French - Foundation

LEVEL 2	15 TCE CREDIT POINTS
COURSE CODE	FRN215114
COURSE SPAN	2014 — 2022
READING AND WRITING STANDARD	NO
MATHEMATICS STANDARD	NO
COMPUTERS AND INTERNET STANDARD	NO

This course was delivered in 2021. Use A-Z Courses to find the current version (if available).

The study of French contributes to the overall education of learners, particularly in the areas of communication, intercultural understanding and general knowledge

Through studying French, learners gain access to French-speaking communities in France, Belgium and across the world, including Australia. The ability to communicate in French will (in conjunction with other skills acquired in the study of this course) provide learners with enhanced vocational opportunities and the possibility to apply French culture and language skills to work, further study, training or personal interests. This Foundation course is designed for beginners with no experience of learning French. This course is also suitable for learners who have had some prior exposure to French and who wish to develop their skills, knowledge, and understanding of the French language and francophone culture. This course provides a pathway to the study of French Level 3 (FRN315114).

Rationale

The study of French contributes to the overall education of learners, particularly in the areas of communication, cross-cultural understanding and general knowledge. It provides access to the culture of France and French-speaking communities. The study promotes understanding of different attitudes and values within the wider Australian community and beyond.

The ability to communicate in French may, in conjunction with other skills acquired in the study of this course, provide learners with enhanced vocational opportunities, and the ability to apply French to work, further study, training or leisure situations.

This Foundation course is suitable for beginners with no experience of learning French as well as learners who have had some prior exposure to French and who wish to develop their skills, knowledge and understanding of French language and culture.

Learning Outcomes

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

- use French to communicate with others by listening and responding to basic spoken French
- use French to communicate with others by communicating in basic spoken French
- use French to communicate with others by reading and responding to basic written French
- use French to communicate with others by expressing ideas and information in basic written French
- interpret contemporary French customs and daily life, and the cultural context in which French is used
- reflect on their own culture through the study of French culture
- use French as a language system
- make connections between English and another language
- apply planning and organisational skills.

Access

There are no access restrictions or prerequisite requirements for entry into this course.

Pathways

This course provides a pathway to the study of French Level 3, and various vocational education and training (VET) packages that include language components/ units of competency.

Course Size And Complexity

This course has a complexity level of 2.

At Level 2, the learner is expected to carry out tasks and activities that involve a range of knowledge and skills, including some basic theoretical and/or technical knowledge and skills. Limited judgement is required, such as making an appropriate selection from a range of given rules, guidelines or procedures. VET competencies at this level are often those characteristic of an AQF Certificate II.

This course has a size value of 15.

Course Description

Learners will use French to communicate with others by:

- listening and responding to basic spoken French
- communicating in basic spoken French
- reading and responding to basic written French
- expressing ideas and information in basic written French.

This is done within a contextual framework of two prescribed themes:

1. The individual
2. French-speaking communities.

These themes, and their topics and sub-topics, have been selected to enable learners to develop their understanding of how language and culture are inter-related.

The themes have a number of topics and sub-topics. The placement of the topics under themes is intended to provide a particular perspective for each of the topics. The sub-topics expand on the topics and guide the learner and teacher as to how the topics *will* or *may* be treated.

In this Level 2 Foundation course there is a special, *compulsory* focus on the 'Contemporary Society and Culture' Topic of the 'French-speaking communities' Theme. This Topic's sub-topics will include:

- contemporary French social customs
- significant aspects of daily life in French-speaking communities
- significant aspects of contemporary French culture.

It is not expected that all themes and topics will require the same amount of study time. The length of time and depth devoted to each topic will vary according to the linguistic needs and interests of the learner, and the compulsory focus noted above.

Course Content

THEMES

1. The Individual

This theme enables the learner to explore aspects of his or her own life, for example, sense of self, personal values, opinions, ideas and relationships with others. At the same time, this theme also enables the learner to study topics from the perspective of others.

