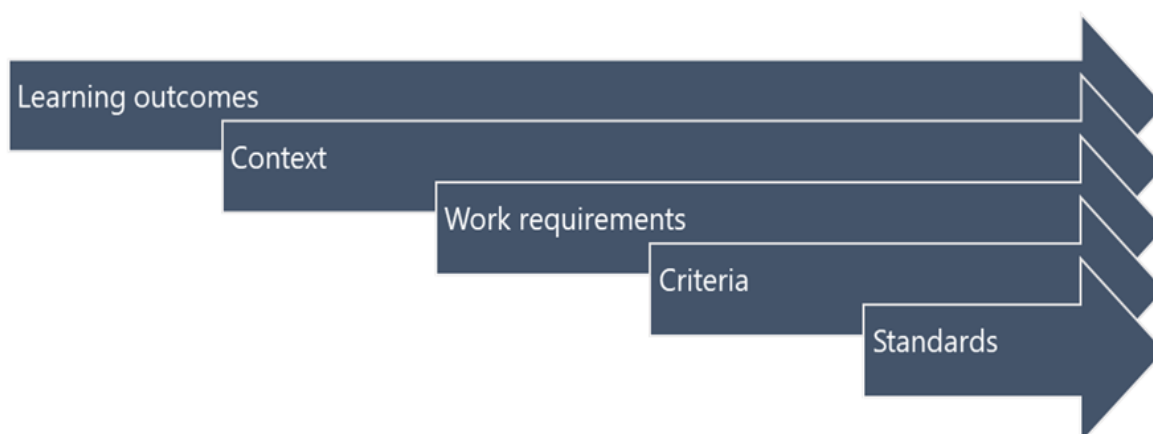
Accredited on 8 December 2021 for use from 1 January 2023 to 31 December 2027.

Version History

Version 1

Accredited on 8 December 2021 for use from 1 January 2023 to 31 December 2027. This course replaced *French - Foundation* Level 2 (FRN215114) which expired on 31 December 2022.

Line of sight



| Learning outcomes | Course content: modules | Work requirements: modules | Criteria | General capabilities |
|--|-------------------------|----------------------------|----------|---------------------------------------|
| 1. Listen and respond to spoken texts presented in basic French | 1, 2, 3 | 1, 3 | 1 | Literacy; Intercultural understanding |
| 2. Communicate in basic spoken French to exchange information, opinions, ideas and experiences | 1, 2, 3 | 1, 3 | 2 | Literacy; Intercultural understanding |
| 3. Read and respond to written texts presented in basic French | 2, 3 | 2, 3 | 3 | Literacy; Intercultural understanding |
| 4. Communicate in basic written French to express information, opinions, ideas and experiences | 2, 3 | 2, 3 | 4 | Literacy; Intercultural understanding |
| 5. Use learning and management strategies | 1, 2, 3 | 1, 2, 3 | 5 | Literacy; Intercultural understanding |
| 6. Use language to express ideas related to self, family and friends and other concepts related to identity | 1 | 1 | 6 | Literacy; Intercultural understanding |
| 7. Use language to express ideas related to daily life, community, education and work and other concepts related to responsibility | 2 | 2 | 7 | Literacy; Intercultural understanding |
| 8. Use language to express ideas related to personal, community and global perspectives on culture and other concepts related to legacy. | 3 | 3 | 8 | Literacy; Intercultural understanding |

Alignment to curriculum frameworks

French Level 2 draws on the following aspects of the Combined Curriculum and Assessment Framework for Languages (CCAFL) 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.

[†]The use of [Language] is taken directly from the CCAFL. It is a national framework which does not refer to individual languages. Where these aspects of the alignment appear elsewhere in the body of this course document, they have been identified in relation to the relevant language: French.

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.

Module 1 work requirements specifications

Work requirement 1 of 1

Title of work requirement: Identity – personal, community and global aspects of the individual

Mode or format: folio

Description: The folio will include evidence collected over the course of the module. It will be based on concepts of identity as provided or negotiated with the teacher.

