

French Continuers

Stage 6 Syllabus

Original published version updated:

Updated June 2008 – BOS 31/08, Vol 17 No 3

June 2009 – Assessment and Reporting information updated

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Published by
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Sydney NSW 2001
Australia

Tel: (02) 9367 8111
Fax: (02) 9367 8484
Internet: www.boardofstudies.nsw.edu.au

ISBN 0 7313 4303 4

2009362

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1 The Higher School Certificate Program of Study

The purpose of the Higher School Certificate program of study is to:

- provide a curriculum structure which encourages students to complete secondary education;
- foster the intellectual, social and moral development of students, in particular developing their:
 - knowledge, skills, understanding and attitudes in the fields of study they choose
 - capacity to manage their own learning
 - desire to continue learning in formal or informal settings after school
 - capacity to work together with others
 - respect for the cultural diversity of Australian society;
- provide a flexible structure within which students can prepare for:
 - further education and training
 - employment
 - full and active participation as citizens;
- provide formal assessment and certification of students' achievements;
- provide a context within which schools also have the opportunity to foster students' physical and spiritual development.

2 Introduction to French in the Stage 6 Curriculum

2.1 The Language

The language to be studied and assessed is the modern standard version of French. While the focus of study will be the French spoken in metropolitan France, students may also encounter French spoken in other francophone countries. Students should be aware of different levels of language, for example formal, informal, some colloquialisms and slang. Students are expected to know that dialects do exist. However, they are not required to study them.

2.2 Description of Target Group

The *French Continuers Stage 6 Syllabus* is designed for the student who, typically, will have studied French for 400–500 hours by completion of Stage 6. Some students with less formal experience will also be able to meet the requirements of the syllabus successfully.

2.3 Rationale

The study of French contributes to the overall education of students, particularly in the areas of communication, cross-cultural understanding, literacy and general knowledge. The study of French promotes understanding of different attitudes and values within the wider Australian community and beyond. It will better equip students as travellers and provide access to a significant part of the culture, traditions and attitudes of French-speaking countries and communities such as our South Pacific neighbours (New Caledonia, Tahiti, Vanuatu), South-East Asia (Cambodia, Laos, Vietnam), Europe (France, Switzerland, Belgium, Luxembourg), Africa (Morocco, Senegal, Tunisia), the Middle East, the Indian Ocean region (Madagascar, Mauritius, Reunion Island), Canada and the West Indies.

