

# Discipline-based study

# Languages

## French 2

Course document

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## French, 150 hours - Level 2

### 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. 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<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 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.

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<sup>1</sup> Drawn from the Common Curriculum and Assessment Framework for Languages (CCAFL) 2021.

## 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<sup>2</sup>.

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. 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 in basic French to create mono- and multimodal responses in English and basic French that demonstrate an awareness of language as a system
6. use strategies to engage with the concept of identity through the use of basic French language, self-management skills and intercultural understanding
7. use strategies to engage with the concept of responsibility through the use of basic French language, 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 2021.

8. use strategies to engage with the concept of legacy through the use of basic French language, self-management skills and intercultural understanding.

## Integration of general capabilities and cross-curriculum Priorities

The general capabilities addressed specifically in this course are:

- Intercultural understanding 
- Literacy 

## Course description

*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.

## 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 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: <https://www.tasc.tas.gov.au/wp-content/uploads/2021/07/Levels-of-Complexity-Tasmanian-Senior-Secondary-Education.pdf>

Level 2 courses enable contextual opportunities for learners to:

- Apply required knowledge and skills to demonstrate personal responsibility and accountability for the quality of defined outcomes, as individuals and team members

- Demonstrate skills to access, develop, summarise, analyse and communicate knowledge and ideas; develop and access expertise when solving problems, think creatively and flexibly and work with others.

This course has a size value of 15. Upon successful completion, this course will contribute 15 points towards the achievement of the Tasmanian Certificate of Education (TCE).

## 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

The concept of identity deals with topics related to the student's world, for example, a sense of self, personal values, opinions, ideas, aspirations and relationships with others, individuality and group affiliation in the community as well as global perspectives of Australian and French society.

- In this course, the topics of Self, Family relationships and Friendship will be used to explore the concept of identity.
- Learners will share personal, community and global perspectives of identity through the exploration of French language and culture.
- Appendix 6 contains all relevant language structures for this module.

### 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 in basic French to create mono- and multimodal responses in English and basic French that demonstrate and an awareness of language as a system
6. use strategies to engage with the concept of identity through the use of basic French language, 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 supported to understand 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:*

- 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.

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*

This module includes the following work requirements:

- one set of short responses
- one extended response.

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 vocabulary and language structures identified in Module 1.

The concept of responsibility deals with how people manage social responsibilities and influence decisions that affect individuals or groups within society. This may include, but is not limited to family



and community responsibilities, education commitments and obligations as a part-time employee for both Australian learners and their peers in French-speaking cultures.

- In this course, the topics of Home life and Daily routine, Community, Education and Part-time employment will be used to explore the concept of responsibility.
- Learners will share personal, community and global perspectives of responsibility through the exploration of French language and culture.
- Appendix 6 contains all relevant language structures for this module.

### 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 in basic French to create mono- and multimodal responses in English and basic French that demonstrate an awareness of language as a system
7. use strategies to engage with the concept of responsibility through the use of basic French language, 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 supported to understand that:

- communication about responsibility in an additional language requires the capacity to apply knowledge and skills in culturally, linguistically and socially appropriate ways
- culture plays a significant role when communicating about responsibility 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:

- 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.

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

This module includes the following work requirements:

- one set of short responses
- two extended responses.

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 vocabulary and language structures identified in Modules 1 and 2.

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

- In this course, the topics of Leisure time, the Arts, Entertainment, Media, Sport and Travel will be used to explore the concept of legacy.
- Learners will share personal, community and global perspectives of legacy through the exploration of French language and culture.
- Appendix 6 contains all relevant language structures for this module.

### 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 in basic French to create mono- and multimodal responses in English and basic French that demonstrate and an awareness of language as a system
8. use strategies to engage with the concept of legacy through the use of basic French language, 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 supported to understand that:

- communication about legacy in an additional language requires the capacity to apply knowledge and skills in culturally, linguistically and socially appropriate ways
- culture plays an integral part when communicating about legacy 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:

- 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 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 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 consisting of an integrated task, a set of short responses and an extended response.

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.

### 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 strategies to engage with basic French language and culture in the context of identity
7. use strategies to engage with basic French language and culture in the context of responsibility
8. use strategies to engage with basic French language and culture in the context 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:

Criterion element	Rating A	Rating B	Rating C
E1 - General ideas	consistently and accurately identifies, analyses and responds to general ideas on a wide 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	identifies, analyses and responds to a limited range of general ideas on a limited range of familiar topics in spoken French <sup>†</sup>
E2 - Specific details	identifies, analyses and responds to a wide range of specific details expressed in spoken French.	identifies, analyses and responds to specific details expressed in spoken French.	identifies, analyses and responds to limited specific details expressed in spoken French.

