

# **Course design (including scope and sequence)**

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# Course structure

The syllabus for new courses includes the following elements.

<b>Rationale</b>	The rationale defines the course in terms of its unifying ideas and makes explicit the purpose for learning in broad terms.
<b>Course outcomes</b>	The course outcomes are statements of what students should know, understand, value and be able to do as a result of what they are taught and what they learn in a course.
<b>Course content</b>	A broad structure for the organisation of the content is provided, along with details about the major content areas that are further elaborated in each of the course units.
<b>Course units</b>	The units and their content are structured from stage P (in some courses), to stage 3. The cognitive difficulty of the content increases with each stage and is referenced to the broad development of learning described in the outcome progressions.
<b>Time and completion requirements</b>	Requirements and time allocation for course completion are outlined.
<b>Vocational education training information</b>	Information about integrating VET with courses is included for schools wishing to provide students with the opportunity to achieve VET units of competency while studying the course. Details of the relevant training packages are also provided.
<b>Resources</b>	Any recommended or set text lists are provided here. Reference is also made to a detailed list of relevant textbooks, teacher references, teacher guides and manuals that can be found at <a href="http://www.det.wa.edu.au/education/cmis/eval/curriculum/courses/">www.det.wa.edu.au/education/cmis/eval/curriculum/courses/</a>
<b>Assessment</b>	The types of assessment required for the course, the weightings of these types and the guidelines specific to the assessment for the course are provided.
<b>Grades</b>	Grade descriptors are used in reporting student achievement at the end of a course unit. The grades package for this course is available at <a href="http://curriculum.wa.edu.au">http://curriculum.wa.edu.au</a>
<b>WACE examination details</b>	Requirements for examinations are identified.
<b>Unit syllabus</b>	A separate syllabus is provided for each course unit. The unit syllabus includes information about the focus of the unit, provides some suggested learning contexts and gives details about the specific content that needs to be taught.
<b>Outcome progressions</b>	The outcome progressions describe, in broad terms, the expectations of learning for students. In teaching a particular course unit, teachers use the outcome progressions along with the unit content to: <ul style="list-style-type: none"> <li>• plan appropriate lessons and activities for their students</li> <li>• develop specific assessment tasks and marking keys.</li> </ul>

## The relationship of outcome progressions to unit content

Outcome progressions, along with content, should be used by teachers to guide the development and planning of their teaching and learning programs. They also provide direction in the development of assessments and associated marking keys. Levels are not to be used as the scale to assess students directly for reporting student performance.

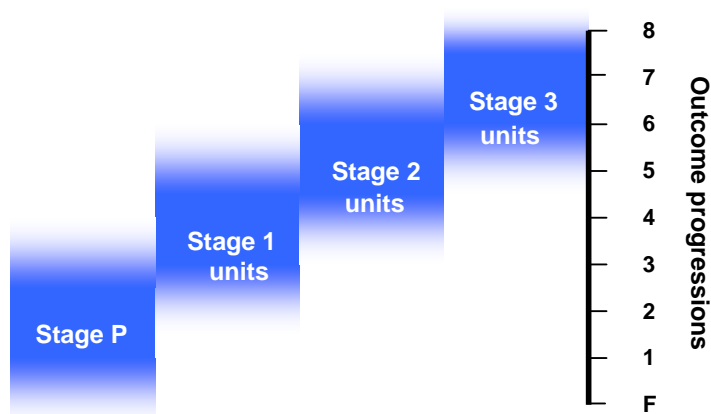
The cognitive difficulty of the content of units increases with each stage (preliminary, one, two and three) and is referenced to the broad development of learning described in the outcome progressions.

<b>Stage P units</b>	Stage P units provide opportunities for practical and well supported learning to help students develop skills required for them to be successful upon leaving school or in the transition to stage 1 units. The content is pitched at Foundation and levels 1–2. Post-school pathways may include TAFE and the workplace.
<b>Stage 1 units</b>	Stage 1 units provide bridging support and a practical and applied focus to help students develop skills required for them to be successful upon leaving school or in the transition to stage 2 units. The content is generally pitched at levels 3 to 4. Post-school pathways may include TAFE, apprenticeships, traineeships and the workplace.
<b>Stage 2 units</b>	Stage 2 units provide opportunities for applied learning with more focus on academic learning for transition to stage 3. The content is generally pitched at levels 4 to 6. Post-school options may include TAFE, apprenticeships and traineeships, university and the workplace.
<b>Stage 3 units</b>	Stage 3 units provide opportunities to extend knowledge and understandings in academic learning contexts. The content is generally pitched at levels 6 to 8. The post-school pathway is typically university with some students opting for the workplace or to enrol in TAFE courses.