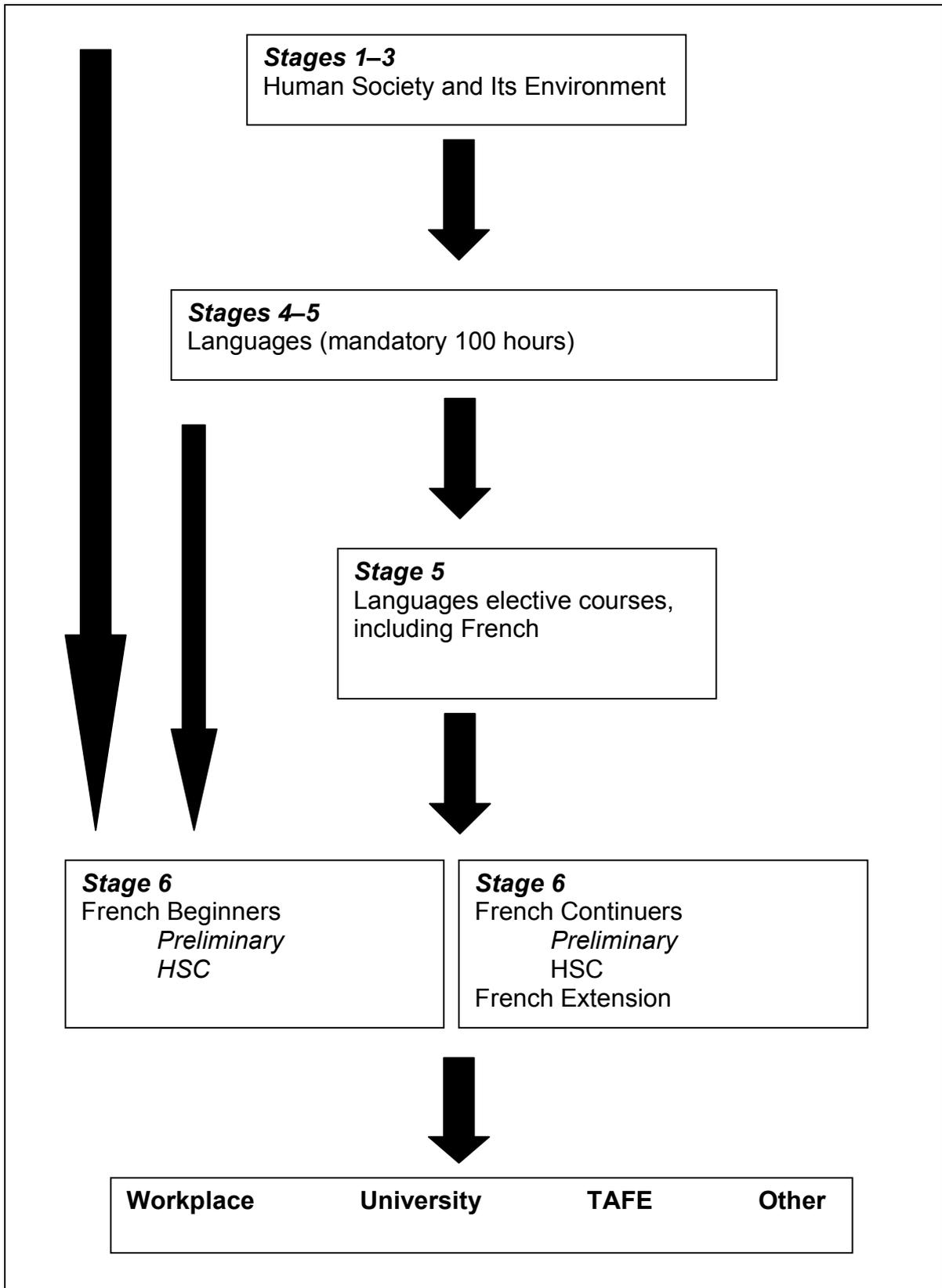
French is an official language for the Olympic Games, the United Nations, the European Union, the South Pacific Commission, the Organisation for African Unity and international conferences.

Students will develop linguistic ability and gain cultural understanding through the study of the French language. The ability to communicate in French should also promote understanding, harmony and cooperation with French-speaking communities in Australia and may provide students, in conjunction with their other skills, with enhanced vocational opportunities.

Knowledge of French may be an advantage in seeking employment in many fields such as the arts, banking and international finance, commerce, cuisine and catering, diplomacy, education and research, fashion and cosmetics, government, hospitality (eg hotels, restaurants), law, media (eg journalism), science and technology, tourism (eg airlines), translation and interpreting, and wine-making.

The study of French enhances enjoyment and appreciation of French culture through film, literature, music, cuisine, art and sport.

3 Continuum of Learning for French Stage 6 Students



The New South Wales curriculum provides opportunities for students to study a language or languages from Stage 1 through to Stage 6.

In the K–6 (Stages 1–3) Human Society and Its Environment key learning area, students develop an awareness of languages and may learn about the world through the study of a language such as French.

In Years 7–10, a language is a mandatory component of the School Certificate, with students being required to complete 100 hours of language study. Elective study in Stages 4–5 in French builds upon the mandatory study.

Stage 6 offers the opportunity to continue the study of French at Continuers level with the option of a French Extension course. Students may also begin the study of French in Stage 6.

