**Sample Course Outline**

French: Background Language

ATAR Year 12

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# Sample course outline

# French: Background Language – ATAR Year 12

## Semester 1 Unit 3

| **Week** | **Key teaching points** |
| --- | --- |
| 1–5 | **Introduction**  Overview of the French: Background Language course, unit and assessment requirements.  **Learning contexts and topics**  Provide opportunities for learning and assessment on the following context and topic:   * The individual – Making choices. Students reflect on the significant choices individuals may make in their life or career.   **Text types and kinds of writing**  Provide opportunities for students to produce the following kinds of writing: informative, evaluative, persuasive and reflective, and to respond to or to produce the following text types:   * account * advertisement * announcement * article * blog posting * cartoon * conversation * discussion * interview * letter * message * review * script – speech, interview, dialogue.   **Linguistic resources**  Provide opportunities for students to acquire and use the following resources:  Vocabulary   * introduce new vocabulary, phrases and expressions, through texts used related to the significant choices individuals may make in their life or career.   Grammar   * pronouns (relative: definite, indefinite) * sentence and phrase types (statements; questions; routine or formulaic expressions; *il y a;  si* clauses: present/future, imperfect/conditional; exclamations and fillers) * verbs (use of mood and tense of verbs in simple and complex sentences; subjunctive mood: pluperfect†, imperfect†; causative: use of inversion after certain adverbs [*peut‐être,  à peine*, *ainsi*, *aussi*]) * voice (passive – all tenses).   † For recognition only  Sound and writing systems   * show understanding and apply knowledge of the French sound and writing systems to communicate effectively information, ideas and opinions, in a variety of situations.   **Intercultural understandings**  Provide opportunities for students to further develop their linguistic and intercultural competence and enable them to reflect on the ways in which culture influences communication:   * aspects of participating in society: single, partnership or marriage? * making choices about the future: career or family or both? * discussion on the year ahead – study, work or travel? * influence of media on individual choice. |
|  | **Language learning and communication strategies**  Provide opportunities for students to practise the following strategies:   * use oral clues to predict and help with interpreting meaning * deduce meaning by applying rules * identify main points, make notes and summarise * ask for clarification and repetition to assist understanding * structure an argument, express ideas and opinions * manipulate known elements in a new context to create meaning in spoken forms.   Dictionaries   * use a monolingual and a bilingual dictionary and develop the necessary skills and confidence to do so effectively.   **Assessment Task 1: Response: Listening**  Listen to French texts and respond in French or English, as specified, to questions in French or English.  **Assessment Task 2: Oral communication**  Participate in an 8–10 minute discussion in French. |
| 6–10 | **Learning contexts and topics**  Provide opportunities for learning and assessment on the following context and topic:   * The French-speaking communities – Culture and the arts. Students explore culture and the arts in French‐speaking communities.   **Text types and kinds of writing**  Provide opportunities for students to produce the following kinds of writing: informative, evaluative, persuasive and reflective, and to respond to or to produce the following text types:   * account * advertisement * article * conversation * discussion * interview * film or TV program (excerpts) * image * interview * message * review * summary.   **Linguistic resources**  Provide opportunities for students to acquire and use the following resources:  Vocabulary   * introduce new vocabulary, phrases and expressions, through texts used related to exploring the culture and the arts in French‐speaking communities.   Grammar   * pronouns (relative: definite, indefinite) * sentence and phrase types (statements; questions; routine or formulaic expressions; *il y a*; *si* clauses: present/future, imperfect/conditional; exclamations and fillers) * verbs (use of mood and tense of verbs in simple and complex sentences; subjunctive mood: pluperfect†, imperfect†; causative: use of inversion after certain adverbs [*peut‐être,  à peine*, *ainsi*, *aussi*]) * voice (passive – all tenses).   † For recognition only  Sound and writing systems   * show understanding and apply knowledge of the French sound and writing systems to communicate effectively information, ideas and opinions, in a variety of situations.   **Intercultural understandings**  Provide opportunities for students to further develop their linguistic and intercultural competence and enable them to reflect on the ways in which culture influences communication:   * official organisations that promote and celebrate French culture worldwide,  e.g. *Organisation Internationale de la Francophonie* * symbols of cultural identity, e.g. Marianne*,* the French motto *Liberté, Egalité, Fraternité* and its origins * contributions of French culture to the global community, e.g. architecture, cuisine, design, the arts, fashion * the influence of popular culture on French-speaking people and their identity.   **Language learning and communication strategies**  Provide opportunities for students to practise the following strategies:   * scan and select texts for appropriate information * identify key words and main points, make notes and summarise * think critically and analytically * structure an argument, express ideas and opinions * manipulate known elements in a new context to create meaning in written forms.   Dictionaries   * use a monolingual and a bilingual dictionary and develop the necessary skills and confidence to do so effectively.   **Assessment Task 3: Response: Viewing and reading**  Read/view French texts and respond in French or English, as specified, to questions in French or English.  **Assessment Task 4: Written communication**  Write an informative review in French of approximately 300 words. |
| 11–15 | **Learning contexts and topics**  Provide opportunities for learning and assessment on the following context and topic:   * The changing world – The changing nature of work. Students explore how advances in communication technologies and changes in expectations and aspirations affect future study and employment.   **Text types and kinds of writing**  Provide opportunities for students to produce the following kinds of writing: informative, evaluative, persuasive and reflective, and to respond to or to produce the following text types:   * account * article * conversation * discussion * film or TV program (excerpts) * interview * letter * report * review * summary.   **Linguistic resources**  Provide opportunities for students to acquire and use the following resources:  Vocabulary   * introduce new vocabulary, phrases and expressions, through texts used related to exploring how advances in communication technologies and changes in expectations and aspirations affect future study and employment.   Grammar   * pronouns (relative: definite, indefinite) * sentence and phrase types (statements; questions; routine or formulaic expressions; *il y a;  si* clauses: present/future, imperfect/conditional; exclamations and fillers) * verbs (use of mood and tense of verbs in simple and complex sentences; subjunctive mood: pluperfect†, imperfect†; causative: use of inversion after certain adverbs [*peut‐être,  à peine*, *ainsi*, *aussi*]) * voice (passive – all tenses).   † For recognition only  Sound and writing systems   * show understanding and apply knowledge of the French sound and writing systems to communicate effectively information, ideas and opinions, in a variety of situations.   **Intercultural understandings**  Provide opportunities for students to further develop their linguistic and intercultural competence and enable them to reflect on the ways in which culture influences communication:   * careers and opportunities now and in the future * influence of technology in education and in the workplace * issues related to the workplace, e.g. changing role of men and women at work, impact of unemployment on the individual and on the community.   **Language learning and communication strategies**  Provide opportunities for students to practise the following strategies:   * think critically and analytically * structure an argument, express ideas and opinions * manipulate known elements in a new context to create meaning in written forms.   Dictionaries   * use a monolingual and a bilingual dictionary and develop the necessary skills and confidence to do so effectively.   **Assessment Task 5: Written communication**  Write a persuasive article in French of approximately 300 words. |
| 16 | Review structure of the practical (oral) and written examinations for Semester 1.  Prepare for the practical (oral) and written examinations.  **Assessment Task 6: Practical (oral) examination**  **Assessment Task 7: Written examination** |