<sup>†</sup>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:

Criterion element	Rating A	Rating B	Rating C
E1 - Range and relevance of vocabulary and structures	uses a wide range of relevant vocabulary and simple and complex 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 simple structures with limited accuracy and demonstrates limited accuracy if using more complex structures	uses of simple structures with some errors and makes some errors in more complex structures	uses a limited range of vocabulary and repeats simple structures in speaking about familiar topics
E3 - Delivery	demonstrates clear and accurate delivery of a wide range of language <sup>†</sup>	demonstrates clear and accurate delivery of a range of language <sup>†</sup>	demonstrates accurate delivery of a limited range of language

E4 - Fluency of responses	responds spontaneously, effectively and cohesively on a wide range of familiar topics, may respond with occasional hesitation when using less familiar topics	responds cohesively when using familiar, pre-learned structures, but may hesitate when using less familiar language and topics	responds with frequent hesitation, may require assistance from the interlocutor to respond
E5 - Communication strategies <sup>§</sup>	consistently sustains interaction on a broad range of familiar topics using a range of communication strategies.	sustains interaction on a range of familiar topics using a range of communication strategies although may require occasional assistance from the interlocutor to respond.	sustains interaction on a limited range of familiar topics by using well-rehearsed language and frequently requires assistance from the interlocutor to respond <sup>‡</sup> .

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

<sup>‡</sup> 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.

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

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

<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:

Criterion element	Rating A	Rating B	Rating C
E1 - Range and relevance of vocabulary and structures	uses a wide range of relevant vocabulary and simple and complex 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 limited range of vocabulary and a limited range of simple structures in communicating about familiar topics
E2 - Accuracy of structures	uses simple structures with few errors and makes occasional errors in more complex structures	uses simple structures with some errors and makes some errors in more complex structures	uses simple structures with limited accuracy and demonstrates limited accuracy if using more complex structures
E3 - Orthography	uses correct spelling, including accents. Uses a range of punctuation to enhance meaning. Minor errors do not impede meaning	uses correct spelling, including accents, for high-frequency words. Punctuation is correct. Errors seldom impede meaning	uses correct spelling, including accents, for high-frequency words and phrases. Basic punctuation is correct. Errors in spelling sometimes impede meaning

Criterion element	Rating A	Rating B	Rating C
E4 - Context, purpose and audience	creates a response that is relevant to context, purpose and audience.	creates a response that is relevant to two of: context, purpose or audience.	creates a response that is relevant to context or purpose or 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:

Criterion element	Rating A	Rating B	Rating C
E1 - Analysis of information to complete a task	analyses at least two texts in French from different modes and identifies a wide range of information and ideas	analyses at least two texts in French from different modes and identifies a range of information and ideas	analyses at least two texts in French from different modes <sup>†</sup> and identifies a limited range of information and ideas
E2 - Synthesis of information and creation of 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 in English	synthesises a range of relevant information from at least two different modes to create a response text in English	synthesises a limited range of relevant information from at least two different modes to create a response text in English
E3 - Reflection on language as a 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.	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.	identifies limited examples in French of similarities and differences between French and English and provides limited depth to reflections 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 strategies to engage with basic French language and culture in the context of identity

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

Criterion element	Rating A	Rating B	Rating C
E1 - Use of relevant language	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	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 <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
E2 - Self-management skills	maintains task focus consistently <sup>§</sup> and uses a wide range of strategies to manage and self-check language for the concept of identity	maintains task focus for agreed periods of time <sup>§</sup> and uses a range of strategies to manage and self-check language for the concept of identity	maintains task focus for limited periods of time <sup>§</sup> and uses a limited range of strategies <sup>◊</sup> to manage and self-check language for the concept of identity as directed
E3 - Academic integrity	differentiates the information, images, ideas and words of others from the learner's own	differentiates the information, images, ideas and words of others from the learner's own	differentiates the information, images, ideas and words of others from the learner's own as directed
E4 - Intercultural understanding	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.	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 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.

<sup>†</sup> Listening and reading.

<sup>‡</sup> Speaking and writing.

<sup>§</sup> Considerations may include, but are not limited to, the choice of strategies for mastering vocabulary and structures, completion of tasks related to identity, adherence to deadlines, timelines etc.

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

Criterion 7: use strategies to engage with basic French language and culture in the context of responsibility

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

Criterion element	Rating A	Rating B	Rating C
E1 - Use of relevant language	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	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 limited 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 consistently§ and uses a wide range of strategies to manage and self-check language for the concept of responsibility	maintains task focus for agreed periods of time§ uses a range of strategies to manage and self-check language for the concept of responsibility	maintains task focus for limited periods of time§ and uses a limited range of strategies¶ to manage and self-check language for the concept of responsibility as directed
E3 - Academic integrity	differentiates the information, images, ideas and words of others from the learner's own	differentiates the information, images, ideas and words of others from the learner's own	differentiates the information, images, ideas and words of others from the learner's own as directed
E4 - Intercultural understanding	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.	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 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.

