



# **French: Second Language General Course Year 12**

## **Selected Unit 3 syllabus content for the**

### **Externally set task 2017**

This document is an extract from the *French: Second Language General Course Year 12 syllabus*, featuring all of the content for Unit 3. The content that has been highlighted in the document is the content on which the Externally set task (EST) for 2017 will be based.

All students enrolled in the course are required to complete an EST. The EST is an assessment task which is set by the Authority and distributed to schools for administering to students. The EST will be administered in schools during Term 2, 2017 under standard test conditions. The EST will take 50 minutes.

The EST will be marked by teachers in each school using a marking key provided by the Authority. The EST is included in the assessment table in the syllabus as a separate assessment type with a weighting of 15% for the pair of units.

# Unit 3

## Unit description

The focus for this unit is ***C'est la vie ! (That's life!)***. Students continue to develop skills, knowledge and understandings through the study of the unit content. They extend their communication skills in the French language and gain further insight into the culture.

## Unit content

An understanding of the Year 11 content is assumed knowledge for students in Year 12. It is recommended that students studying Unit 3 and Unit 4 have completed Unit 1 and Unit 2.

This unit includes the knowledge, understandings and skills described below.

## Learning contexts and topics

Unit 3 is organised around three learning contexts and a set of three topics. The placement of a topic under a particular learning context is intended to provide a specific perspective for the teaching and assessment of the topic.

Learning contexts	Topics
<b>The individual</b> Students explore aspects of their personal world, aspirations, values, opinions, ideas, and relationships with others. They also study topics from the perspectives of other people.	<b>My relationships</b> Students reflect on the different relationships in their lives and consider the importance of friendship in their lives and the lives of young French speakers.
<b>The French-speaking communities</b> Students explore topics from the perspectives of individuals and groups within those communities, or the communities as a whole, and develop an understanding of how culture and identity are expressed through language.	<b>French sports and leisure</b> Students consider popular traditional and modern sports and leisure activities enjoyed by French people. Part 1 and Part 2
<b>The changing world</b> Students explore information and communication technologies and the effects of change and current issues in the global community.	<b>Leading a healthy lifestyle</b> Students consider current issues in the global community that relate to healthy living: the importance of physical activity and maintaining a well-balanced lifestyle. Part 2

## Text types and textual conventions

It is necessary for students to engage with a range of text types. In school-based assessments and the WACE externally set task, students are expected to respond to, and to produce, a range of text types in French from the list below.

- account
- advertisement
- announcement
- article
- blog posting
- cartoon
- chart
- conversation
- description
- diary entry
- email
- film or TV program (excerpts)
- form
- image
- interview
- itinerary
- journal entry
- letter
- map
- message
- note
- review
- role-play
- script – speech, interview, dialogue
- sign
- table

Refer to Appendix 2 for details of the features and conventions of the text types.

## Linguistic resources

### Vocabulary

Vocabulary, phrases and expressions associated with the unit content.

### Grammar

Students will be expected to recognise and use the following grammatical items:

Grammatical items	Sub-elements
Adjectives	demonstrative
	exclamatory
Articles	<i>de</i> replacing the partitive: <ul style="list-style-type: none"> <li>• in a negative construction</li> <li>• after expressions of quantity</li> </ul>
	omission of the article
Conjunctions	phrases followed by the indicative
Nouns	nominal phrases
Prepositions	location and direction
Pronouns	reflexive
	disjunctive
Verbs	present tense: <ul style="list-style-type: none"> <li>• modals</li> <li>• impersonal verbs</li> </ul>
	participles: <ul style="list-style-type: none"> <li>• present</li> </ul>
	imperfect tense
	imperative mood
	impersonal subject pronoun <i>on</i>

Refer to Appendix 3 for elaborations of grammatical items.

### **Sound and writing systems**

Consolidation of understanding of the sound and writing systems of French, and in particular:

- continued consolidation of understanding of phonology and orthography: phonological rules, such as elision and contractions, employed to make words easier to pronounce and to make language flow
- how English words that are used in French are treated in regard to grammar rules
- how to interpret phonetic symbols in dictionaries to pronounce new words.

### **Intercultural understandings**

The learning contexts and topics, the textual conventions of the text types selected, and the linguistic resources for the unit, should provide students with opportunities to enhance understanding of their own language(s) and culture(s) in relation to the French language and culture, and enable them to reflect on the ways in which culture influences communication.

### **Language learning and communication strategies**

Language learning and communication strategies will depend upon the needs of the students and the learning experiences and/or communication activities taking place.

### **Dictionaries**

Students should be encouraged to use dictionaries and develop the necessary skills and confidence to do so effectively.