French Continuers Stage 6 – sample scope and sequence

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# Rationale

All NSW public schools need to plan curriculum and develop teaching programs consistent with the Education Act 1990 (NSW) and the NSW Education Standards Authority (NESA) syllabuses and credentialing requirements.

Scope and sequences form part of the ongoing documentation or evidence schools maintain to comply with the department’s policy, policy standards and registration requirements.

This resource has been developed to assist teachers in NSW Department of Education schools to create learning that is contextualised to their classroom. It can be used as a basis for the teacher’s own scope and sequence, or be used as an example of how the curriculum could be implemented. The resource has suggested timeframes that may need to be adjusted by the teacher to meet the needs of their students.

Developing a robust scope and sequence has many benefits and may help teachers and schools to:

* plan learning activities that are inclusive, accommodating the needs of all students in their class from the beginning
* promote high expectations for student learning
* identify opportunities for explicit teaching
* create opportunities for students to receive feedback on their learning
* systematically plan for and undertake assessment
* collect and use data to monitor achievements and identify gaps in learning
* differentiate curriculum delivery to meet the needs of students at different levels of achievement
* collaborate with other teachers to plan for quality teaching and learning.

# French Continuers – sample scope and sequence

This scope and sequence is for the French Continuers Stage 6 course and includes suggested assessment tasks aligned to NESA requirements outlined in [Assessment and reporting in French Continuers Stage 6](https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-languages/continuers/french-continuers-syllabus/assessment-and-reporting) .