TOPICS		
Personal World	**Education**	**Daily Life**
Sub-topics studied may include, but are not limited to: • personal information • home and neighbourhood • family/friends.	Sub-topics studied may include, but are not limited to: • school life • future plans and aspirations.	Sub-topics studied may include, but are not limited to: • routine • food and drink • interests, leisure and hobbies • work.

2. The French-Speaking Communities

This theme explores topics from the perspective of contemporary French communities and encourages the learner to reflect on his or her own and other cultures.

TOPICS		
Compulsory Focus Topic **Contemporary Society and Culture**	**People and Places**	**Arts and Entertainment**
Sub-topics studied *will* include, but are not limited to: • contemporary French social customs (note: the historical origins of such customs/traditions are not the focus of this study) • significant aspects of daily life in French-speaking communities (e.g. family relationships and structures, school/work and home life, holidays and festivals, food and drink, leisure and hobbies) • significant aspects of contemporary French culture.	Sub-topics studied may include, but are not limited to: • getting around (transport and directions) • tourist attractions in France* significant • geographical and climatic features of France • shopping and eating/dining out • meeting people.	Sub-topics studied may include, but are not limited to: • media • cinema • music and songs • literature • sport • theatre and performing arts • computer games • art • architecture.

USE OF ENGLISH

Learners will study a range of oral and written texts in French. It may be appropriate in some circumstances to select texts using English. Equally, it may be appropriate for a learner to respond to a text in English on some occasions.

TEXT TYPES

The learner will become familiar with a variety of text types. Providers may introduce the learner to a wider range of text types in the course of their teaching and learning program:

advertisement	instruction	postcard
announcement	invitation	report/account
article	letter	review
brochure	map	song
cartoon/comic	menu	speech
chart	narrative	story
commentary	news item	survey
conversation/interview	note/message	table
diary/journal entry	profile	talk (script)
discussion	play	
email	poem	

VOCABULARY

While there is no nationally prescribed vocabulary list, it is expected that learners will be familiar with a range of vocabulary and idioms relevant to the themes described in the course.

DICTIONARIES

Learners will be encouraged to use dictionaries. It is expected that teachers will assist learners to develop the necessary skills and confidence to use dictionaries effectively.

GRAMMAR AND STRUCTURES

Grammar can be referred to as the organisation of, and relationship between, all the elements that constitute a language as it functions.

There are many different theories of grammar, and a number of different approaches towards its teaching and learning. The categories used below are not intended to promote any particular theory of grammar, or to favour one methodology over another.

Developing the learner's ability to convey meaning effectively in a range of contexts will, however, necessarily involve extending awareness of the system of structures underlying the language, as well as the ability both to apply and adapt this knowledge.

The following grammatical structures are those that the learner is expected to recognise and use.

Grammatical item	Sub-elements * recognition only	Example(s) should be used as guidelines only
Adjective	gender and number	beau, belle, beaux, belles
	possessive	mon collège, tes amis, sa famille, votre collège
	exclamatory	Quelle horreur!
	numerals: cardinal, at least to 100	un, deux, trois
	numerals: ordinal	le premier mai/ la deuxième fois
	demonstrative	ce garçon/cet homme/cette école/ces enfants
	position	le bon gâteau; le gâteau délicieux