In planning what to teach, teachers:

- read the course as a whole to understand its structure, how the content develops and to clarify the outcomes and expectations of learning of students in each stage
- refer directly to the unit/s to be taught to determine the specific content and the learning contexts available and the relevant parts of the outcome progressions.

**Diagram 1: Outcome progressions and unit content**



# Content

The course content needs to be the focus of the learning program. It enables students to maximise their achievement of both the overarching learning outcomes from the Curriculum Framework and the French course outcomes. By engaging with this content, students can demonstrate their achievement.

The course content is divided into four areas:

<b>Text types</b>	In learning a language, students engage with, and produce a wide variety of spoken, visual and written text types. Text types and textual conventions vary across languages and cultures and provide information about the society and culture in which they are produced.
<b>Linguistic resources</b>	In learning a language, students acquire linguistic resources. Linguistic resources are specific elements of language and conventions of texts that are necessary for communication in French. In acquiring linguistic resources, students should develop understandings and skills relevant to form and features of language (grammar, vocabulary, syntax and sound and writing systems) and textual conventions.
<b>Intercultural understandings</b>	In learning a language, students develop intercultural understandings which enhance the ability to communicate, interact and negotiate within and across languages and cultures, and to understand oneself and others.  Areas in which intercultural understandings are developed include: <ul style="list-style-type: none"> <li>• interpersonal relations and everyday living</li> <li>• communication and language</li> <li>• beliefs, attitudes, values and norms.</li> </ul>
<b>Language learning and communication strategies</b>	Language learning and communication strategies are processes, techniques and skills relevant to: <ul style="list-style-type: none"> <li>• supporting learning and the acquisition of language</li> <li>• making meaning from texts</li> <li>• producing texts</li> <li>• engaging in spoken interaction.</li> </ul>

To cater for the full range of students, six units have been developed to sequence the course content. They provide a meaningful setting and focus for student work. The learning contexts are chosen to shape and direct learning within a unit. They are also designed to respond to student interest and engage them in the learning journey.

<b>Unit 1AFRE</b>	Examples of learning contexts within the focus of the unit <b>le monde des jeunes (the world of youth)</b> : my world, your world, who am I?, who are you?, youth culture in francophone countries, living in a French-speaking community, the voice of youth, trends of youth.
<b>Unit 1BFRE</b>	Examples of learning contexts within the focus of the unit <b>la Francophonie (the francophone world)</b> : networks and friendships, my virtual trip to a francophone country, life in a French-speaking community, regions of France, our French connections, France's role today.
<b>Unit 2AFRE</b>	Examples of learning contexts within the focus of the unit <b>c'est la vie! (that's life!)</b> : my wellbeing, my free time, French sports, arts and entertainment, influence of French cuisine, the Olympic Games, international organisations and their work.
<b>Unit 2BFRE</b>	Examples of learning contexts within the focus of the unit <b>voyages (travel)</b> : my travel plans and tales, my country, on exchange, celebrations, exploring the French-speaking world on the net, tourism and hospitality.
<b>Unit 3AFRE</b>	Examples of learning contexts within the focus of the unit <b>les médias (the media)</b> : what's in, what's not, personal choices, media trends, role of the media in France, advertising, technology's influence today.
<b>Unit 3BFRE</b>	Examples of learning contexts within the focus of the unit <b>le monde qui nous entoure (the world around us)</b> : looking back, looking forward, my environment, urban and rural problems, the old and the new, youth and world issues, world of work.