## Year 11

Table 1 – French Continuers Year 11 sample scope and sequence

|  |  |  |  |
| --- | --- | --- | --- |
| Term and duration | Theme, topic, outcomes and learning overview | Skills and language | Assessment |
| Term 1  5 weeks | **Theme: the individual**  **Topic: personal identity**  **Outcomes:**   * 1.1, 1.2, 1.3, 1.4 * 2.1, 2.2, 2.3 * 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 * 4.1, 4.2, 4.3   Students introduce themselves and express details about name, age, nationality/background and where they live.  Students describe their physical characteristics and personalities, including likes and dislikes.  Students give details about their neighbourhood, including opinions. | * Revise introducing yourself using the present tense, for example, *Je m’appelle…*; *Mon nom de famille c’est…* * Revise giving details about your age using the irregular verb *avoir*, for example, *J’ai dix-sept ans*. * Revise giving details about your nationality and/or background, for example, *Je suis australien/australienne*; *Je suis anglais(e), mais j’ai grandi ici en Australie*; *Je suis français(e) mais je suis né(e) à Rome*. * Revise using the correct form of adjectives, including superlatives, when describing yourself, for example, *Je suis grand(e), mince et travailleur/travailleuse*; *Je suis le/la plus honnête de la famille*. * Revise describing simple likes, dislikes and preferences, for example, *J’aime lire et regarder des films*; *J’aime bien faire du jogging mais je préfère faire du vélo*; *Je n’aime pas du tout le chocolat*. * Revise using appropriate prepositions when describing where you live, for example, *J’habite à Newcastle*/*en banlieue*/*dans une ferme*/*en ville*/*en Australie*/*au Canada.* * Revise describing your home and neighbourhood using adverbs and correct placement of adjectives, for example, *J’habite dans une maison jumelée en banlieue dans un quartier assez tranquille et très vieux*; *J’habite un grand appartement très moderne au centre-ville*; *J’ai ma propre chambre*. * Revise giving details about your suburb, for example, *Près de chez moi* *il y a un stade municipal*; *J’aime bien mon quartier parce qu’il y a beaucoup de* *choses à faire*. * Explore texts in which people across French-speaking communities describe themselves. * Create texts to share information about yourself (letter/email/ note). | No formal assessment. |
| Term 1  5 weeks | **Theme: the individual**  **Topic: personal identity (significant moments)**  **Outcomes:**   * 1.1, 1.2, 1.3, 1.4 * 2.1, 2.2, 2.3 * 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 * 4.1, 4.2, 4.3   Students exchange information about significant moments in their lives, such as birthdays, festivals and celebrations.  Students give opinions on having a driver’s licence.  Students describe a significant event they have attended. | * Indicate how old you will become using the future tense, for example, *J’aurai bientôt 18 ans*; *Je fêterai mes 18 ans en mars*. * Discuss events of significance, such as birthdays, celebrations and family gatherings, for example, *Mon anniversaire, c’est le 29 juillet et chaque année je dîne à mon restaurant préféré en famille*; *Noël est très important pour ma famille*; *il y a toujours un grand déjeuner avec toute la famille et trop à manger*. * Describe a significant event you have attended using the past and imperfect tenses, for example, *Pour fêter le réveillon du nouvel an je suis allé(a) en ville pour voir les feux d’artifices*; *c’était magnifique !*; *L’année dernière je suis allé(e) au concert de… et ça m’a beaucoup* *plu*. * Give your opinion on obtaining your driver’s licence, including use of the future tense, for example, *J’aurai mon permis de conduire dans un mois et j’en ai hâte*; *Avoir un permis de* *conduire me donnera beaucoup plus de liberté*; *J’ai peur de conduire donc je n’obtiendrai pas mon permis de conduire*. * Give details of gifts you have received for events such as birthdays using the past tense, for example, *L’année dernière ma mère m’a offert un vélo*; *J’ai reçu de l’argent*. * Explore texts in which people across French-speaking communities describe significant events and moments in their lives. * Create texts to share information about a significant event (letter/email/note). | **Task 1 – Term 1 Week 9**  **Listening** (20%) – outcomes 3.1, 3.2, 3.3, 3.4, 3.5, 3.6  Your school is preparing for the arrival of students from your sister school in France. In order to match students with an appropriate family, the French students have prepared audio recordings in which they introduce themselves, discuss their interests and describe where they live. Answer the questions about the audio recordings in English.  **Speaking** (10%) – outcomes 1.1, 1.2, 1.3, 1.4  You have been matched with a French student from your sister school. Make a recording to send to your French student before they arrive. In your recording include:   * an introduction * your age * where you live and what the surrounding neighbourhood/area is like * your likes and dislikes * questions you would like to ask the French student before they arrive. |
| Term 2  5 weeks | **Theme: the individual**  **Topic: relationships (family and friends)**  **Outcomes:**   * 1.1, 1.2, 1.3, 1.4 * 2.1, 2.2, 2.3 * 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 * 4.1, 4.2, 4.3   Students exchange information about their family and pets, including physical characteristics and personalities.  Students describe friends, expressing details such as name, age, where they live, background, likes and dislikes.  Students compare the physical characteristics and personalities of others.  Students describe their relationships with family members and friends.  Students express their opinion on the qualities of a good friend.  Students give advice to friends about relationships. | * Revise introducing others using appropriate register and possessive adjectives, for example, *Je te présente mon ami Jacques*; *Je vous présente mon père*. *Il s’appelle Mario*. * Revise using numbers and indefinite articles with the irregular verb *avoir* to describe family and pets, including the negative structure, for example, *J’ai deux frères et une sœur*; *Je n’ai pas de cousins*; *J’ai un chien et des oiseaux*; *Je n’ai pas de chat*. * Revise giving information about your family, using possessive pronouns, for example, *J’ai une petite famille : moi, mes parents et mon chat Georges*; *Mes frères/ sœurs s’appellent…* *et ils/elles ont [*number*] ans*; *Ma famille est d’origine indienne*. * Revise using the correct form of adjectives, including possessive and superlative adjectives when describing family members, for example, *Ma mère est italienne, brune et intelligente*; *Mes oncles sont courageux et marrants*; *Ma tante est la personne la plus sévère de la famille*. * Use the relative pronoun *qui* to give information about a relative or friend, for example, *Voici ma tante qui travaille à l’étranger*. * Revise using a variety of interrogative forms when asking people to provide information about themselves or others, for example, *Quel âge as-tu ?