



Rangi Ruru Girls' School

# Year 12 French



**Course Outline 2017**

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## Achievement Objectives

Students will demonstrate their ability, against the background of French culture to:

- Comprehend detail and summarise meaning in spoken and written French.
- Initiate and maintain a conversation that may have some unpredictable content.
- Write extended passages, presenting ideas and information logically and demonstrating their expanding knowledge of French vocabulary and language features.

## Course of Study

By the end of this course students should have an understanding of and ability to use all the communication functions up to the end of Level 7 French in the New Zealand Curriculum.

A list of the Level 2 NCEA vocabulary and grammar structures is available in the NCEA Level 2 Renash guide.

## The Content

The themes studied this year are:

- La mode et l'image
- La musique
- Le sport
- La santé et le bien-être
- Les vacances
- La famille et les relations personnelles

The main resources will be provided in class during the course of each topic. Other resources, including online resources, will be used as appropriate. The two internal assessments (interaction and writing portfolios) will be based on these resources.

## Study Hints for Year 12 French

- Keep your folder (or digital notes) well-organised (using subject dividers) and up-to-date.
- Complete all writing tasks/assignments on time and file these in your Writing Portfolio folder on OneNote.
- Learn vocabulary, structures and grammar rules regularly. Make study cards and notes throughout the course and refer back to them regularly. You will usually have one test a fortnight. We will use the Language Perfect and in class written vocabulary assessments.
- Be methodical and conscientious about learning vocabulary and grammar structures (especially Level 7).
- Regularly work on improving your spoken language. Practise conversations in and out of class (eg on your phone, Skype etc). Use spoken French as much as possible!

## **Year 12 Curriculum Level Eight Proficiency Descriptor**

Students can use language variably and effectively to express and justify their own ideas and opinions and support or challenge those of others. They are able to use and identify the linguistic and cultural forms that guide interpretation and enable them to respond critically to texts.

### *Communication*

*In selected linguistic and sociocultural contexts, students will:*

#### **Selecting and using language, symbols and texts to communicate**

- Communicate information, ideas, and opinions through increasingly complex and varied texts.

#### **Managing self and relating to others**

- Explore the views of others, developing and sharing personal perspectives.

#### **Participating and contributing in communities**

- Engage in sustained interaction and produce extended text.

### *Language Knowledge*

*Students will:*

- Analyse ways in which the target language is organised in different texts and for different purposes.
- Explore how linguistic meaning is conveyed across languages.

### *Cultural Knowledge*

*Students will:*

- Analyse ways in which the target culture(s) is (are) organised for different purposes and for different audiences.
- Analyse how the use of the target language expresses cultural meanings.

# Key Competencies in the Language Faculty

## THINKING

- ✓ Plans for written tasks
- ✓ Uses strategies to overcome difficulties in communication
- ✓ Makes connections about language features

## RELATING TO OTHERS

- ✓ Acts appropriately in learning situations by listening actively and supporting other learners
- ✓ Understands and applies different cultural practices and points of view
- ✓ Is capable of communicating with others in different situations in the target language

## UNDERSTANDING LANGUAGE, SYMBOLS AND TEXTS

- ✓ Uses language effectively to communicate at an appropriate curriculum level in a range of receptive and productive contexts
- ✓ Uses ICT resources effectively to enhance language learning

## MANAGING SELF

- ✓ Is committed to using the target language in class
- ✓ Sets goals and takes responsibility for independent learning of target language
- ✓ Approaches tasks positively and is prepared to take risks and make mistakes in the process of improving their language skills
- ✓ Arrives at class with correct equipment and positive attitude
- ✓ Sustains focus in class and perseveres

## PARTICIPATING AND CONTRIBUTING

- ✓ Seeks opportunities actively to use target language and culture in a range of situations both inside and outside the classroom
- ✓ Maintains progress and language level after pursuing these opportunities
- ✓ Promotes participation in the wider community to peers

## NCEA Assessment 2017 - Level Two

There will be **4** different assessment tasks for which you can gain a total of **20 credits**.