## FRENCH COURSE: Scope and sequence of content

Course		pp. 10–11	pp. 12–13	pp. 14–15	pp. 16–17	pp. 19–20	pp. 21–22
Content Organiser		Unit 1A Le monde des jeunes (the world of youth)	Unit 1B La Francophonie (the francophone world)	Unit 2A C'est la vie! (that's life!)	Unit 2B Voyages (travel)	Unit 3A Les médias (the media)	Unit 3B Le monde qui nous entoure (the world around us)
<a href="#">Text types (external link)</a>	A range of spoken, visual and written text types relevant to the school-determined learning contexts should be selected for use in these units.	<p>For example:</p> <ul style="list-style-type: none"> <li>personal profiles</li> <li>conversations, role-plays</li> <li>emails, journal/diary entries</li> <li>websites, messages/notes, horoscopes.</li> </ul>	<p>For example:</p> <ul style="list-style-type: none"> <li>conversations, role-plays, announcements</li> <li>emails, websites, brochures, journal, diary entries, messages, notes</li> <li>itineraries, timetables, forms, advertisements, posters.</li> </ul>	<p>Over the course of a pair of units (2A–3B) students are expected to engage with the range of text types listed on page 4 of the French syllabus.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>conversations, announcements, skits, role-plays, songs and poems</li> <li>emails, websites, personal profiles, CVs, notices, journal, diary entries, news items, narrative and descriptive accounts</li> <li>advertisements, brochures, tables, graphs, forms.</li> </ul>	<p>Over the course of a pair of units (2A–3B) students are expected to engage with the range of text types listed on page 4 of the French syllabus.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>conversations, announcements, notices, news items, skits, role-plays, songs and poems</li> <li>itineraries, emails, websites, journal, diary entries, narrative and descriptive accounts, CVs</li> <li>advertisements, brochures, tables, graphs, forms, maps, timetables.</li> </ul>	<p>Over the course of a pair of units (2A–3B) students are expected to engage with the range of text types listed on page 4 of the French syllabus.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>drama, films, documentaries, lifestyle shows, news and current affairs programs</li> <li>statistical information, songs, poems, novels, short stories, magazines, essays</li> <li>brochures, advertisements, cartoons, and artworks.</li> </ul>	<p>Over the course of a pair of units (2A–3B) students are expected to engage with the range of text types listed on page 4 of the French syllabus.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>articles, brochures, documentaries, news reports</li> <li>applications, journal entries, letters, instructions</li> <li>conversations, discussions, and songs.</li> </ul>

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<a href="#">Linguistic Resources (external link)</a>	<b>Textual conventions</b>  Textual conventions are dependent on the texts chosen by the school.	Conventions suited to the focus of this unit may include: <ul style="list-style-type: none"> <li>features of, and differences between common written and visual texts (structure of an address in France, telephone numbers)</li> <li>common social conventions associated with greetings, initiating conversation, introductions, and forms of address.</li> </ul>	Conventions suited to the focus of this unit may include: <ul style="list-style-type: none"> <li>identifying features generic to common French texts when reading, viewing, listening, writing or engaging in spoken interactions (use of register and tense, structure of a message)</li> <li>commonalities and basic differences in similar texts across French-speaking communities (greetings and salutations, terms of endearment, initiating conversations, folk tales)</li> <li>consolidation of oral conventions associated with familiar questioning, enquiry, seeking assistance, greeting, initiating conversation, introductions and forms of address</li> <li>recognising some basic cultural elements in simple texts.</li> </ul>	Conventions suited to the focus of this unit may include: <ul style="list-style-type: none"> <li>sequencing of ideas in written texts</li> <li>using headings and paragraphs</li> <li>choosing and generating structures appropriate to purpose</li> <li>oral protocols associated with different contexts.</li> </ul>	Conventions suited to the focus of this unit may include: <ul style="list-style-type: none"> <li>using textual structure as an aid to interpretation</li> <li>sequencing ideas and structuring texts</li> <li>sustaining tense and tone</li> <li>supporting opinions and responses with details and explanations</li> <li>further oral protocols associated with different contexts, purposes</li> <li>using textual elements to interpret information about the society and culture related to in the texts.</li> </ul>	Conventions suited to the focus of this unit may include: <ul style="list-style-type: none"> <li>conventions associated with presenting arguments</li> <li>choosing and using structures appropriate to purpose</li> <li>gaining information from texts about the society and culture to which the student relates.</li> </ul>	Conventions suited to the focus of this unit may include: <ul style="list-style-type: none"> <li>oral protocols associated with resolving disagreements or conflicts</li> <li>conventions associated with presenting a reasoned argument</li> <li>consolidation of understanding and use of conventions of different texts.</li> </ul>