4 Aims

The aims of the syllabus are to develop students’:

- ability to use French to communicate with others
- understanding and appreciation of the cultural contexts in which French is used
- ability to reflect on their own culture(s) through the study of other cultures
- understanding of language as a system
- ability to make connections between French and English and/or other languages
- cognitive, learning and social skills
- potential to apply French to work, further study, training or leisure.

5 Objectives

Students should be able to achieve the following objectives:

Objective 1 – exchange information, opinions and experiences in French

Objective 2 – express ideas through the production of original texts in French

Objective 3 – analyse, process and respond to texts that are in French

Objective 4 – understand aspects of the language and culture of French-speaking communities.

Meeting these objectives will involve using the skills of listening, speaking, reading and writing, either individually or in combination, and being able to move between French and English.

6 Course Structure

The Preliminary Course (120 indicative hours)

The Preliminary course has, as its organisational focus, themes and associated topics. Students' skills in, and knowledge and understanding of, French will be developed through tasks associated with a range of texts and text types that reflect the themes and topics. Students will also gain an insight into the culture and the language of French-speaking communities through the study of a range of texts.

The HSC Course (120 indicative hours)

The HSC course focuses on the three prescribed themes and associated topics. Students will gain a broader and deeper understanding of French and will extend and refine their communication skills in the language. As they expand the range of tasks, texts and text types studied, students' knowledge and understanding of the culture and the language of French-speaking communities will develop further.

7 Objectives and Outcomes

7.1 Table of Objectives and Outcomes

The outcomes listed below represent the knowledge, skills and understanding that students will achieve by the end of the HSC course based on this syllabus. The outcomes have been linked to one objective but may derive from more than one. The degree to which students achieve these outcomes will be reported in the performance scale.

Objectives	Outcomes
The student will: 1. exchange information, opinions and experiences in French	The student: 1.1 uses a range of strategies to maintain communication 1.2 conveys information appropriate to context, purpose and audience 1.3 exchanges and justifies opinions and ideas 1.4 reflects on aspects of past, present and future experience
2. express ideas through the production of original texts in French	2.1 applies knowledge of language structures to create original text # 2.2 composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience 2.3 structures and sequences ideas and information
3. analyse, process and respond to texts that are in French	3.1 conveys the gist of texts and identifies specific information 3.2 summarises the main ideas 3.3 identifies the tone, purpose, context and audience 3.4 draws conclusions from or justifies an opinion 3.5 interprets, analyses and evaluates information 3.6 infers points of view, attitudes or emotions from language and context
4. understand aspects of the language and culture of French-speaking communities	4.1 recognises and employs language appropriate to different social contexts 4.2 identifies values, attitudes and beliefs of cultural significance 4.3 reflects upon significant aspects of language and culture

written or spoken text created by students incorporating their own ideas

7.2 Key Competencies

French Stage 6 provides a powerful context within which to develop general competencies considered essential for the acquisition of effective, higher-order thinking skills necessary for further education, work and everyday life.

Key competencies are embedded in the *French Continuers Stage 6 Syllabus* to enhance student learning. The key competencies of ***communicating ideas and information*** and ***collecting, analysing and organising information*** reflect core skills in language learning and are explicit in the objectives and outcomes of the syllabus. The other key competencies are developed through classroom pedagogy. Students interact with one another, and through this interaction, the key competencies, ***planning and organising activities*** and ***working with others and in teams***, are developed. In interacting with others via communications technology, the student will develop the key competency of ***using technology***. The skills associated with the analysis of texts, such as the ability to comprehend meaning from context and using a dictionary, contribute towards the student's development of the key competency ***solving problems***.

8 Content of French Preliminary and HSC Courses

8.1 Themes, Topics and Sub-topics

There are three prescribed themes:

- the individual
- the French-speaking communities
- the changing world.

