



## SAMPLE COURSE OUTLINE

---

**FRENCH: BACKGROUND LANGUAGE  
ATAR YEAR 12**

---

**Copyright**

© School Curriculum and Standards Authority, 2015

This document – apart from any third party copyright material contained in it – may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that the School Curriculum and Standards Authority is acknowledged as the copyright owner, and that the Authority's moral rights are not infringed.

Copying or communication for any other purpose can be done only within the terms of the *Copyright Act 1968* or with prior written permission of the School Curriculum and Standards Authority. Copying or communication of any third party copyright material can be done only within the terms of the *Copyright Act 1968* or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the [Creative Commons Attribution-NonCommercial 3.0 Australia licence](#)

**Disclaimer**

Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course.

## Sample course outline

### French: Background Language – ATAR Year 12

#### Semester 1 Unit 3

Week	Key teaching points
1–5	<p><b>Introduction</b> Overview of the French: Background Language course, unit and assessment requirements.</p> <p><b>Learning contexts and topics</b> Provide opportunities for learning and assessment on the following context and topic:</p> <ul style="list-style-type: none"> <li>• The individual – Making choices. Students reflect on the significant choices individuals may make in their life or career.</li> </ul> <p><b>Text types and kinds of writing</b> 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:</p> <ul style="list-style-type: none"> <li>• account</li> <li>• advertisement</li> <li>• announcement</li> <li>• article</li> <li>• blog posting</li> <li>• cartoon</li> <li>• conversation</li> <li>• discussion</li> <li>• interview</li> <li>• letter</li> <li>• message</li> <li>• review</li> <li>• script – speech, interview, dialogue.</li> </ul> <p><b>Linguistic resources</b> Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>• introduce new vocabulary, phrases and expressions, through texts used related to the significant choices individuals may make in their life or career.</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• pronouns (relative: definite, indefinite)</li> <li>• sentence and phrase types (statements; questions; routine or formulaic expressions; <i>il y a; si</i> clauses: present/future, imperfect/conditional; exclamations and fillers)</li> <li>• verbs (use of mood and tense of verbs in simple and complex sentences; subjunctive mood: pluperfect†, imperfect†; causative: use of inversion after certain adverbs [<i>peut-être, à peine, ainsi, aussi</i>])</li> <li>• voice (passive – all tenses).</li> </ul> <p>† For recognition only</p> <p>Sound and writing systems</p> <ul style="list-style-type: none"> <li>• show understanding and apply knowledge of the French sound and writing systems to communicate effectively information, ideas and opinions, in a variety of situations.</li> </ul> <p><b>Intercultural understandings</b> 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:</p> <ul style="list-style-type: none"> <li>• aspects of participating in society: single, partnership or marriage?</li> <li>• making choices about the future: career or family or both?</li> <li>• discussion on the year ahead – study, work or travel?</li> <li>• influence of media on individual choice.</li> </ul>

Week	Key teaching points
	<p><b>Language learning and communication strategies</b> Provide opportunities for students to practise the following strategies:</p> <ul style="list-style-type: none"> <li>• use oral clues to predict and help with interpreting meaning</li> <li>• deduce meaning by applying rules</li> <li>• identify main points, make notes and summarise</li> <li>• ask for clarification and repetition to assist understanding</li> <li>• structure an argument, express ideas and opinions</li> <li>• manipulate known elements in a new context to create meaning in spoken forms.</li> </ul> <p>Dictionaries</p> <ul style="list-style-type: none"> <li>• use a monolingual and a bilingual dictionary and develop the necessary skills and confidence to do so effectively.</li> </ul> <p><b>Assessment Task 1: Response: Listening</b> Listen to French texts and respond in French or English, as specified, to questions in French or English.</p> <p><b>Assessment Task 2: Oral communication</b> Participate in an 8–10 minute discussion in French.</p>
6–10	<p><b>Learning contexts and topics</b> Provide opportunities for learning and assessment on the following context and topic:</p> <ul style="list-style-type: none"> <li>• The French-speaking communities – Culture and the arts. Students explore culture and the arts in French-speaking communities.</li> </ul> <p><b>Text types and kinds of writing</b> 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:</p> <ul style="list-style-type: none"> <li>• account</li> <li>• advertisement</li> <li>• article</li> <li>• conversation</li> <li>• discussion</li> <li>• interview</li> <li>• film or TV program (excerpts)</li> <li>• image</li> <li>• interview</li> <li>• message</li> <li>• review</li> <li>• summary.</li> </ul> <p><b>Linguistic resources</b> Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>• introduce new vocabulary, phrases and expressions, through texts used related to exploring the culture and the arts in French-speaking communities.</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• pronouns (relative: definite, indefinite)</li> <li>• sentence and phrase types (statements; questions; routine or formulaic expressions; <i>il y a</i>; <i>si</i> clauses: present/future, imperfect/conditional; exclamations and fillers)</li> <li>• verbs (use of mood and tense of verbs in simple and complex sentences; subjunctive mood: pluperfect†, imperfect†; causative: use of inversion after certain adverbs [<i>peut-être</i>, <i>à peine</i>, <i>ainsi</i>, <i>aussi</i>])</li> <li>• voice (passive – all tenses).</li> </ul> <p>† For recognition only</p> <p>Sound and writing systems</p> <ul style="list-style-type: none"> <li>• show understanding and apply knowledge of the French sound and writing systems to communicate effectively information, ideas and opinions, in a variety of situations.</li> </ul>