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Linguistic Resources (external link)	<b>Form and features of language</b>	Grammar <ul style="list-style-type: none"> <li>nouns (gender/number, plurals)</li> <li>articles (definite, indefinite)</li> <li>adjectives (regular forms, common irregular forms, agreement with nouns, position)</li> <li>numerals (cardinals, dates)</li> <li>pronouns (subject pronouns, disjunctive, reflexives)</li> <li>verbs (present tense—regular and common irregular verbs, related to the unit focus: present tense of common reflexive verbs, infinitives; <i>futur proche</i>)</li> <li>prepositions (simple, articulated forms)</li> <li>conjunctions (common conjunctions)</li> <li>sentence and phrase types</li> <li>statements and questions.</li> </ul>	Grammar <ul style="list-style-type: none"> <li>articles (partitive)</li> <li>adjectives (possessive)</li> <li>adverbs (formation, position, simple negation)</li> <li>numerals (ordinals, time)</li> <li>pronouns (disjunctive)</li> <li>verbs (present tense, irregular verbs related to the unit focus: imperative, perfect tense, common regular and irregular verbs)</li> <li>negatives in the perfect tense</li> <li>prepositions (time)</li> <li>conjunctions (common conjunctions)</li> <li>sentence and phrase types (exclamations).</li> </ul>	Grammar <ul style="list-style-type: none"> <li>nouns (nominal phrases)</li> <li>articles (<i>de</i> replacing the partitive, omission of the article)</li> <li>adjectives (demonstrative, interrogative, exclamatory)</li> <li>adverbs (degree, negation)</li> <li>pronouns (direct object, demonstrative)</li> <li>verbs (<i>on</i>, imperative, modal and impersonal verbs in present tense, perfect tense, imperfect, <i>passé récent</i>, pronominal, reflexive)</li> <li>prepositions (location, direction)</li> <li>conjunctions (common conjunctions)</li> <li>sentence and phrase types (time phrases).</li> </ul>	Grammar <ul style="list-style-type: none"> <li>nouns (apposition)</li> <li>pronouns (agreements, possessive, indirect object, interrogative, indefinite)</li> <li>verbs (imperfect, future, conditional)</li> <li>pronouns</li> <li>prepositions (linking verbs and infinitive)</li> <li>sentence and phrase types (<i>si</i>-clauses, present/future).</li> </ul>	Grammar <ul style="list-style-type: none"> <li>pronouns (interrogative, definite, relative: definite and indefinite, indefinite pronouns)</li> <li>verbs (voice: active, pluperfect, future perfect, conditional perfect, agreements)</li> <li>sentence and phrase types (<i>si</i>-clauses, <b>imperfect/conditional</b>).</li> </ul>	Grammar <ul style="list-style-type: none"> <li>verbs (participles, infinitive, subjunctive: present tense, past historic) — recognition only, voice: passive, pronominal: reciprocal, passive, causative, <i>laisser</i> + infinitive</li> <li>sentence and phrase types (<i>si</i> clauses—pluperfect, conditional perfect, implied future).</li> </ul>
	Vocabulary associated with the learning contexts.						

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<a href="#">Linguistic Resources (external link)</a>	<b>Sound and writing systems</b>	Sound and writing systems: <ul style="list-style-type: none"> <li>French alphabet, vowel sounds, silent letters, accents, stress, intonation</li> <li>liaison</li> <li>pronunciation of introduced vocabulary.</li> </ul>	Development and consolidation of the sound and writing systems of French: <ul style="list-style-type: none"> <li>consolidation of French alphabet, vowel sounds, silent letters, accents, stress, intonation</li> <li>liaison and pronunciation of introduced vocabulary</li> <li>French names for countries.</li> </ul>	Consolidation of understanding of the sound and writing systems of French: <ul style="list-style-type: none"> <li>understanding of sound and spelling: <i>enchaînements</i>, contractions, inversion (word order in questions), pronunciation</li> <li>common words that sound the same in French e.g. <i>Saint-Coeur</i> and <i>cinq heures</i>.</li> </ul>	Consolidation of understanding of the sound and writing systems of French: <ul style="list-style-type: none"> <li>consolidation of, and understanding of sound and spelling of French: <i>enchaînements</i>, contractions, inversion e.g. word order in questions</li> <li>awareness of phonetic symbols used in dictionary to facilitate pronunciation of French words</li> <li>French names for world cities.</li> </ul>	Consolidation of understanding of the sound and writing systems of French: <ul style="list-style-type: none"> <li>continued consolidation of understanding of phonology and orthography: phonological rules, such as elision and contractions, employed to make words easier to pronounce and language flow</li> <li>how English words that are used in French are treated in regards to grammar rules</li> <li>how to interpret phonetic symbols in dictionary to pronounce new words.</li> </ul>	Consolidation of understanding of the sound and writing systems of French: <ul style="list-style-type: none"> <li>phonological rules, such as elision and contractions, employed to make words easier to pronounce and language flow</li> <li>how English words that are used in French are treated in regards to grammar rules</li> <li>creation of new French words in response to evolving technology and a changing world.</li> </ul>
	Development and consolidation of the sound and writing systems of French.						