*; *Comment est-il, ton frère ?*; *Où est-ce qu’elle habite ?* * Give details about friends and/or groups of friends, for example, *J’ai beaucoup d’amis*; *J’ai un petit groupe d’amis*; *J’ai une ami(e) qui est très sympa*. * Revise describing friends using the appropriate form of adjectives and present tense verbs, for example, *Mon meilleur ami n’est pas très grand, avec des yeux bleus et il porte des lunettes*; *Ma meilleure amie est généreuse et nous passons beaucoup de temps ensemble*. * Revise using appropriate prepositions when describing where your friends live, for example, *Mon ami(e) habite près de chez moi*; *La maison de mon copain se trouve à côté d’un hypermarché énorme*. * Revise asking simple questions in the present tense to gather information about others, for example, *Tu aimes habiter à Sydney ?*; *Aimez-vous habiter en plein centre ville ?*; *A-t-il des frères ou des sœurs ?* * Describe relationships with friends and family using reflexive verbs, for example, *Je m’entends bien avec ma sœur parce qu’on a beaucoup d’intérêts en commun*; *Je ne m’entends pas du tout bien avec* *mon père parce qu’il est trop sévère*; *Je me dispute souvent avec mes parents à propos des tâches ménagères*; *Je passe beaucoup de temps à m’amuser avec ma meilleure amie*. * Describe your closest friend, giving reasons using relative pronouns, for example, *Ma meilleure amie est quelqu’un qui me comprend et qui est toujours là pour moi*. * Give your opinion on the qualities of a good friend, including the use of disjunctive pronouns, for example, *Selon moi, un bon ami est quelqu’un qui aide les autres*; *Pour moi ce qui est important en amitié c’est partager les bons moments*; *À mon avis, un/e meilleur/e ami/e, c’est quelqu’un qui sait écouter*. * Give advice to friends using the imperative, for example, *Parle avec tes parents !*; *Aie patience avec moi !*; *Sois gentil(le) avec ton* *copain/ta copine !* * Use the impersonal construction *il* *faut* plus infinitive to give advice, for example, *Il faut aider tes parents à comprendre*. * Explore texts in which people across French-speaking communities describe their families and friendships. * Create texts to share information about your family and friends (letter/email/note). | No formal assessment. |
| Term 2  5 weeks | **Theme: the individual**  **Topic: leisure and interests (hobbies, sport)**  **Outcomes:**   * 1.1, 1.2, 1.3, 1.4 * 2.1, 2.2, 2.3 * 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 * 4.1, 4.2, 4.3   Students exchange information about what they do in their leisure time, including their hobbies, likes and dislikes with reasons, where they do them, how long they have been doing them and how often they do them.  Students express what they can and cannot do.  Students express what they used to do and would like to do if they had more free time.  Students make arrangements with others and discuss plans for the weekend.  Students discuss what they do to keep healthy and manage stress.  Students explore what hobbies and leisure activities are popular with teenagers in French-speaking communities and compare this to Australia. | * Revise describing what you do in your free time, and incorporate appropriate object pronouns and indicate location, for example, *Je regarde des films sur Netflix*; *je les regarde chaque soir pendant deux heures*; *Je joue au foot le weekend*; *J’y joue depuis l’âge de huit ans au terrain de foot près de chez moi*; *Je fais de la natation à la piscine municipale en ville*; *J’y vais tous les matins*; *J’aime rester dans ma chambre à écouter la musique*. * Revise giving details about how often you do particular activities using adverbs of frequency, for example, *Je fais toujours de la planche à roulette*; *En été je vais souvent à la plage*; *Quelque fois en hiver nous allons skier dans les montagnes*. * Express the duration of an activity and how long you have been doing it using the present tense, for example, *Je fais de la gymnastique au centre sportif deux fois par semaine*; *J’en fais depuis trois ans*; *Je fais de la danse pendant trois heures le jeudi après-midi*. * Describe likes and dislikes, and give reasons why, for example, *J’aime bien la lecture parce qu’elle me permet d’évader la réalité*; *J’aime aller au gymnase mais je préfère faire du surf*; *J’adore regarder des films parce qu’il y a toujours quelque chose d’intéressant à voir*. * Use the verb *savoir* and modal verb *pouvoir* to discuss what you can and cannot do, for example, *Je sais nager mais* *je me suis cassé le bras alors je ne peux pas entrer dans l’eau*; *Je ne sais pas jouer au foot mais je peux toujours essayer!* * Use prepositions to discuss weekend activities, for example, *J’aime peindre parce que c’est facile à faire*; *Même si je n’aime pas du tout faire de l’aviron, je commence à comprendre que cela me fait du bien*; *J’essaie de faire du jogging trois fois par semaine*; *J’ai toujours l’intention d’aller au gymnase, pourtant…* * Revise using the immediate future tense to discuss your plans for next weekend, for example, *Je vais participer à une course*; *Nous allons à un concert en ville.* * Give advice about keeping healthy using impersonal verbs, for example, *Il est nécessaire de faire de l’exercice régulièrement*; *Il est important de faire* *des choix sains*; *Il faut éviter de prendre du fast food/de la nourriture grasse/de l’alcool*. * Discuss the management of stress, for example, *Il est important de gérer mon stress en prenant du temps pour me détendre*; *Pour gérer mon stress, je me détends en écoutant de la musique*; *On peut pratiquer des exercices de respiration pour réduire l’anxiété*; *On doit apprendre à mieux organiser son temps pour éviter le stress.* * Revise the imperfect tense and use it to express what you used to do in your free time and what you would like to do if you had more time, for example, *Quand j’étais plus jeune je faisais beaucoup de sport*; *Si j’avais plus de temps libre je passerais mes journées à lire des bandes dessinées*. * Suggest an activity to friends using the imperfect tense, for example, *Si on allait voir une exposition au Louvre ?*; *Si on faisait un pique-nique samedi ?* * Use the imperative to give advice about healthy lifestyle choices, for example, *Bois/Buvez beaucoup d’eau !*; *Ne mange/mangez pas trop !*; *N’oublie/oubliez pas de… !* * Use *devoir* and *pouvoir* to make suggestions about keeping healthy, for example, *On doit se maintenir en forme*; *On peut adopter une alimentation équilibrée*. * Explore texts about typical leisure activities and how people keep healthy and manage stress in various French-speaking communities. * Create texts about your leisure activities, what you do to keep healthy and how you manage stress (article/report/script of an interview/notice). | **Task 2 – Term 2 Week 10**  **Reading** (20%) – outcomes 3.1, 3.2, 3.3, 3.4, 3.5, 3.6  Read 3 blog posts in which French teenagers talk about the various ways they stay active through sports, how it benefits their health, and how they balance fitness with spending quality time with family and friends.  Answer questions about the blog posts in English.  **Writing** (10%) – outcomes 2.1, 2.2, 2.3  Write an email to a French friend in which you comment on the aspects of the blog posts that you found interesting. In your email include:   * at least 2 comments about any of the blog posts * at least 2 questions to find out more about topics in the blog post(s) you found interesting * details about how you stay active, and how it benefits your health * how you maintain a balance between fitness and social activities.   Write 200 words in French. |