Week	Key teaching points
	<p><b>Intercultural understandings</b> 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:</p> <ul style="list-style-type: none"> <li>• official organisations that promote and celebrate French culture worldwide, e.g. <i>Organisation Internationale de la Francophonie</i></li> <li>• symbols of cultural identity, e.g. Marianne, the French motto <i>Liberté, Égalité, Fraternité</i> and its origins</li> <li>• contributions of French culture to the global community, e.g. architecture, cuisine, design, the arts, fashion</li> <li>• the influence of popular culture on French-speaking people and their identity.</li> </ul> <p><b>Language learning and communication strategies</b> Provide opportunities for students to practise the following strategies:</p> <ul style="list-style-type: none"> <li>• scan and select texts for appropriate information</li> <li>• identify key words and main points, make notes and summarise</li> <li>• think critically and analytically</li> <li>• structure an argument, express ideas and opinions</li> <li>• manipulate known elements in a new context to create meaning in written forms.</li> </ul> <p>Dictionaries</p> <ul style="list-style-type: none"> <li>• use a monolingual and a bilingual dictionary and develop the necessary skills and confidence to do so effectively.</li> </ul> <p><b>Assessment Task 3: Response: Viewing and reading</b> Read/view French texts and respond in French or English, as specified, to questions in French or English.</p> <p><b>Assessment Task 4: Written communication</b> Write an informative review in French of approximately 300 words.</p>
11–15	<p><b>Learning contexts and topics</b> Provide opportunities for learning and assessment on the following context and topic:</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b>Text types and kinds of writing</b> 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:</p> <ul style="list-style-type: none"> <li>• account</li> <li>• article</li> <li>• conversation</li> <li>• discussion</li> <li>• film or TV program (excerpts)</li> <li>• interview</li> <li>• letter</li> <li>• report</li> <li>• review</li> <li>• summary.</li> </ul> <p><b>Linguistic resources</b> Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• pronouns (relative: definite, indefinite)</li> <li>• sentence and phrase types (statements; questions; routine or formulaic expressions; <i>il y a</i>; <i>si</i> clauses: present/future, imperfect/conditional; exclamations and fillers)</li> </ul>

Week	Key teaching points
	<ul style="list-style-type: none"> <li>• verbs (use of mood and tense of verbs in simple and complex sentences; subjunctive mood: pluperfect†, imperfect†; causative: use of inversion after certain adverbs [<i>peut-être, à peine, ainsi, aussi</i>])</li> <li>• voice (passive – all tenses). † For recognition only</li> </ul> <p>Sound and writing systems</p> <ul style="list-style-type: none"> <li>• show understanding and apply knowledge of the French sound and writing systems to communicate effectively information, ideas and opinions, in a variety of situations.</li> </ul> <p><b>Intercultural understandings</b> 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:</p> <ul style="list-style-type: none"> <li>• careers and opportunities now and in the future</li> <li>• influence of technology in education and in the workplace</li> <li>• 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.</li> </ul> <p><b>Language learning and communication strategies</b> Provide opportunities for students to practise the following strategies:</p> <ul style="list-style-type: none"> <li>• think critically and analytically</li> <li>• structure an argument, express ideas and opinions</li> <li>• manipulate known elements in a new context to create meaning in written forms.</li> </ul> <p>Dictionaries</p> <ul style="list-style-type: none"> <li>• use a monolingual and a bilingual dictionary and develop the necessary skills and confidence to do so effectively.</li> </ul> <p><b>Assessment Task 5: Written communication</b> Write a persuasive article in French of approximately 300 words.</p>
16	<p>Review structure of the practical (oral) and written examinations for Semester 1. Prepare for the practical (oral) and written examinations.</p> <p><b>Assessment Task 6: Practical (oral) examination</b> <b>Assessment Task 7: Written examination</b></p>