The folio will contain 1 part:

- **Part 1: Listen and speak:** the teacher has a conversation in French with the learner about themselves, their family and friends. The learner will:
 - respond in French to a series of short questions spoken French by the teacher
 - provide supporting evidence of either a recording of the conversation or a written summary of the questions and responses in English and/or French.

Note: The teacher may vary questions as appropriate for individual learners.

Size:

- Part 1: Listen and speak - approximately 10 short responses with supporting evidence

Timing: as this is a folio, individual components can be done at different times.

Focus criteria: 1, 2, 5 and 6

Module 2 work requirements specifications

Work requirement 1 of 1

Title of work requirement: Responsibility – daily life, community, education or part-time employment folio

Mode or format: folio

Description: The folio will include evidence collected over the course of the module. It will be based on concepts of responsibility as provided or negotiated with the teacher.

The folio will contain 2 parts:

- **Part 1: Read and write:** writing a short response in French to a stimulus in French. The stimulus may be in any mode. Teachers may wish to provide a guiding question for learners to respond to. The learner will:
 - provide a short description in English of the stimulus
 - create a response to the stimulus of 60-80 words in French
 - possible extension: find a different stimulus on the same topic in any mode, and provide a short comparison, in English, between the two.
- **Part 2: Language and Culture:** a written response to explore similarities and differences in language and culture. The learner will:
 - provide a response, in English, to compare aspects of Australian and French culture related to daily life, community, education or part-time employment

Size:

- **Part 1: Read and write** - a short response in English and 60-80 words in French
- **Part 2: Language and culture** - approximately 250-500 words (or equivalent if multimodal) in English and relevant examples in French

Timing: as this is a folio, individual components can be done at different times.

Focus criterion: 3, 4, 5 and 7

Module 3 work requirements specifications

Work requirement 1 of 1

Title of work requirement: Legacy – personal, community and global perspectives

Mode or format: folio

Description:

The folio will include evidence collected over the course of the module. It will be based on concepts of legacy as provided or negotiated with the teacher.

Note: Teachers may wish to incorporate other content from modules 1 and 2 (criteria 6 and 7) into this task design as a culminating course activity. There may also be an opportunity to polish and refine earlier work to submit with this folio.

The folio will contain 3 parts:

- **Part 1: Listen and speak** - the teacher has a conversation in French with the learner about themselves, their family and friends.

The learner will:

- respond in French to a series of short questions spoken French by the teacher
- provide supporting evidence of either a recording of the conversation or a written summary of the questions and responses in English and/or French

Note: The teacher may vary questions as appropriate for individual learners.

- **Part 2: Read and write** - writing a short response in French to a stimulus in French. The stimulus may be in any mode. Teachers may wish to provide a guiding question for learners to respond to. The learner will:

- provide a short description in English of the stimulus
- create a response to the stimulus of 60-100 words in French
- possible extension: find a different stimulus on the same topic in any mode, and provide a short comparison, in English, between the two.

- **Part 3 - Language and Culture** - a written response to explore similarities and differences in language and culture. The learner will:

- review, extend and refine the response provided for language and culture in Module 2, Work requirement 1 of 1. This will enable learners to add in any new concepts and demonstrate deeper understanding
- create a response that reflects their latest understanding of:
 - how aspects of Australian and French culture related to daily life, community, education or part-time employment compare.

Size:

- **Part 1: Listen and speak** - approximately 10 short responses
- **Part 2: Read and write** - a short response in English and 60-100 words in French
- **Part 3: Language and culture** - approximately 250-500 words in English (or equivalent if multimodal) and relevant examples in French

Timing: as this is a folio, individual components can be done at different times.

Focus criteria: 1, 2, 3, 4, 5 and 8

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

Glossary

analyse

Dissect to ascertain and examine constituent parts and their relationships; break down or examine in order to identify the essential elements, features, components or structure; determine the logic and reasonableness of information; examine or consider something in order to explain and interpret it, for the purpose of finding meaning or relationships and identifying patterns, similarities and differences.