† Listening and reading.

‡ Speaking and writing.

§ Considerations may include, but are not limited to, the choice of strategies for mastering vocabulary and structures, completion of tasks related to responsibility, adherence to deadlines, timelines etc.

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

Criterion 8: use strategies to engage with basic French language and culture in the context of legacy

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

Criterion element	Rating A	Rating B	Rating C
E1 - Use of relevant language	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	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 <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
E2 - Self-management skills	maintains task focus consistently <sup>§</sup> and uses a wide range of strategies to manage and self-check language for the concept of legacy	maintains task focus for agreed periods of time <sup>§</sup> and uses a range of strategies to manage and self-check language for the concept of legacy	maintains task focus for limited periods of time <sup>§</sup> and uses a limited range of strategies <sup>¶</sup> to manage and self-check language for the concept of legacy as directed
E3 - Academic integrity	differentiates the information, images, ideas and words of others from the learner's own	differentiates the information, images, ideas and words of others from the learner's own	differentiates the information, images, ideas and words of others from the learner's own as directed
E4 - Intercultural understanding	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.	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 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.

<sup>†</sup> Listening and reading.

<sup>‡</sup> Speaking and writing.

<sup>§</sup> Considerations may include, but are not limited to, the choice of strategies for mastering vocabulary and structures, 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, demonstrating awareness of point of view, ethical strategies for translating and checking accuracy, development of personalised rote-learning techniques.

## Quality assurance

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.

## 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

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.

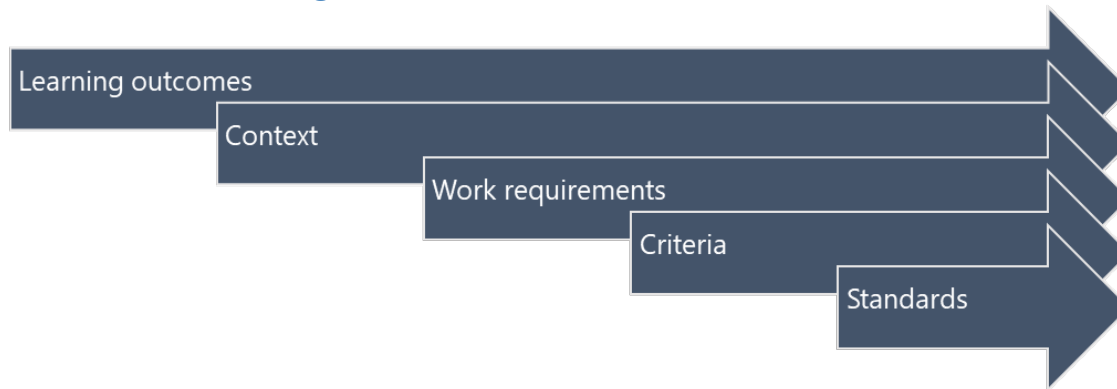
## Course developer















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 and version history

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

## Appendix I - Line of sight



Learning outcomes	Course content: modules	Work requirements: modules	Criteria	Criterion elements	General capabilities
1. Analyse and respond to spoken texts presented in basic French	1, 2, 3	3	1	1, 2	 
2. Communicate in basic spoken French to exchange information, opinions, ideas and experiences	1, 2, 3	1	2	1, 2, 3, 4, 5	 
3. Analyse and respond to written texts presented in basic French	1, 2, 3	2	3	1, 2	 
4. Communicate in basic written French to express information, opinions, ideas and experiences	1, 2, 3	2, 3	4	1, 2, 3, 4	 
5. Analyse and integrate information from spoken, visual and written sources in basic French to create mono- and multimodal responses in English and basic French that demonstrate an awareness of language as a system	1, 2, 3	1, 2, 3	5	1, 2, 3, 4	 
6. Use strategies to engage with the concept of identity through the use of basic French language, self-management skills, and intercultural understanding	1, 2, 3	1	6	1, 2, 3, 4	 
7. Use strategies to engage with the concept of responsibility through the use of basic French language, self-management skills and intercultural understanding	2	2	7	1, 2, 3, 4	 

8. Use strategies to engage with the concept of legacy through the use of basic French language, self-management skills and intercultural understanding	3	3	8	1, 2, 3, 4	 
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## Appendix 2 - 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]<sup>†</sup>, 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

<sup>†</sup>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.

## Appendix 3 - Work requirements

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

### Module 1 work requirements specifications

#### Work requirement 1 of 2

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

**Mode or format:** short responses

**Description:** The teacher leads a conversation in French with the learner about themselves, their family and friends. The conversation is intended as a natural interaction. Images may be used to prompt responses. The teacher varies questions as appropriate for individual learners and reacts to the learner's responses.