	comparative	il est plus/moins / aussi grand que sa soeur
	irregular forms	un vieil homme/la crème fraiche
Adverbs	Formation with:	
	- ment	lentement
Determiner	definite article	le monsieur, la dame
	indefinite article	un chien, une table, des animaux
	partitive article	du sucre, des bonbon
	de replacing partitive	beaucoup de bonbons, un paquet de café
	omission of the article	Mon père est médecin
Noun	gender	le livre, la trousse
	number	le livre, les livres
		l'animal, les animaux
Preposition	indicating time, location, direction	après, chez, vers, à, de, en
	with verbs, nouns and adjectives	j'essaie de comprendre, j'ai l'intention de……
		c'est facile à faire, je commence à comprendre
Prepositional Phrases	indicating location	en face de, à côté de, loin de, près de
Pronoun	subject pronouns	je mange, il va
	3rd person indirect object	je lui donne un bonbon
	direct object pronouns	je les mange, il nous cherche
	relative	la vache qui rit
Sentence & Phrase types	statement	Il va en ville
	question	Est-ce qu'il va en ville?
		Il va en ville?
	inversion	Va-t-il en ville?
	negative constructions	je n'aime pas, je n'ai pas de
		Je ne fume jamais
	further negative constructions in present	Je ne fais rien
		Je n'ai plus d'argent
	time phrases	il attend depuis une heure
		il a attendu pendant une heure
		il attendra pour une heure
Verbs	Present of regular -er, -ir, -re verbs and common irregulars - avoir, aller, faire, être, venir, mettre, dire, voir, boire, prendre	je donne, il finit, elle vend, je viens, nous mangeons, vous voyez
	Futur proche	je vais manger
	Common modal verbs with infinitives: vouloir, pouvoir, devoir, savoir	je sais/veux/peux/dois/faire
	Reflexive verbs: daily routine, perfect	je me lave, je me suis lavé (e)
	Perfect: regular and common irregular past participles	j'ai fini, j'ai vu
	irregular verbs as needed and all verbs with être	j'ai fait, elle est allée
		je suis né (e)
	Indicative - infinitive	J'aime jouer au tennis
	Imperative - 2nd person	Ecoutez! Passe-moi le stylo!
	- 1st person plural	Allons au cinéma!
	Conditional	je voudrais (only)
	Future avoir, être, aller, faire	je serai
	Imperfect	il avait, vous faisiez

	Present Participles*	en mangeant
Voice	active	Les footballeurs jouent bien
	use of on	On parle français ici, on y va

Assessment

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

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

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

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

Providers offering this course must participate in quality assurance processes specified by TASC to ensure provider validity and comparability of standards across all awards. To learn more, see TASC's quality

assurance processes and assessment information.

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 process 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 learners
- community confidence in the integrity and meaning of the qualification.

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

- learner attendance records; and
- course delivery plans (the sequence of course delivery/tasks and when assessments take place):
  - assessment instruments and rubrics (the 'rules' or marking guide used to judge achievement)
  - class records of assessment
  - examples of learner work that demonstrate the use of the marking guide
  - samples of current learner's work, including that related to any work requirements articulated in the course document.

This process may also include interviews with past and present learners.

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

Criteria

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

1. listen and respond to spoken French
2. communicate in spoken French
3. read and respond to written French texts
4. express ideas and information in written French
5. understand contemporary French daily life, customs and culture
6. apply planning and organisational skills

Standards

Criterion 1: listen and respond to spoken French

Based on the grammar and structures in this Level 2 Foundation course content, the learner listens to spoken French and responds.*

Rating A	Rating B	Rating C
In spoken conversations the learner is able to understand spoken texts that more closely resemble the pace/tempo used in authentic conversation. Some repetition and/or rephrasing may be requested from the speaker for clarification.	In spoken conversations the learner requires moderated delivery and some repetition and/or rephrasing.	In spoken conversations the learner requires moderated delivery speech and frequent repetition and/or rephrasing.
The learner's response is appropriate to all aspects of the spoken text.	The learner's response is appropriate to most aspects of the spoken text.	The learner's response is appropriate to some aspects** of the spoken text.

* 'Responses' may include, but are not limited to: carrying out an action or task; forming a spoken response; or forming a written response.

** For example, a learner might: complete two of four actions given as a spoken instruction; confuse a required sequence; or fail to respond to spoken details.