Australian Curriculum, Assessment and Reporting Authority (ACARA)

Under the ACARA Act, ACARA's functions include: developing and administer a national school curriculum; developing and administering national assessments; collecting, managing and analysing student assessment data and other data relating to schools and comparative school performance; facilitating information sharing arrangements between Australian government bodies in relation to school data; and publishing information relating to school education, including information relating to comparative school performance.

audience

The audience is the intended group of readers, listeners or viewers for the task.

authentic

Texts or materials produced for 'real-life' purposes and contexts as opposed to being created specifically for learning tasks or language practice.

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.

complex sentence

A sentence with more than one clause. In the following examples, the subordinate clauses are indicated by square brackets: I took my umbrella [because it was raining]; The man [who came to dinner] is my brother.

complex or structure

(A grammar structure that is) compound, composite, characterised by an involved combination of parts: He has eaten his cake already.

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.

create meaning in [Language]

Creating meaning in [Language] 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.

culture

Culture is understood as a framework in which things come to be seen as having meaning. It involves the lens through which:

- people see, think, interpret the world and experiences
- make assumptions about self and others
- understand and represent individual and community identity.

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.

Concept that influences all interaction, analysis and creation in the language learned in this course.

cultural conventions

Common set of norms and established standards shared by members of a group, to which each person is expected to conform.

cultural values

Common set of beliefs and principles shared by a group.

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.

familiar

Well-acquainted; thoroughly conversant with; well-known from long or close association; often encountered or experienced; common; of materials, texts, skills or circumstances, having been the focus of learning experiences or previously encountered in prior learning activities.

formulaic language

Words or expressions which are commonly used in fixed patterns and learned as such without grammatical analysis. For example, J'ai dix-sept ans. Comment vas-tu?

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.

insightful

Showing a clear and usually original understanding of a complicated problem or situation.

intercultural competence

The ability to think, behave and create meaning to communicate effectively with people across cultures.

language systems

Elements that organise how a language works, including the systems of signs and rules such as phonological, syntactic, semantic and pragmatic that underpin language use. These systems have to be internalised for effective communication and comprehension.

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.

metalanguage

A vocabulary used to discuss language conventions and use; for example, language used to talk about grammatical terms such as sentence, clause, conjunction; or about the social and cultural nature of language, such as face, reciprocating, register.

mediate between languages

To move between different linguistic and cultural systems, referencing own first languages and cultures while learning to use and to understand those of the target language.

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.

purpose

The reason for undertaking the task and the aims for communication in a particular context.

Responsibility

How people manage social responsibilities and influence decisions that affect individuals or groups within society.

Language

Module 1 - Identity

Vocabulary

Category:

- animals
- numbers
- colours
- body parts as appropriate e.g., hair, eyes
- talking about 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 | Un, une |
| | partitive including in negations | du, de la, de l', des 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 |
| 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... |
| | 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 |

Module 2 - Responsibility

Vocabulary

Category:

- time including the 24-hour clock
- school, school subjects and school items
- daily routine
- part-time employment
- means of transport.
- seasons and 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 |
| | present tense (irregular) | mettre, voir, boire, dire |
| | expressing like/dislike | j'aime danser, je déteste, je préfère, je n'aime pas (+ infin) |
| | modal | pouvoir, vouloir, devoir + infin |
| | 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 |

Module 3 – Legacy

Vocabulary

Category:

- names of regions, countries, cities
- sports and hobbies
- entertainment and media
- the arts
- places including city, countryside, mountains, sea and beach
- 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 [†] | 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 eg être, voir, faire, mettre, dire, boire |
| | | regular with être |
| | | with être for reflexive verbs [†] |
| | immediate future | je vais partir |
| | future | construction plus common irregular forms (eg j'irai, je serai) |
| | conditional [†] | only <i>je voudrais</i> for active use |
| Conjunctions | simple, common | parce que, puis |
| Formulaic language | time | Je fais du golf depuis 5 ans. |
| | | J'ai attendu pendant 3 heures. |

| | | |
|---|--------------------------------|-----------------------------|
| | | Il attendra pour une heure. |
| † | incidental use for recognition | |

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

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, either individually or in combination.

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 2021).

[†]The use of [Language] is taken directly from the CCAFL. It is a national framework which does not refer to individual languages. Where these aspects of the alignment appear elsewhere in the body of this course document, they have been identified in relation to the relevant language: French