**Size:** ten short responses

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

**External agencies:** NA

**Relevant criterion:**

- Criterion 2: all elements

#### Work requirement 2 of 2

**Title of work requirement:** Identity – self, family and friends

**Mode or format:** extended response



**Description:** The teacher identifies one of the Module 1 topics as the focus for this work requirement. Using this topic, the learner chooses authentic materials as appropriate, to research and prepare a multimodal response in French and English to compare and contrast their own situation with that of their peers in French-speaking communities and countries. The teacher provides questions in written or oral form, in French or English as appropriate, to inspire the learner's findings and reflections.

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

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

**External agencies:** NA

**Relevant criteria:**

- Criterion 5: all elements
- Criterion 6: all elements

### Module 2 work requirements specifications

The teacher and learners may negotiate which topic to use for each of the following three work requirements, ensuring there is a different topic for each.

#### Work requirement 1 of 3

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

**Mode or format:** short responses; for example, short question, table filling, true, false and justification, gap filling, information matching

**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 and 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:** approximately 10 short responses

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

**External agencies:** NA

**Relevant criterion:**

- Criterion 3: all elements

#### Work requirement 2 of 3

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

**Mode or format:** extended response

**Description:** The teacher provides a stimulus or stimuli, authentic as appropriate, consisting of written, spoken and visual modes in French and 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 modes or could be all three, but they must have a shared focus. Texts will provide opportunities for learners to explore cultural aspects of the material they are analysing.

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

**Size:** learner response:

- approximately 100 words total in French
- approximately 250 words in English and with examples in French
- visual text, illustrations and diagrams, as appropriate.

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

**External agencies:** NA

**Relevant criteria:**

- Criterion 5: all elements
- Criterion 7: all elements

[Work requirement 3 of 3](#)

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

**Mode or 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.

Stimulus approximately 30 words.

**Size:** approximately 100 words.

**Timing:** any time during the module.

**External agencies:** NA

**Relevant criterion:**

- Criterion 4: all elements

[Module 3 work requirements specifications](#)

[Work requirement 1 of 1](#)

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

**Mode or format:** folio containing 3 components:

Description:

1. 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 or occurrences from the world of the Arts, Entertainment, Media or Sport for the target language and cultures. 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.
- 2. a set of short responses to an audio stimulus in French– to be completed under test conditions. Teacher and learners may negotiate at the beginning of the module which remaining topic will be used for each of components 2 and 3 of the folio: Leisure time and Travel.
- 3. an extended response demonstrating the learner’s capacity to create meaning in written French to convey information, ideas and opinions about events in the past, as well as a reflection in English. Teacher and learners may negotiate at the beginning of the module which remaining topic will be used for each of the element’s components 2 and 3: Leisure time and Travel, plus a reflection in English.

**Size:**

- extended response: integrated task in multimodal format, including reflections: Maximum 5 minutes
- short responses: Maximum 10 responses, approximately 150 words in English
- extended response in written French: Maximum 150 words plus a reflection of maximum 300 words in English with examples in French.

**Timing:** any appropriate times during the module. As this is a folio, individual components can be done at different times.

**External agencies:** NA

**Relevant criteria:**

- Criterion 1: all elements
- Criterion 4: all elements
- Criterion 5: all elements
- Criterion 8: all elements

## 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
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.

Term	Definition
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>I took my umbrella [because it was raining]; The man [who came to dinner] is my brother.</i>
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]	<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.

Term	Definition
culture	<p>Culture is understood as a framework in which things come to be seen as having meaning. It involves the lens through which:</p> <ul style="list-style-type: none"> <li>• people see, think, interpret the world and experiences</li> <li>• make assumptions about self and others</li> <li>• understand and represent individual and community identity.</li> </ul> <p>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.</p> <p>Concept that influences all interaction, analysis and creation in the language learned in this course</p>
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.

Term	Definition
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, <i>J'ai dix-sept ans. Comment vas-tu?</i>
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.



Term	Definition
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> .
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.

## Appendix 6 – 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 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...
	alternative strategies	n'est-ce pas? rising tone

Category	Sub-category	Examples
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 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 etc
	present tense (irregular)	mettre, voir, boire, dire
	expressing like/dislike	j'aime danser, je déteste, je préfère, je n'aime pas (+ infin)

Category	Sub-category	Examples
	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. etc

## Module 3 – Legacy

### Vocabulary

Category:

- names of regions, countries, cities
- sports and hobbies
- entertainment and media
- the arts
- places including 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†	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

### 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]<sup>†</sup> 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).

<sup>†</sup>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