| Term 3  5 weeks | **Theme: the changing world**  **Topic: travel and tourism** **(traveller abroad experiences)**  **Outcomes:**   * 1.1, 1.2, 1.3, 1.4 * 2.1, 2.2, 2.3 * 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 * 4.1, 4.2, 4.3   Students share information about past holidays including recent experiences.  Students describe what they have just been doing.  Students give an account of holidays from their childhood.  Students describe future travel plans. | * Relate a series of events in the past using the perfect tense, for example, *Je suis parti(e) à la montage en famille*; *On est allé à l’étranger avec des copains*; *On a fait des tas d’activités de pleine nature/nautiques/de sports collectifs/extrêmes*. * Use the construction *venir de* plus infinitive to describe what you have just done, for example, *Je viens de rentrer de l’Afrique du nord*. * Describe the weather during your holiday using the imperfect tense, for example, *Il faisait beau tous les jours*; *Il pleuvait quand je suis arrivé(e)*. * Use ordinal numbers to sequence events, for example, *Le premier jour, nous sommes allés à…*; *Pendant la deuxième semaine, j’ai visité…* * Describe a holiday, for example, *C’était des vacances merveilleuses*, *Qu’est-ce qu’elle est belle, Tahiti !*; *C’était désagréable parce qu’il faisait mauvais tout le temps*. * Give details of an event or holiday that occurred frequently in your childhood using the imperfect, tense for example, *Quand j’étais enfant je passais les vacances chez mes grands-parents dans le sud du pays*; *S’il faisait beau/chaud/froid on…* * Use the pastand the imperfect tenseswhen relating past events, for example, *Il pleuvait quand nous sommes arrivés*; *Pendant qu’on parlait, la nuit est tombée*. * Use conjunctions to explain and sequence events, for example, *J’ai raté le train, donc il fallait attendre à la gare 30 minutes*; *J’ai visité le village mais je ne l’ai pas aimé*; *Avant de partir*, *je suis sortie avec mes copains*; *Dè*s *qu’on est arrivé, on est allé à l’hôtel*; *Lorsque vous êtes de retour, on peut célébrer ensemble*. * Describe future travel plans, including how long you will be travelling for, using *pour*, for example, *Je pars pour deux semaines en avril*; *Je resterai chez toi pour trois jours*. * Explore texts about typical holiday destinations and activities in French-speaking communities. * Create texts to share information about a holiday, past or future, or an ideal holiday (postcard/recount/diary entry). | No formal assessment. |
| Term 3  5 weeks | **Theme: the individual**  **Topic: school life and aspirations (school experiences)**  **Outcomes:**   * 1.1, 1.2, 1.3, 1.4 * 2.1, 2.2, 2.3 * 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 * 4.1, 4.2, 4.3   Students share information about life at school, expressing details about their subjects including comparisons and preferences, what they like about their school, favourite teachers and school rules.  Students discuss their interest in participating in a school exchange program and provide justifications. | * Give information about your subjects, including likes, dislikes and justifications, using conjunctions and negative structures, for example, *Ma matière préférée c’est le français parce que c’est intéressant et j’aime bien ma prof, pourtant, l’histoire moderne m’intéresse aussi, surtout le thème de la première guerre mondiale*; *Je ne comprends rien pendant mes cours di chimie*; *Personne ne comprend les maths*. * Discuss the advantages and disadvantages of subjects, for example, *Étudier une langue étrangère permet de découvrir de nouvelles cultures, traditions et modes de vie, ce qui développe l'ouverture d’esprit et la compréhension interculturelle*; *Selon moi, l’anglais est une matière difficile parce qu’il y a trop à lire*. * Use comparative structures to make statements about school subjects and personal strengths or weaknesses, for example, *La matière la plus/moins utile est…* ; *Les matières les plus importantes de nos jours ce sont l’informatique et les maths*; *Ce qui m’intéresse le plus c’est l’économie*; *Je suis plus/moins fort(e)/doué(e) en maths qu’en anglais*. * Use superlative structures to make statements about school subjects, for example, *La biologie est la meilleure matière pour comprendre le corps humain*. * Describe your favourite teacher and express the qualities of a good teacher, for example, *Mon prof de biologie est mon prof préféré parce qu’il est gentil et il est très passionné par la matière*; *Mon prof de physique est meilleur que mon prof de musique*; *Un bon prof c’est quelqu’un qui est patient et toujours prêt à aider les élèves à comprendre des concepts difficiles.* * Describe your school, incorporating likes and dislikes, for example, *Je vais à un lycée mixte, avec environ mille élèves*; *Ce que j’aime le plus, ce sont les activités extra scolaires, comme le club d’échecs*; *Je n’aime pas les salles de classe parce qu’elles sont très vieilles*. * Discuss activities that you like using the relative pronoun *que*, for example, *Le théâtre est une des matières que j’aime bien.* * Use the conditional tense to explain whether you would like to participate in a school exchange program, with justifications, for example, *J’aimerais faire un échange en France parce que cela me permettrait de découvrir une nouvelle culture et améliorer mon niveau de français*. * Explore texts about students going on exchange to learn about advantages and disadvantages and cultural differences. * Explore texts about schooling across French-speaking communities. * Create texts to share information about your school experiences (script of an interview/script of a speech or talk/postcard/ diary entry). | **Task 3 – Term 3 Week 8**  **Formal examination**  **Speaking** (conversation) (10%) – outcomes 1.1, 1.2, 1.3, 1.4  **Listening** (10%) – outcomes 3.1, 3.2, 3.3, 3.5, 3.6  **Reading and Responding Part A** (5%) – outcomes 3.1, 3.2, 3.3, 3.4, 3.5  **Reading and Responding Part B** (5%) – outcomes 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.3, 3.4, 3.5  **Writing** (10%) – outcomes 2.1, 2.2, 2.3 |