Criterion 2: communicate in spoken French

Rating 'A':
Based on the grammar and structures in this Level 2 Foundation course content, the learner engages in conversation in familiar contexts. The learner's oral communication in French is characterised by:

Rating 'B':
Based on the grammar and structures in this Level 2 Foundation course content, the learner engages in *simple* conversation in familiar contexts. The learner's oral communication in French is characterised by:

Rating 'C':
Based on the grammar and structures in this Level 2 Foundation course content, the learner engages in *simple* conversation in familiar contexts. The learner's oral communication in French is characterised by:

Rating A	Rating B	Rating C
speech that closely resembles the pace/tempo used in authentic conversation. There may be occasional hesitation	speech that is sometimes slow or uneven in pace. There may be some hesitation	fragmentary speech with frequent hesitation
occasional errors in pronunciation, stress and/or intonation	some errors in pronunciation, stress and/or intonation	frequent errors in pronunciation, stress and/or intonation
use of both simple and complex sentences	use of simple sentences	use of short, simple sentences and/or phrases
command of a wide range of structures and vocabulary*	command of a range of structures and vocabulary*	command of a very narrow range of structures and vocabulary*
a high degree of fluency and accuracy. While there may be occasional errors and imperfect control of some patterns, listeners clearly understand what is said.	a degree of fluency and accuracy. While there are errors, listeners generally understand what is said.	listeners gaining a partial understanding of what is said, but their understanding is impeded by a lack of fluency and accuracy.

* As defined by the grammar and structures of this course's content.

Criterion 3: read and respond to written French texts

Based on the grammar and structures in this Level 2 Foundation course content, the learner reads French texts and responds.*

Rating A	Rating B	Rating C
The learner makes some use of external references** during the reading process.	The learner is dependent on use of external references** during of the reading process.	The learner is heavily dependent on use of external references** during the reading process.
The learner's response is appropriate to most aspects of the written texts.	The learner's response is appropriate to the general aspects of the written texts.	The learner's response is appropriate to some aspects*** of the written texts.

* 'Responses' may include, but are not limited to: carrying out an action or task; forming a spoken response; or forming a written response.

** 'External references' may include, but are not limited to: the use of dictionaries; and the prompts of others.

*** For example, a learner might: complete two of four actions given as a written instruction; confuse a required sequence; or fail to respond to written details.

Criterion 4: express ideas and information in written French

Based on the grammar and structures in this Level 2 Foundation course content, the learner writes French text. The learner's text is characterised by:

Rating A	Rating B	Rating C
correct spelling and punctuation	generally correct spelling, and correct use of basic punctuation. There may be errors in the spelling of more complex words	correct spelling of common/simple words, and correct use of basic punctuation
use of both simple and complex sentences	use of simple sentences	use of short, simple sentences and/or phrases
command of a wide range of structures and vocabulary*	command of a range of structures and vocabulary*	command of a very narrow range of structures and vocabulary*
a high degree of fluency and accuracy. While there may be some errors and imperfect control of some patterns, readers understand what is written.	a degree of fluency and accuracy. While there are errors, readers generally understand what is written.	content which allows readers to gain a partial understanding of what is written, but their understanding is impeded by a lack of fluency and accuracy.

* As defined by the vocabulary and structures of this course's content.

Criterion 5: understand contemporary French daily life, customs and culture

The learner:

Rating A	Rating B	Rating C
identifies and accurately describes a wide range of contemporary customs and aspects of daily life in French-speaking communities	identifies and describes a variety of contemporary customs and aspects of daily life in French-speaking communities	describes some given* contemporary customs and aspects of daily life in French-speaking communities
identifies and describes distinctive characteristics** of French culture	identifies distinctive characteristics** of French culture	
identifies, describes and plausibly explains	identifies and describes significant	describes some differences between

differences between contemporary culture of French-speaking communities and Australian culture	differences between contemporary culture of French-speaking communities and Australian culture	contemporary culture of French-speaking communities and Australian culture
uses appropriate referencing/citation methods.	uses some appropriate referencing/citation methods.	uses referencing/citation methods as directed.