Each theme has a number of prescribed topics and suggested sub-topics with which students will engage in their study of French. The placement of the topics under one or more of the three themes is intended to provide a particular perspective or perspectives for each of the topics. The suggested sub-topics are provided to guide students and teachers as to how the topics may be treated.

The theme, *the individual*, enables students to explore aspects of their personal world, for example, sense of self, aspirations for the future, personal values, opinions, ideas, and relationships with others. At the same time, this theme also enables the student to study topics from the perspective of other individuals.

The theme, *the French-speaking communities*, explores topics from the perspective of groups within those communities or the communities as a whole and encourages students to reflect on their own and other cultures.

The theme, *the changing world*, enables students to explore change as it affects aspects of the world of work and other topics such as travel and tourism, current issues and the young person's world.

8.1.1 Table of Themes and Topics

Theme: the individual	Theme: the French-speaking communities	Theme: the changing world
Topics: <ul style="list-style-type: none"> • personal identity, eg: – significant moments • relationships, eg: – family and friends • school life and aspirations, eg: – school experiences – post school options • leisure and interests, eg: – hobbies – sport 	Topics: <ul style="list-style-type: none"> • daily life/lifestyles, eg: – routines – city and rural life † • arts and entertainment eg: – cinema – music 	Topics: <ul style="list-style-type: none"> • travel and tourism, eg: – traveller abroad experiences • the world of work, eg: – careers and occupations – men and women in the workplace † – unemployment † • current issues, eg: – prominent people and events † – technology † – the environment † • the young person’s world, eg: – youth cultures

† receptive use

The topics are sufficiently broad to allow flexibility in school programs, but specific enough to be of practical assistance to students and teachers. Not all topics will require the same amount of study time. The length of time and depth of treatment determined for each topic will depend on a number of factors, including:

- the particular objective(s) being covered
- the needs and interests of the student
- the linguistic and cultural complexity of the texts selected for study
- the tasks set for completion
- the language of response
- the nature of the language itself.

Teachers should structure and organise programs based on the prescribed themes and topics to address the objectives of the syllabus. In the treatment of some topics, it may be appropriate to focus on only one objective, such as Objective 3 — analyse, process and respond to a range of texts. Other topics may lend themselves to focusing on more than one objective. Objective 4 — understand aspects of the language and culture of French-speaking communities — underlies the study of all the themes and topics.

8.1.2 Texts

Students will access the themes and topics through texts. They should be wide-ranging and could include, for example, film, short story, song, newspaper article or documentary. While it is expected that students will study a range of oral and written texts in French in their treatment of the themes, topics and sub-topics, it may be appropriate to discuss a text or texts in English. Similarly, the language used by students to respond to a text may be either French or English, as appropriate. As a guide to those aspects of the topics that lend themselves to discussion in English, some sub-topics have been suggested for receptive use. They have been indicated by a dagger (†) in the Themes and Topics table.

8.1.3 Vocational Education and Training

In order to maximise opportunities for the student to gain recognition in nationally accredited Vocational Education and Training (VET), some teachers may wish to include modules endorsed within the Australian Qualifications Framework (AQF) in their programs.

Schools wishing to integrate VET modules into courses will need to comply with the principles and procedures of the Australian Recognition Framework (ARF) and any specific State or Territory requirements for delivery, assessment and certification of the VET. For further information see Post-school Opportunities on page 21.

8.2 Tasks

This syllabus recognises the importance of tasks as an organising principle in structuring a program that allows the student to work towards meeting the objectives and learning outcomes.

Tasks, broadly defined as opportunities for the purposeful use of language, must be selected and designed so that the student can develop and demonstrate knowledge, skills and understanding at increasingly complex levels.

Tasks can be described as having five elements:

- a purpose (a reason for undertaking the task that goes beyond the practice of the language for its own sake)
- a context (this may be real, simulated or imaginary, and may include aspects such as where, when, who is involved)
- an audience (the person or people at whom the task is directed)
- a process (thinking, problem-solving, creating)
- a product (a result that can be described in terms of achievement of the purpose of the task and in the student's overall cognitive development).