[French Continuers Stage 6 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-languages/continuers/french-continuers-syllabus) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2009.

## Year 12

Table 2 – French Continuers Year 12 sample scope and sequence

|  |  |  |  |
| --- | --- | --- | --- |
| Term and duration | Theme, topic, outcomes and learning overview | Skills and language | Assessment |
| Term 4  5 weeks | **Theme: the individual**  **Topic: school life and aspirations (post school options)**  **Outcomes:**   * 1.1, 1.2, 1.3, 1.4 * 2.1, 2.2, 2.3 * 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 * 4.1, 4.2, 4.3   Students discuss end-of-school celebrations.  Students discuss the next steps in their lives. | * Exchange information on your plans to celebrate the end of your schooling using the structure *après* *avoir* plus past participle and future tense, for example, *Après avoir fini les examens, je partirai en vacances avec mes copains*; *Avec des amis* *on fêtera la fin de l’année*; *Je participerai aux ‘schoolies’*. * Discuss your intentions after the HSC, including use of the future tense, for example, *Après le HSC je ferai du bénévolat*; *J’entrerai à la fac*; *Je partirai à l’étranger*; *Je chercherai du travail*; *J’ai l’intention de prendre une année sabbatique*. * Use the conditional tense to express your wishes, for example, *Je voudrais partir à l’étranger*; *Nous aimerions* *travailler à la campagne pendant les vacances d’été*. * Use *si* clauses with the conditional tense to express what you would do, for example, *Si j’avais le choix, j’irais à l'université pour continuer mes études.* * Use the pluperfect to describe an aspiration, for example, *J’aurai aimé devenir médecin mais je n’ai pas reçu de bonnes notes*. * Use different structures to ask questions, for example, *Va-t-il passer une année* *sabbatique en Europe ?*; *Est-ce que tu penses continuer tes études de français l’année prochaine ?* * Use relative pronouns to discuss the highlights of your last year of school, for example, *Ce que j’ai trouvé difficile, c’est le travail intense* *en préparant les examens*; *Ce qui a été le point culminant de ma dernière année, c’est le voyage scolaire*. * Access information about post-school options across French-speaking communities. * Create texts to share information about your post school intentions (message/letter/email). | No formal assessment. |
| Term 4  5 weeks | **Theme: the changing world**  **Topic: the world of work (careers and occupations)**  **Outcomes:**   * 1.1, 1.2, 1.3, 1.4 * 2.1, 2.2, 2.3 * 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 * 4.1, 4.2, 4.3   Students give details about theirpart-time work.  Students discuss household chores and pocket money.  Students give details about their family members’ occupations and express whether they would like to follow the same path.  Students discuss their future aspirations in the world of work. | * Describe part-time work including likes and dislikes, advantages and disadvantages, for example, *Je travaille dans un fastfood deux fois par semaine*; *Je suis serveur/serveuse dans un café le samedi matin*; *Je lave les voitures des voisins*. * Describe weekly chores you complete and whether or not you receive pocket money, for example, *Je fais des tâches ménagères, par exemple, je fais la vaisselle et je promène le chien*; *Je fais très peu pour aider à la maison*; *Mes parents me donnent de l’argent de poche car je fais des tâches ménagères pendant la semaine*; *Je ne fais rien pour aider à la maison donc je ne reçois pas d’argent de poche*. * Discuss advantages and disadvantages of having a part-time job while at school, for example, *Il y a beaucoup d’avantages. L’avantage principale est que je gagne mon propre argent*; *J’aime bien mon travail parce que je gagne mon propre argent, ce qui me permet un peu d’autonomie*; *Il y a beaucoup d’inconvénients*; *un inconvénient est que j’ai moins de temps pour mes études*; *Je n’ai pas de travail/je ne travaille pas parce que je n’ai pas de temps libre à cause du bac/de mes études*. * Discuss occupations of family members, including the omission of the article for professions, for example, *Mon père est avocat*; *Ma mère est ingénieure*; *Ma sœur est en faculté de droit*; *Je suis étudiant(e)*. * Justify whether you would like to follow the same career as your family members, for example, *Ma mère est cuisinière dans un restaurant mais je n’aimerais pas faire pareil à cause des heures*. * Justify choices in the past tense using appropriate pronouns with infinitives, for example, *J’ai choisi d’étudier la comptabilité l’année prochaine*; *J’ai décidé de devenir professeur d’espagnol*. * Understand what would, could or should have been through use of the conditional perfect tense[[1]](#footnote-2), for example, *Mon père aurait pu devenir médecin mais il a choisi de suivre une carrière dans l’ingénierie*. * Exchange information about what work you would like to do, for example, *Je voudrais travailler dans le domaine des services sociaux*; *J'espère/souhaite devenir journaliste*; *Mon rêve est de…*; *Ma profession idéale serait…* * Describe what is necessary to reach your aspirations using the subjunctive, for example, *Il faut que j’aille à l’université*; *Il est important que j’obtienne de bonnes notes en histoire*. * Explore texts that include the future perfect[[2]](#footnote-3) to discuss what will have occurred by the end of this year, for example, *Quand j’aurai passé mon HSC…*; *Avant la fin de l’année j’aurai obtenu mon permis de conduire*; *Après avoir terminé l’école, je serai devenu(e) plus indépendant(e) et prêt(e) à entrer dans le monde du travail*. * Explore texts that include the passive voice[[3]](#footnote-4) to understand the world of work in France, for example, *Il a été embauché comme ingénieur dans une grande entreprise.* * Explore texts about different careers and occupations. * Create texts to share information about your part-time job or a job you would like to do (script of a speech/script of an interview/letter/email). | **Task 1 – Term 4 Week 9**  **Reading** (20%) – outcomes 3.1, 3.2, 3.3, 3.4, 3.5, 3.6  Read an article that profiles a French-speaking person who has explored various career paths, describing their journey, the challenges they faced, and how their school experiences influenced their choices and prepared them for their career transitions.  Answer questions about the article in English.  **Writing** (10%) – outcomes 2.1, 2.2, 2.3  Write the script of a speech to fellow students in which you reflect on the article you read. In your speech discuss how the person’s journey through various career paths has inspired you, describing your own school experiences and outlining your thoughts regarding your own career aspirations or choices.  Write 200 words in French. |