# Sample course outline

# French: Background Language – ATAR Year 12

## Semester 2 Unit 4

| **Week** | **Key teaching points** |
| --- | --- |
| 1–5 | **Introduction**  Overview of the unit and assessment requirements.  **Learning contexts and topics**  Provide opportunities for learning and assessment on the following context and topic:   * The individual – Making a contribution. Students reflect on their role in their communities and how they can make a contribution to contemporary society.   **Text types and kinds of writing**  Provide opportunities for students to produce the following kinds of writing: informative, evaluative, persuasive and reflective, and to respond to or to produce the following text types:   * account * announcement * article * blog posting * conversation * discussion * email * journal entry * interview * script – speech, interview, dialogue * summary.   **Linguistic resources**  Provide opportunities for students to acquire and use the following resources:  Vocabulary   * introduce new vocabulary, phrases and expressions, through texts used related to the students’ own role in their communities and how they can make a contribution to contemporary society.   Grammar   * pronouns (relative: definite, indefinite) * sentence and phrase types (statements; questions; routine or formulaic expressions; *il y a;  si* clauses: present/future, imperfect/conditional; exclamations and fillers) * verbs (use of mood and tense of verbs in simple and complex sentences; subjunctive mood: pluperfect†, imperfect†; causative: use of inversion after certain adverbs [*peut‐être, à peine*, *ainsi*, *aussi*]) * voice (passive – all tenses).   † For recognition only  Sound and writing systems   * show understanding and apply knowledge of the French sound and writing systems to communicate effectively information, ideas and opinions, in a variety of situations.   **Intercultural understandings**  Provide opportunities for students to further develop their linguistic and intercultural competence and enable them to reflect on the ways in which culture influences communication:   * future goals and aspirations of young people in Australia and in French-speaking communities * how well-known individuals in Australia and/or French-speaking communities make a difference in their society environmentally, politically and/or socially, e.g. Eleanor of Aquitaine, Joan of Arc, François Mitterrand, Louis Pasteur, St Therese of Lisieux, Coco Chanel, Simone de Beauvoir, Charles De Gaulle, Yann Arthus-Bertand.   **Language learning and communication strategies**  Provide opportunities for students to practise the following strategies:   * think critically and analytically * structure an argument, express ideas and opinions * manipulate known elements in a new context to create meaning in written forms.   Dictionaries   * use a monolingual and a bilingual dictionary and develop the necessary skills and confidence to do so effectively.   **Assessment Task 8: Written communication**  Write an evaluative letter in French of approximately 300 words. |
| 6–10 | **Learning contexts and topics**  Provide opportunities for learning and assessment on the following context and topic:   * The French-speaking communities – French identity in the international context. Students explore the place of French‐speaking communities in the world, including international migration experiences.   **Text types and kinds of writing**  Provide opportunities for students to produce the following kinds of writing: informative, evaluative, persuasive and reflective, and to respond to or to produce the following text types:   * account * article * blog posting * cartoon * conversation * discussion * film or TV program (excerpts) * interview * letter * review * script – speech, interview, dialogue.   **Linguistic resources**  Provide opportunities for students to acquire and use the following resources:  Vocabulary   * introduce new vocabulary, phrases and expressions, through texts used related to the place of French‐speaking communities in the world, including international migration experiences.   Grammar   * pronouns (relative: definite, indefinite) * sentence and phrase types (statements; questions; routine or formulaic expressions; *il y a;  si* clauses: present/future, imperfect/conditional; exclamations and fillers) * verbs (use of mood and tense of verbs in simple and complex sentences; subjunctive mood: pluperfect†, imperfect†; causative: use of inversion after certain adverbs [*peut‐être, à peine*, *ainsi*, *aussi*]) * voice (passive – all tenses).   † For recognition only  Sound and writing systems   * show understanding and apply knowledge of the French sound and writing systems to communicate effectively information, ideas and opinions, in a variety of situations.   **Intercultural understandings**  Provide opportunities for students to further develop their linguistic and intercultural competence and enable them to reflect on the ways in which culture influences communication:   * reasons for French movement around the globe * migration experiences of French and francophone speakers (past and present) * political and social issues in France and in the French-speaking communities * aspects of multicultural integration in the French-speaking communities * contributions of French speakers to the international community.   **Language learning and communication strategies**  Provide opportunities for students to practise the following strategies:   * scan and select texts for appropriate information * identify key words and main points, make notes and summarise * think critically and analytically * structure an argument, express ideas and opinions * manipulate known elements in a new context to create meaning in written forms.   Dictionaries   * use a monolingual and a bilingual dictionary and develop the necessary skills and confidence to do so effectively.   **Assessment Task 9: Response: Listening**  Listen to French texts and respond in French or English, as specified, to questions in French or English.  **Assessment Task 10: Oral communication**  Participate in an 8–10 minute conversation in French. |
| 11–15 | **Learning contexts and topics**  Provide opportunities for learning and assessment on the following context and topic:   * The changing world – Current global issues. Students explore a range of global issues and events and their impact on the individual and society.   **Text types and textual conventions**  Provide opportunities for students to produce the following kinds of writing: informative, evaluative, persuasive and reflective, and to respond to or to produce the following text types:   * account * article * blog posting * cartoon * chart * conversation * discussion * email * film or TV program (excerpts) * interview * letter * script – speech, interview, dialogue * summary.   **Linguistic resources**  Provide opportunities for students to acquire and use the following resources:  Vocabulary   * introduce new vocabulary, phrases and expressions, through texts used related to a range of global issues and events and their impact on the individual and society.   Grammar   * pronouns (relative: definite, indefinite) * sentence and phrase types (statements; questions; routine or formulaic expressions; *il y a; si* clauses: present/future, imperfect/conditional; exclamations and fillers) * verbs (use of mood and tense of verbs in simple and complex sentences; subjunctive mood: pluperfect†, imperfect†; causative: use of inversion after certain adverbs [*peut‐être, à peine*, *ainsi*, *aussi*]) * voice (passive – all tenses).   † For recognition only |
|  | Sound and writing systems   * show understanding and apply knowledge of the French sound and writing systems to communicate effectively information, ideas and opinions, in a variety of situations.   **Intercultural understandings**  Provide opportunities for students to further develop their linguistic and intercultural competence and enable them to reflect on the ways in which culture influences communication:   * the impact of a changing Australian and French-speaking society on the individual * global issues, including health, sustainability, homelessness, over-population and poverty, racism and conflict, as they are evidenced in Australia, French-speaking communities and the world.   **Language learning and communication strategies**  Provide opportunities for students to practise the following strategies:   * scan and select texts for appropriate information * identify key words and main points, make notes and summarise * use oral clues to predict and help with interpreting meaning * deduce meaning by applying rules * structure an argument, express ideas and opinions * manipulate known elements in a new context to create meaning in spoken forms.   Dictionaries   * use a monolingual and a bilingual dictionary and develop the necessary skills and confidence to do so effectively.   **Assessment Task 11: Response: Viewing and reading**  Read/view French texts and respond in French or English, as specified, to questions in French or English.  **Assessment Task 12: Oral communication**  Participate in a 12–15 minute discussion in French on the topic for the personal investigation. |
| 16 | Review structure of the practical (oral) and written examinations for Semester 2.  Prepare for the practical (oral) and written examinations.  **Assessment Task 13: Practical (oral) examination**  **Assessment Task 14: Written examination** |