8.3 Texts

Texts for receptive use will not be prescribed. Students are encouraged to read, view and listen to a wide range of texts, including authentic texts. They are expected to be able to produce the following written texts in the modern standard version of French.

article	message	recount
diary entry	note	report
email	notice	script of an interview
letter	postcard	script of a speech of talk

In the oral examination students participate in a conversation.

8.4 Vocabulary

While there is no prescribed vocabulary list, it is expected that the student will be familiar with a range of vocabulary and idiomatic expressions relevant to the themes and topics prescribed in the syllabus.

8.4.1 Dictionaries

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

Suitable editions are published with the Resources on the Board of Studies website (www.boardofstudies.nsw.edu.au). Students are able to use monolingual and/or bilingual print dictionaries in the written examination. Information regarding the use of dictionaries in the HSC examination may be found in *Assessment and Reporting in French Continuers Stage 6*.

8.5 Grammar

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.

It is recognised that students will already have acquired a significant understanding of the function of grammar in French through prior knowledge or study of French.

However, developing students' ability to convey meaning effectively in a range of contexts will necessarily involve extending their awareness of the system of structures underlying the language, as well as their ability both to apply and adapt this knowledge.

The following grammatical structures are those that students studying French in a Continuers course are expected to recognise and use.

Grammatical item	Sub-elements	Example(s)
Verb	person and number regular -er -ir -re verbs frequently occurring irregular verbs reflexive verbs modal verbs impersonal verbs causative verbs †	<i>1st person singular: je crois</i> <i>1st person plural: nous croyons</i> <i>donner, finir, vendre</i> <i>aller, faire</i> <i>se lever, s'habiller</i> <i>devoir, pouvoir, savoir, vouloir</i> <i>il pleut, il faut, il est interdit</i> <i>J'ai fait construire un garage</i>
Tense	infinitives: present and past verbs with infinitives simple: present imperfect future conditional past historic/ passé simple †	<i>après avoir fait mes devoirs</i> <i>je viens de manger</i> <i>je donne, il dort, elle prend</i> <i>nous mangions, vous faisiez</i> <i>on ira, tu prendras</i> <i>je dormirais, ils vendraient</i> <i>il alla, je donnai</i>
	compound: perfect pluperfect future perfect † conditional perfect † participles: present past	<i>j'ai fini, elle est allée</i> <i>nous avons fait, tu avais fini</i> <i>on aura vendu, il sera parti</i> <i>vous auriez bu, tu aurais été</i> <i>tout en mangeant</i> <i>Il m'a offert un cadeau.</i> <i>il est né</i>
Voice	active passive † use of <i>on</i>	<i>Les Bordelais ont gagné le match.</i> <i>Le match a été gagné par les Bordelais.</i> <i>L'image a été créée.</i> <i>On parle français ici</i>

† receptive use

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Grammatical item	Sub-elements	Example(s)
Mood	indicative subjunctive imperative conditional	<i>Je fais mes devoirs</i> Only the most common forms, eg <i>Il faut que je fasse mes devoirs.</i> <i>Fais tes devoirs!</i> <i>Je ferais mes devoirs si j'avais le temps</i>
Adverb		<i>lentement, vite</i>
Noun	gender number	<i>le poste, la poste</i> <i>un animal, des animaux</i>
Determiner	definite article indefinite article partitive article <i>de</i> replacing partitive omission of the article	<i>le monsieur, la dame</i> <i>un chien, une table, des animaux</i> <i>du sucre, des bonbons</i> <i>Mon père est médecin</i>
Adjective	gender and number position demonstrative	<i>beau, belle, beaux, belles</i> <i>ma propre chambre/ma chambre propre</i> <i>ce garçon/cet homme/cette école/ces enfants</i>
	possessive interrogative exclamatory numerals: cardinal ordinal comparative and superlative: regular irregular	<i>mon école, nos amis</i> <i>Quel âge as-tu?</i> <i>Quelle horreur!</i> <i>un, deux, trois</i> <i>le premier mai/la deuxième fois</i> <i>intelligent/plus intelligent/le plus intelligent</i> <i>bon/meilleur/le meilleur</i>
Pronoun	subject pronouns object pronouns reflexive possessive demonstrative	<i>je mange, il voit</i> <i>je les mange, il nous cherche</i> <i>nous nous lavons</i> <i>le mien, la mienne</i> <i>Tu prends celui-ci ou celui-là?</i>