| Term 1  3 weeks | **Theme: the changing world**  **Topic: the world of work (men and women in the workplace[[4]](#footnote-5), unemployment[[5]](#footnote-6))**  **Outcomes:**   * 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 * 4.1, 4.2, 4.3   Students explore current gender issues in the workplace.  Students explore current trends in unemployment and the effect it has on young people. | * Explore gender issues using *si* clauses, for example, *S'il n'existait pas d'écart salarial il y aurait plus d'équité dans le lieu de travail*; *Il y* *aura moins de tension au niveau d'argent si les femmes et les hommes recevaient le même salaire*. * Revise the use of subjunctive to explore unemployment and its effect on young people, for example, *Il est important qu'on ait un emploi pour être indépendant*; *Il est nécessaire qu'on soit bien qualifié si on cherche un emploi dans une domaine populaire si on veut éviter le chômage*. * Analyse texts that include the future perfect[[6]](#footnote-7) to gain insights into issues such as pay gaps, glass ceilings and work-life balance as well as workplace policies like maternity leave, for example, *D'ici 2030, l'écart salarial entre les hommes et les femmes se sera considérablement réduit si des mesures efficaces sont mises en place.* * Access texts that include current information on unemployment in French-speaking communities and its effect on young people. | No formal assessment. |
| Term 1  6 weeks | **Theme: the French-speaking communities**  **Topic: daily life/lifestyles (routines, city and rural life[[7]](#footnote-8))**  **Outcomes:**   * 1.1, 1.2, 1.3, 1.4 * 2.1, 2.2, 2.3 * 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 * 4.1, 4.2, 4.3   Students exchange information about their daily lives, including before-school activities, what they do at school, what they do after school and evening activities.  Students discuss what they have to do to help around the home.  Students make plans for the weekend.  Students explore the benefits and disadvantages of city and rural life in French-speaking communities and Australia. | * Discuss daily routines using reflexive verb forms, for example, *Je me lève toujours tôt pendant la semaine*; *Après l’école, je me repose en regardant la télé*; *Je m’occupe de mes petits frères dans l’après-midi*. * Use the gerund to express simultaneous actions, for example, *Je fais la vaisselle en écoutant de la musique*. * Use the modal verbs *vouloir* and *devoir* to express what you want and have to do, for example, *Je veux rester à la maison mais je dois travailler*; *Le weekend je dois aider mes parents à faire le ménage*. * Make plans for the weekend using *si* clauses plus the future tense, for example, *S’il fait beau, nous* *sortirons*. * Explore texts about daily routines in the lives of young people in different French-speaking communities. * Explore texts about the advantages and disadvantages of city and rural life in a variety of French-speaking communities and Australia. * Create texts to share information about your daily routines (script of an interview/letter/email/diary entry). | **Task 2 – Term 1 Week 9**  **Listening** (20%) – outcomes 3.1, 3.2, 3.3, 3.4, 3.5, 3.6  Listen to 2 French students being interviewed on the radio about their daily lives, one who lives in the city and one who lives in the country.  Answer questions about the interview in English.  **Speaking** (10%) – outcomes 1.1, 1.2, 1.3, 1.4  You will participate in a conversation with your teacher about your daily life, including questions about:   * your daily routines * how you keep a balance between study and relaxation * your future plans.   You will also be asked questions which will require you to compare aspects of the French students’ interview you heard with your own experiences and perspectives. |
| Term 2  5 weeks | **Theme: the French-speaking communities**  **Topic: arts and entertainment (cinema, music)**  **Outcomes:**   * 1.1, 1.2, 1.3, 1.4 * 2.1, 2.2, 2.3 * 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 * 4.1, 4.2, 4.3   Students exchange information and opinions about preferred genres of music and films.  Students explore the interests of teenagers in French-speaking communities and compare with teenagers in Australia. | * Discuss preferred music genres, for example, *J’adore la musique hip-hop,* *c’est le genre préféré de tous mes amis*; *La techno ne m’intéresse pas du tout parce que c’est tellement répétitif*; *Mon chanteur/Ma chanteuse préféré(e) s’appelle*… * Use possessive pronouns to talk about preferences, for example, *Son goût en musique n’est pas le mien*; *La chanson que j’écoute est la mienne*. * Use the past tense to talk about films you have seen and why you liked them, for example, *Je suis allé voir le film le plus récent* *de James Bond et je l’ai adoré parce que l’action était intense et les scènes étaient spectaculaires*. * Give opinions about films you have seen using disjunctive pronouns, for example, *Selon moi, ce film était la plus belle comédie romantique*; *D’après lui, c’est un réalisateur important*. * Understand use of the relative pronoun *dont[[8]](#footnote-9)*, for example, *Certains films sont très marrants, dont Dîner de cons*; *J’ai plusieurs amis dont la passion est la musique classique*. * Use the subjunctive to persuade your audience, for example, *Il est important que vous sachiez comment la musique peut influencer notre humeur et notre perception du monde*; *Il est* *nécessaire que vous* *découvriez des films de différents genres pour enrichir votre compréhension du cinéma et élargir vos horizons artistiques*. * Explore texts about current popular music artists and popular films in a variety of French-speaking communities. * Create texts to share information about your preferences concerning music and cinema (script of a speech or talk/email/letter). | No formal assessment. |