## Sample course outline

### French: Background Language – ATAR Year 12

#### Semester 2 Unit 4

Week	Key teaching points
1–5	<p><b>Introduction</b> Overview of the unit and assessment requirements.</p> <p><b>Learning contexts and topics</b> Provide opportunities for learning and assessment on the following context and topic:</p> <ul style="list-style-type: none"> <li>• The individual – Making a contribution. Students reflect on their role in their communities and how they can make a contribution to contemporary society.</li> </ul> <p><b>Text types and kinds of writing</b> 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:</p> <ul style="list-style-type: none"> <li>• account</li> <li>• announcement</li> <li>• article</li> <li>• blog posting</li> <li>• conversation</li> <li>• discussion</li> <li>• email</li> <li>• journal entry</li> <li>• interview</li> <li>• script – speech, interview, dialogue</li> <li>• summary.</li> </ul> <p><b>Linguistic resources</b> Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• pronouns (relative: definite, indefinite)</li> <li>• sentence and phrase types (statements; questions; routine or formulaic expressions; <i>il y a</i>; <i>si</i> clauses: present/future, imperfect/conditional; exclamations and fillers)</li> <li>• verbs (use of mood and tense of verbs in simple and complex sentences; subjunctive mood: pluperfect†, imperfect†; causative: use of inversion after certain adverbs [<i>peut-être, à peine, ainsi, aussi</i>])</li> <li>• voice (passive – all tenses).</li> </ul> <p>† For recognition only</p> <p>Sound and writing systems</p> <ul style="list-style-type: none"> <li>• show understanding and apply knowledge of the French sound and writing systems to communicate effectively information, ideas and opinions, in a variety of situations.</li> </ul> <p><b>Intercultural understandings</b> 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:</p> <ul style="list-style-type: none"> <li>• future goals and aspirations of young people in Australia and in French-speaking communities</li> <li>• 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-Bertrand.</li> </ul>

Week	Key teaching points
	<p><b>Language learning and communication strategies</b> Provide opportunities for students to practise the following strategies:</p> <ul style="list-style-type: none"> <li>• think critically and analytically</li> <li>• structure an argument, express ideas and opinions</li> <li>• manipulate known elements in a new context to create meaning in written forms.</li> </ul> <p>Dictionaries</p> <ul style="list-style-type: none"> <li>• use a monolingual and a bilingual dictionary and develop the necessary skills and confidence to do so effectively.</li> </ul> <p><b>Assessment Task 8: Written communication</b> Write an evaluative letter in French of approximately 300 words.</p>
6–10	<p><b>Learning contexts and topics</b> Provide opportunities for learning and assessment on the following context and topic:</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b>Text types and kinds of writing</b> 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:</p> <ul style="list-style-type: none"> <li>• account</li> <li>• article</li> <li>• blog posting</li> <li>• cartoon</li> <li>• conversation</li> <li>• discussion</li> <li>• film or TV program (excerpts)</li> <li>• interview</li> <li>• letter</li> <li>• review</li> <li>• script – speech, interview, dialogue.</li> </ul> <p><b>Linguistic resources</b> Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>• introduce new vocabulary, phrases and expressions, through texts used related to the place of French-speaking communities in the world, including international migration experiences.</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• pronouns (relative: definite, indefinite)</li> <li>• sentence and phrase types (statements; questions; routine or formulaic expressions; <i>il y a</i>; <i>si</i> clauses: present/future, imperfect/conditional; exclamations and fillers)</li> <li>• verbs (use of mood and tense of verbs in simple and complex sentences; subjunctive mood: pluperfect†, imperfect†; causative: use of inversion after certain adverbs [<i>peut-être</i>, <i>à peine</i>, <i>ainsi</i>, <i>aussi</i>])</li> <li>• voice (passive – all tenses).</li> </ul> <p>† For recognition only</p> <p>Sound and writing systems</p> <ul style="list-style-type: none"> <li>• show understanding and apply knowledge of the French sound and writing systems to communicate effectively information, ideas and opinions, in a variety of situations.</li> </ul> <p><b>Intercultural understandings</b> 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:</p> <ul style="list-style-type: none"> <li>• reasons for French movement around the globe</li> <li>• migration experiences of French and francophone speakers (past and present)</li> <li>• political and social issues in France and in the French-speaking communities</li> </ul>