Grammatical item	Sub-elements	Example(s)
Pronoun (cont)	interrogative indefinite interrogative definite relative disjunctive	<i>qui/qui est-ce qui que/qu'est-ce que Voici deux robes, laquelle préfères-tu? qui/que/dont †/lequel † moi/toi/lui/elle</i>
Preposition	indicating time, location, direction verbs, nouns, adjectives	<i>après, chez, vers j'essaie de comprendre, j'ai l'intention de.... c'est facile à faire, je commence à comprendre</i>
Sentence and Phrase Types	statement question exclamation negative constructions time phrases conjunctions and connectives <i>si</i> clauses	<i>Il va au stade Est-ce qu'il va au stade? Va-t-il au stade? Il va au stade Mon Dieu! Qu'est-ce qu'il est beau! Je ne comprends rien Personne n'y va Il attend depuis une heure pendant, pour donc, mais, parce que, malgré, pourtant S'il fait beau, nous sortirons</i>

† receptive use

9 Course Requirements

For the Preliminary course:

- 120 indicative hours are required to complete the course.

For the HSC course:

- the Preliminary course is a prerequisite
- 120 indicative hours are required to complete the course.

10 Post-school Opportunities

The study of French provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions.

In addition, the study of French assists students to prepare for employment and full and active participation as citizens. In particular, there are opportunities for students to gain recognition in vocational education and training. Teachers and students should be aware of these opportunities.

Recognition of Student Achievement in Vocational Education and Training (VET)

Wherever appropriate, the skills and knowledge acquired by students in their study of HSC courses should be recognised by industry and training organisations. Recognition of student achievement means that students who have satisfactorily completed HSC courses will not be required to repeat their learning in courses at TAFE NSW.

Registered Training Organisations, such as TAFE NSW, provide industry training and issue qualifications within the Australian Qualifications Framework (AQF).

The degree of recognition available to students in each subject is based on the similarity of outcomes between HSC courses and TAFE modules endorsed within the Australian Qualifications Framework.

Teachers should contact the Board of Studies NSW for more information on VET modules in French.

Recognition by TAFE NSW

TAFE NSW conducts courses in a wide range of industry areas, as outlined each year in the *TAFE NSW Handbook*. Under current arrangements, the recognition available to students of French in relevant courses conducted by TAFE is described in the *HSC/TAFE Credit Transfer Guide*. This guide is produced by the Board of Studies and TAFE NSW and is distributed annually to all schools and colleges. Teachers should refer to this guide and be aware of the recognition available to their students through the study of French Stage 6. This information can be found on the TAFE NSW website (www.tafensw.edu.au/mchoice).

11 Assessment and Reporting

Advice on appropriate assessment practice in relation to the French Continuers syllabus is contained in *Assessment and Reporting in French Continuers Stage 6*. That document provides general advice on assessment in Stage 6 as well as the specific requirements for the Preliminary and HSC courses. The document contains:

- suggested components and weightings for the internal assessment of the Preliminary course
- mandatory components and weightings for the internal assessment of the HSC course
- the HSC examination specifications, which describe the format of the external HSC examination.

The document and other resources and advice related to assessment in Stage 6 French Continuers are available on the Board's website at www.boardofstudies.nsw.edu.au/syllabus_hsc