| Term 2  5 weeks | **Theme: the changing world**  **Topic: the young person’s world (youth cultures)**  **Outcomes:**   * 1.1, 1.2, 1.3, 1.4 * 2.1, 2.2, 2.3 * 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 * 4.1, 4.2, 4.3   Students will explore current issues in French-speaking countries and Australia related to youth cultures, such as:   * identity and belonging * use of internet and social media by teenagers * online shopping * fashion and style * mental health and wellbeing. | * Describe friendship issues such as peer group pressure and bullying, for example, *Il est important d’apprendre à résister à la pression des pairs pour rester fidèle à ses propres valeurs*; *Le harcèlement scolaire peut avoir des conséquences graves sur la confiance en soi et le bien-être* *mental des victimes*. * Understand the meaning of the relative pronouns[[9]](#footnote-10) *lequel/laquelle/lesquels/lesquelles*, for example, *Il faut que je fasse partie d’un groupe* *dans lequel je me sens à l’aise et accepté(e)*. * Explain use of the internet in everyday life, for example, *J’utilise des réseaux sociaux pour rester en contact avec des amis ou des membres de la famille*; *Je regarde des vidéos sur YouTube ou des films/séries sur Netflix*; *l’Internet, c’est ma principale source d’information pour* *mes travaux scolaires*. * Describe how much time you spend on the internet or social media, for example, *Je suis accro à Internet*; *Je passe des heures chaque jour à parler sur Snapchat*. * Use the subjunctive to give advice about use of the internet and social media, for example, *ll est important que tu finisses tes devoirs avant de passer des heures sur les réseaux sociaux*; *Il vaut mieux que les jeunes aient des paramètres pour protéger leurs informations personnelles en ligne*; *Il est important que le temps qu’on passe à faire défiler les réseaux sociaux soit équilibré avec d'autres activités*. * Express shopping habits amongst teenagers, for example, *Nous faisons tous nos achats en ligne parce que c’est pratique et moins cher*. * Justify choices regarding online shopping using demonstrative pronouns, for example, *Je préfère celle-là parce qu’elle est disponible* *actuellement*; *J’ai pris* *celui-ci parce qu’il était en solde*. * Discuss fashion preferences, for example, *Je suis très influencé(e) par les stars américaines*; *Les vêtements de marques ne m’intéressent pas du tout*; *La mode durable est importante pour* *préserver les ressources*. * Explore texts about mental health and wellbeing in various French-speaking communities. * Create texts to share information about issues concerning youth cultures (article/report/script of a speech or talk/letter). | **Task 3 – Term 2 Week 9**  **Speaking** (conversation) (10%) – outcomes 1.1, 1.2, 1.3, 1.4  You will participate in a conversation with your teacher about your personal world. |
| Term 3  5 weeks | **Theme: the changing world**  **Topic: current issues (technology[[10]](#footnote-11))**  **Outcomes:**   * 1.1, 1.2, 1.3, 1.4 * 2.1, 2.2, 2.3 * 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 * 4.1, 4.2, 4.3   Students explore current technologies, their role in today’s society and how they impact lives and influence choices. | * Understand use of the passive voice[[11]](#footnote-12), for example, *L’image a été créée par l'intelligence artificielle*. * Understand the use of the subjunctive in texts about the internet and social media, for example, *Il faut que les parents surveillent l'usage des réseaux sociaux par leurs enfants pour éviter les abus*. * Explore texts about technology such as the rise of artificial intelligence, youth engagement with social media and gaming culture. | **Task 4 – Term 3 Week 3**  **Trial HSC examination**  **Listening** (10%) – outcomes 3.1, 3.2, 3.3, 3.5, 3.6  **Reading and Responding (Part A)** (5%) – outcomes 3.1, 3.2, 3.3, 3.4, 3.5  **Reading and Responding (Part B)** (5%) – outcomes 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.3, 3.4,3.5, 3.6  **Writing** (10%) – outcomes 2.1, 2.2, 2.3  **Note** – formal HSC speaking examination takes place in Term 2. |
| Term 3  3 weeks | **Theme: the changing world**  **Topic: current issues (prominent people and events[[12]](#footnote-13), the environment[[13]](#footnote-14))**  **Outcomes:**   * 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 * 4.1, 4.2, 4.3   Students explore the actions and impact of prominent people and events in contemporary society in France, French-speaking communities and/or Australia.  Students explore environmental issues and their impact. | * Understand use of the past historic/*passé simple*[[14]](#footnote-15) to explore texts about prominent people and events, for example, *La semaine dernière, le président prononça un discours important sur la transition énergétique*. * Understand use of causative verbs[[15]](#footnote-16) in texts relating to environmental issues, for example, *On fait planter des arbres pour réduire l'effet de la déforestation*; *Nous faisons installer des panneaux solaires pour réduire notre consommation d'énergie*. * Explore texts about prominent people and events across French-speaking communities. * Explore texts about environmental issues, for example, *En raison de la déforestation, le changement climatique s'aggrave chaque année*; *À cause de l'augmentation des émissions de gaz à effet de serre, le réchauffement climatique progresse rapidement*. | No formal assessment. |