* 'Given' – for example, as selected or directed by teacher.

** 'Distinctive characteristics' are those that might be considered unique or characteristic of French culture, as opposed to those shared with – or common to – other cultures in a region.

Criterion 6: apply planning and organisational skills

The learner:

Rating A	Rating B	Rating C
maintains task focus	maintains task focus for agreed periods of time	maintains task focus for limited periods of time
sets short-, medium- and long-term goals* which are measurable, achievable and realistic, and plans effective actions	sets short- and medium-term goals* which are measurable, achievable and realistic, and plans accordingly	sets short-term goals* which are generally measurable, achievable and realistic, and follows given plans/directions
reflects – orally and/or in writing – on progress towards meeting goals, evaluates progress and plans future actions	reflects – orally and/or in writing – on progress towards meeting goals and articulates ways in which goals can be met in the future	reflects – orally and/or in writing – on progress towards meeting goals in a constructive manner
considers, selects and uses strategies to manage and complete activities within established timelines.	selects and uses strategies to perform tasks within established timelines.	uses strategies as directed to perform tasks within established timelines.

* Within the context of a Level 2 language course 'goals' may include, but are not limited to: the completion of set tasks/assignments; and language skill acquisition. A short-term goal might be, for example, learning a vocabulary list. A medium-term goal might be improvement of personal fluency and pronunciation in a set of words or phrases. A long-term goal might be reading and writing all prescribed characters.

Qualifications Available

French – Foundation 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 the 6 ratings.

The minimum requirements for an award in this course are as follows:

> EXCEPTIONAL ACHIEVEMENT (EA)
> 5 'A' ratings, 1 'B' rating
>
> HIGH ACHIEVEMENT (HA)
> 3 'A' ratings, 2 'B' ratings, 1 'C' rating
>
> COMMENDABLE ACHIEVEMENT (CA)
> 4 'B' ratings, 1 'C' rating
>
> SATISFACTORY ACHIEVEMENT (SA)
> 5 'C' ratings
>
> PRELIMINARY ACHIEVEMENT (PA)
> 3 'C' ratings

A learner who otherwise achieves the ratings 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

The Department of Education's Curriculum Services will develop and regularly revise the curriculum. This evaluation will be informed by the experience of the course's implementation, delivery and assessment.

In addition, stakeholders may request Curriculum Services to review a particular aspect of an accredited course.

Requests for amendments to an accredited course will be forwarded by Curriculum Services to the Office of TASC for formal consideration.

Such requests for amendment will be considered in terms of the likely improvements to the outcomes for learners, possible consequences for delivery and assessment of the course, and alignment with Australian Curriculum materials.

A course is formally analysed prior to the expiry of its accreditation as part of the process to develop specifications to guide the development of any replacement course.

Expectations Defined By National Standards

This course document includes materials consistent with the Collaborative Curriculum and Assessment Framework for Languages (CCAFL).

Accreditation

The accreditation period for this course is from 1 January 2019 until 31 December 2022.

During the accreditation period required amendments can be considered via established processes.

Should outcomes of the Years 9-12 Review process find this course unsuitable for inclusion in the Tasmanian senior secondary curriculum, its accreditation may be cancelled. Any such cancellation would not occur during an academic year.

Version History

Version 1 – Accredited 3 October 2013 for use from 1 January 2014 to 31 December 2018. This course replaces French (FRN215109).

Version 1.a - Minor amendments to 'Grammar and Structures'. Accreditation renewed on 22 November 2018 for the period 1 January 2019 until 31 December 2020.

Version 1.b - Accreditation renewed on 22 July 2020 for the period 1 January 2021 to 31 December 2021, with the following amendments: refinement of Rationale statement; and Learning Outcomes.

Version 1.c - Renewal of Accreditation on 14 July 2021 for the period 31 December 2021 until 31 December 2022, without amendments.

Tasmanian
Government