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<p>Through these units students have the opportunity to develop knowledge, awareness and understanding of the similarities and differences between their own culture and that of the French world. These intercultural understandings should be relevant to the school-determined learning contexts.</p> <p><b>Intercultural Understandings (external link)</b></p>	<p>Intercultural understandings suited to this unit may include:</p> <ul style="list-style-type: none"> <li>• common practices and behaviours related to interpersonal relationships and social interactions in France and French-speaking communities e.g. greeting conventions, familiar/formal terms of address and language, leave-taking conventions</li> <li>• rituals of daily life for learners of a similar age in France and French-speaking communities</li> <li>• the impact of traditions and customs e.g. home life, attitudes to school, interests in the lives of peers in France and French-speaking communities</li> <li>• general geographical information e.g. size, location, population and general history and its influence on social practices and language</li> <li>• technology and contemporary issues relevant to learners and their French-speaking peers.</li> </ul>	<p>Intercultural understandings suited to this unit may include:</p> <ul style="list-style-type: none"> <li>• interpersonal relationships and social aspects from the perspective of a visitor in a French-speaking community e.g. turn-taking, gender roles, politeness conventions, social practices such as gift giving, visiting people</li> <li>• some historical events and their impact on contemporary life and cultural values</li> <li>• influence of historical events and the geographical location of French-speaking communities on their social practices</li> <li>• France in the world today</li> <li>• Australia's French connections.</li> </ul>	<p>Intercultural understandings suited to this unit may include:</p> <ul style="list-style-type: none"> <li>• aspects of socialising and everyday living e.g. conversational conventions, concepts of time, attitude to money, sport, leisure, food; concepts of a healthy lifestyle, career choices and opportunities</li> <li>• geographical and meteorological aspects and their influence on social practices</li> <li>• major current events and issues as a reflection of contemporary life and cultural values</li> <li>• impact of technology on leisure and work in French-speaking communities.</li> </ul>	<p>Intercultural understandings suited to this unit may include:</p> <ul style="list-style-type: none"> <li>• differences in everyday life in France that may impact on the French's expectations of life in Australia</li> <li>• being a responsible visitor: communicating, functioning and behaving appropriately</li> <li>• attitudes to visitors from the French and Australian perspective</li> <li>• reasons for French movement around the globe and the contributions of French-speaking cultures to the home culture</li> <li>• influence of technology on tourism, travel and globalisation</li> <li>• issues and differences between France and Australia which prompt travel between the two countries.</li> </ul>	<p>Intercultural understandings suited to this unit may include:</p> <ul style="list-style-type: none"> <li>• media in everyday life e.g. advertising, lifestyles, consumption patterns in France</li> <li>• popular texts, text types and genres in France and the global nature of media in France</li> <li>• customs and traditions that impact on peers in France and French-speaking communities</li> <li>• recognising and comparing cultural elements encountered in texts</li> <li>• technology's influence today</li> <li>• stereotypes and popular figures and characters found in French texts</li> <li>• traditional and contemporary social rituals.</li> </ul>	<p>Intercultural understandings suited to this unit may include:</p> <ul style="list-style-type: none"> <li>• France's place in the world e.g. politically, spiritually, geographically</li> <li>• traditions and beliefs that underpin modern living and values</li> <li>• influence of technology on lifestyles and career opportunities</li> <li>• current social, global and environmental issues affecting learners and French-speaking peers</li> <li>• multiculturalism and social divides in France e.g. wealth, ethnicity, religion, gender, rural/urban</li> <li>• perceptions of Australian, French relations.</li> </ul>

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<a href="#">Language learning and communication strategies</a> (external link)	<p>Language learning and communication strategies are processes, techniques and skills relevant to:</p> <ul style="list-style-type: none"> <li>• supporting learning and the acquisition of language</li> <li>• making meaning from texts</li> <li>• producing texts</li> <li>• engaging in spoken interaction.</li> </ul>	<p>Language learning and communication strategies will depend upon the needs of the learners and the text types selected.</p>	<p>Language learning and communication strategies will depend upon the needs of the learners and the text types selected.</p>	<p>Language learning and communication strategies will depend upon the needs of the learners and the text types selected.</p>	<p>Language learning and communication strategies will depend upon the needs of the learners and the text types selected.</p>	<p>Language learning and communication strategies will depend upon the needs of the learners and the text types selected.</p>