[French Continuers Stage 6 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-languages/continuers/french-continuers-syllabus) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2009.

# Support and alignment

**Resource evaluation and support:** all curriculum resources are prepared through a rigorous process. Resources are periodically reviewed as part of our ongoing evaluation plan to ensure currency, relevance and effectiveness. For additional support or advice, or to provide feedback, contact the Languages and Culture Curriculum team by emailing languagesnsw@det.nsw.edu.au.

**Explicit teaching:** further advice to support explicit teaching is available on the [Explicit teaching](https://education.nsw.gov.au/teaching-and-learning/curriculum/explicit-teaching) webpage. This includes the CESE [Explicit teaching – Driving learning and engagement](https://education.nsw.gov.au/about-us/education-data-and-research/cese/publications/research-reports/what-works-best-2020-update/explicit-teaching-driving-learning-and-engagement) webpage.

**Alignment to system priorities and/or needs:** [School Excellence Policy](https://education.nsw.gov.au/policy-library/policies/pd-2016-0468), [Our Plan for NSW Public Education](https://education.nsw.gov.au/about-us/strategies-and-reports/plan-for-nsw-public-education)

**Alignment to the School Excellence Framework:** this resource supports the [School Excellence Framework](https://education.nsw.gov.au/inside-the-department/directory-a-z/strategic-school-improvement/school-excellence-framework) elements of curriculum (curriculum provision, teaching and learning programs) and effective classroom practice (lesson planning).

**Alignment to Australian Professional Standards for Teachers:** this resource supports teachers to address Proficient Teacher Standard Descriptors 2.2.2, 3.2.2.

**NSW syllabus:** French Continuers Stage 6 Syllabus

**Syllabus outcomes:** 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3

**Author:** Languages and Culture

**Publisher:** State of NSW, Department of Education

**Resource:** French Continuers Stage 6 – sample scope and sequence

**Related resources:** further resources to support modern languages Stage 6 can be found on the [Languages curriculum page](https://education.nsw.gov.au/teaching-and-learning/curriculum/languages).

**Professional learning:** relevant professional learning is available through the [Languages statewide staffroom](https://forms.office.com/Pages/ResponsePage.aspx?id=muagBYpBwUecJZOHJhv5kSNaKRC4ClVDiPgZI5jjt3lUQ1pMWVRSU0kzWExaMEIyVFg5VlJPVkRVRyQlQCN0PWcu) (staff only).

**Universal Design for Learning:** support the diverse learning needs of students using inclusive teaching and learning strategies. Some students may require more specific adjustments to allow them to participate on the same basis as their peers. For further advice see [Inclusive practice resources for secondary school](https://education.nsw.gov.au/campaigns/inclusive-practice-hub/secondary-school).

**Differentiation:** when using these resources in the classroom, it is important for teachers to consider the needs of all students in their class, including:

* **Aboriginal and Torres Strait Islander students**. Targeted [strategies](https://education.nsw.gov.au/teaching-and-learning/aec/aboriginal-education-in-nsw-public-schools) can be used to achieve outcomes for Aboriginal students in K–12 and increase knowledge and understanding of Aboriginal histories and cultures. Teachers should use students’ Personalised Learning Pathways to support individual student needs and goals.
* **EAL/D learners**. EAL/D learners may require scaffolding to support them to gain content knowledge, while providing extra time and assistance to master the English language required to engage with texts or complete classroom tasks. [View some samples of differentiating through scaffolding](https://education.nsw.gov.au/teaching-and-learning/curriculum/multicultural-education/english-as-an-additional-language-or-dialect/teaching-and-learning#Differentiation2).
* **Students with disability**. Learning adjustments enable students with disability to access syllabus outcomes and content on the same basis as their peers. Teachers can use a range of [adjustments](https://education.nsw.gov.au/teaching-and-learning/disability-learning-and-support/personalised-support-for-learning/adjustments-to-teaching-and-learning) to ensure a personalised approach to student learning. Examples of differentiated and personalised adjustments are provided on the [Inclusive Practice hub](https://education.nsw.gov.au/campaigns/inclusive-practice-hub). Students may respond to tasks using their preferred mode of communication. Teachers can complete the [Curriculum planning for every student in every classroom](https://myplsso.education.nsw.gov.au/mylearning/catalogue/details/95110cf8-aa81-ed11-ade7-0003fffeadf8) microlearning series to plan for the diversity of student need. For Stage 6, eligible students may apply for [NESA disability provisions](https://www.nsw.gov.au/education-and-training/nesa/hsc/disability-provisions).
* **High potential and gifted learners**. [Assessing and identifying high potential and gifted learners](https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/assess-and-identify#Assessment1) will help teachers decide which students may benefit from extension and additional challenge. In addition, the [Differentiation Adjustment Tool](https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/implement/differentiation-adjustment-strategies) can be used to support the specific learning needs of high potential and gifted students.

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# Evidence base

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