Week	Key teaching points
	<ul style="list-style-type: none"> <li>aspects of multicultural integration in the French-speaking communities</li> <li>contributions of French speakers to the international community.</li> </ul> <p><b>Language learning and communication strategies</b> Provide opportunities for students to practise the following strategies:</p> <ul style="list-style-type: none"> <li>scan and select texts for appropriate information</li> <li>identify key words and main points, make notes and summarise</li> <li>think critically and analytically</li> <li>structure an argument, express ideas and opinions</li> <li>manipulate known elements in a new context to create meaning in written forms.</li> </ul> <p>Dictionaries</p> <ul style="list-style-type: none"> <li>use a monolingual and a bilingual dictionary and develop the necessary skills and confidence to do so effectively.</li> </ul> <p><b>Assessment Task 9: Response: Listening</b> Listen to French texts and respond in French or English, as specified, to questions in French or English.</p> <p><b>Assessment Task 10: Oral communication</b> Participate in an 8–10 minute conversation in French.</p>
11–15	<p><b>Learning contexts and topics</b> Provide opportunities for learning and assessment on the following context and topic:</p> <ul style="list-style-type: none"> <li>The changing world – Current global issues. Students explore a range of global issues and events and their impact on the individual and society.</li> </ul> <p><b>Text types and textual conventions</b> 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:</p> <ul style="list-style-type: none"> <li>account</li> <li>article</li> <li>blog posting</li> <li>cartoon</li> <li>chart</li> <li>conversation</li> <li>discussion</li> <li>email</li> <li>film or TV program (excerpts)</li> <li>interview</li> <li>letter</li> <li>script – speech, interview, dialogue</li> <li>summary.</li> </ul> <p><b>Linguistic resources</b> Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>pronouns (relative: definite, indefinite)</li> <li>sentence and phrase types (statements; questions; routine or formulaic expressions; <i>il y a</i>; <i>si</i> clauses: present/future, imperfect/conditional; exclamations and fillers)</li> <li>verbs (use of mood and tense of verbs in simple and complex sentences; subjunctive mood: pluperfect†, imperfect†; causative: use of inversion after certain adverbs [<i>peut-être, à peine, ainsi, aussi</i>])</li> <li>voice (passive – all tenses).</li> </ul> <p>† For recognition only</p>

Week	Key teaching points
	<p>Sound and writing systems</p> <ul style="list-style-type: none"> <li>show understanding and apply knowledge of the French sound and writing systems to communicate effectively information, ideas and opinions, in a variety of situations.</li> </ul> <p><b>Intercultural understandings</b></p> <p>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:</p> <ul style="list-style-type: none"> <li>the impact of a changing Australian and French-speaking society on the individual</li> <li>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.</li> </ul> <p><b>Language learning and communication strategies</b></p> <p>Provide opportunities for students to practise the following strategies:</p> <ul style="list-style-type: none"> <li>scan and select texts for appropriate information</li> <li>identify key words and main points, make notes and summarise</li> <li>use oral clues to predict and help with interpreting meaning</li> <li>deduce meaning by applying rules</li> <li>structure an argument, express ideas and opinions</li> <li>manipulate known elements in a new context to create meaning in spoken forms.</li> </ul> <p>Dictionaries</p> <ul style="list-style-type: none"> <li>use a monolingual and a bilingual dictionary and develop the necessary skills and confidence to do so effectively.</li> </ul> <p><b>Assessment Task 11: Response: Viewing and reading</b></p> <p>Read/view French texts and respond in French or English, as specified, to questions in French or English.</p> <p><b>Assessment Task 12: Oral communication</b></p> <p>Participate in a 12–15 minute discussion in French on the topic for the personal investigation.</p>
16	<p>Review structure of the practical (oral) and written examinations for Semester 2.</p> <p>Prepare for the practical (oral) and written examinations.</p> <p><b>Assessment Task 13: Practical (oral) examination</b></p> <p><b>Assessment Task 14: Written examination</b></p>