The **internally** assessed tasks are:

<b>Speaking</b>	<b>Writing</b>
<b>5 Credits</b>	<b>5 Credits</b>
<b>AS 91119 Version 2</b> <b>2.3 Interaction Portfolio</b> Interact using spoken French to share and justify information, ideas and opinions in different situations.	<b>AS 91122 Version 2</b> <b>2.5 Writing Portfolio</b> Write a variety of text types in French to convey information, ideas and opinions in genuine contexts.

The **externally** assessed tasks are:

<b>Listening</b>	<b>Reading</b>
<b>5 Credits</b>	<b>5 Credits</b>
<b>AS 91118 Version 3</b> <b>2.1</b> Demonstrate understanding of a variety of spoken French texts on familiar matters.	<b>AS 91121 Version 3</b> <b>2.4</b> Demonstrate understanding of a variety of written and/or visual French text(s) on familiar matters.

### **Interact (2.3)**

- A portfolio of interactions is to be compiled during the year. You will have the opportunity to record 3 interactions. You will submit your final selection of your best 2 or 3 interactions (totalling about 4 minutes) by the end of Week 2, Term 4.
- You will create a page in your French OneNote Notebook to store your recordings. It is your responsibility to manage this and to ensure that on completion of each recording, you ask your teacher for feedback.

### **Writing Portfolio (2.5)**

- Your writing portfolio is to be compiled during the year and will show that you are able to write a variety of text types.
- You will submit your final selection of your best 3 texts (totalling a minimum of 400 words) by the end of Week 2, Term 4.
- You will create a page in your French OneNote Notebook to store your texts. It is your responsibility to manage this and to ensure that on completion of each text you ask your teacher for feedback.

The External Achievement Standards will be assessed in the NZQA examination in November/December.

Topic Tests and the end of year school examinations will serve as formative tests to check on student progress and to identify learning needs. There will also be regular testing of vocabulary and grammar.

## **Signing Off**

After each assessment you will be able to look through your work. If you agree that the mark is accurate, you will sign the acceptance form.

## **Storage of Student Work**

Both Achievement Standards 2.3 and 2.5 will be recorded and/or stored on your personal OneNote portfolio pages and the Year 12 French Class Portfolio OneNote page.

## **Course Completion Requirements**

You must attend class regularly and be present at all assessments. It is essential that students who miss an NCEA Assessment follow the correct procedure.

Please refer to Rangī Life for information on assessment policy, authenticity, appeals etc.

# Year 12 - Student Record Sheet

Language \_\_\_\_\_

Name \_\_\_\_\_

Class: \_\_\_\_\_

## Internal Achievement Standards

Achievement Standard	Credits	Summative/Final
2.3 Interaction Portfolio	5	
2.5 Writing Portfolio	5	

## External Achievement Standards

Achievement Standard	Credits	Formative Assessment	
		Test 1	School Exam
2.1 Listening	5		
2.4 Reading	5		

Formative assessments are used to show progress.

They are not the final result.



# Year 12 French

## Year Plan 2017

### Term 1

<b>Theme 1</b> – La mode et l'image	Weeks 1 – 4
<b>Theme 2</b> – La musique	Weeks 5 – 8
<b>Theme 3</b> – Le sport	Weeks 9 – 10

### Term 2

<b>Theme 1</b> – La santé et le bien-être	Weeks 1 – 3
<b>Theme 2</b> – Les vacances	Weeks 4 – 7
<b>Theme 3</b> – En famille	Weeks 8 – 10

### Term 3

<b>Theme 1</b> – Bons copains	Weeks 1 – 4
<b>Theme 2</b> – Entre nous	Weeks 6 – 9

*School exams will take place for 2/3 days in Weeks 5 and 7*

### Term 4

Revision and final task selection for portfolios	Weeks 1 – 2
Revision in preparation for External Examinations	Weeks 3 - 4