



FRENCH

HOLIDAY HOMEWORK

Year 12, 2022



Teacher/Subject Coordinator:	Jackie Love
Work required in preparation for start of 2022:	<p>Type answers to these questions. They are for submission as Coursework 1 and will form part of the external oral examination.</p> <ul style="list-style-type: none">• Famille• Loisirs• Le Travail/L'École• Personal Interaction with the French Language & Culture <p>Revision of verb tenses: (not for submission but assumed that you know them)</p> <ul style="list-style-type: none">• Present• Imperfect• Future• Conditional• Perfect/Pluperfect/Future Perfect/Conditional Perfect
Textbooks and other resources:	<ul style="list-style-type: none">• Quoi de Neuf Senior• Schaum's Outline to French Grammar• Collins Roberts French Dictionary• Subscription to Language Perfect
Key Links:	<ul style="list-style-type: none">• VCE French Study Design (Accreditation Period 2020-2023) (VCAA) https://www.vcaa.vic.edu.au/Documents/vce/french/2019FrenchSD.pdf• VCE French: Performance Descriptors (VCAA) https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/french/advice-for-teachers/Pages/PerformanceDescriptors.aspx
Due date:	Tuesday, February 8th, 2022



Swinburne Senior Secondary College: French Units 3 and 4: Course Outline 2022

The VCE French Study Design comprises three themes, through which a variety of subtopics are studied:

- The Individual
- The French-Speaking Communities
- The World Around Us

There are three areas of study:

- Interpersonal communication
- Interpretive communication
- Presentational communication

Unit 3

In this unit, students investigate the way French speakers interpret and express ideas and negotiate and persuade in French through three or more subtopics. They also consolidate and extend their vocabulary and grammar knowledge.

Outcome 1 (Sub-topic: My Future: graduation & post-school aspirations/options) (Tuesday, March 29th)

Participate in a spoken exchange in French to resolve a personal issue by negotiating a mutually agreeable outcome.

Outcome 2 (Sub-topic: Migration & Multiculturalism) (Tuesday, March 1st)

Students extract, interpret and synthesise information from three or more texts to identify key ideas and detail and write responses in French.

Outcome 3 (Subtopic: Roles & Relationships in Society) (Tuesday, May 10)

Create an extended, original piece of personal, informative or imaginative writing in French to express ideas, thoughts or responses.

Unit 4

In this unit, students investigate aspects of culture through the study of two or more subtopics, to gain insight into French speaking communities, identify and reflect on cultural products and practices and their influence on values, attitudes and behaviours. They also consolidate and extend their vocabulary and grammar knowledge.

Outcome 1 (Sub-topic: Edith Piaf) (Friday, July 29)

Share information, ideas and opinions on a cultural product or practice they have researched, in French.

Outcome 2 (Sub-topic: Edith Piaf) (Tuesday, July 19)

Analyse and present information from written, spoken and viewed texts, for use in a written response in French.

Outcome 3 (Sub-topic: Effects of Humans on Nature) (Friday, August 19)

Present information, concepts and ideas in evaluative or persuasive writing on an issue in an extended written response in French.

Assessment

The student's level of achievement is determined by school-assessed coursework and the two external end-of-year examinations: Unit 3 school-assessed coursework 25% Unit 4 school-assessed coursework 25% End of Year examinations 50%

Units 3 and 4 French: Examples of Topics to be covered in 2022

Unit 3

1. Immigration (eg. Migration, History of immigration, Second generation in French-speaking countries, The anti-immigration debate in both France & Australia)
2. Family and Friends (eg. Family life & current issues related to the concept of family in the francophone world, Compare the influence of modern life on family dynamics in France & Australia)
3. Future: Graduation and Post-School Aspirations (eg. Last year high school, Higher education & training after high school, Future career options)
4. Roles & Relationships in Society (eg. Stereotypes, Young people's involvement in society, Social responsibilities, Civil and national service in France, Volunteering in France)

Unit 4

5. Discussion Topic for External Oral examination: Edith Piaf...Did she have a regrettable Life?
6. Environment & Sustainability (eg. Environmental issues, Recycling and other ways of helping the environment, Moral obligation, necessity, fear & doubt, Organisations & famous figures advocating for the protection of the environment in France & Australia, New ways of reducing plastic waste)
7. Gender Equality (eg. Gender inequalities & Stereotypes at work and home)

FRENCH: End of Year Oral examination (15 minutes)

SECTION A: CONVERSATION (20 marks)

(7 minutes: which includes greeting assessors in French, giving them your Student Number in English, then giving them your Discussion topic in French!)

There are 3 Parts to this section. Depending on the nature of your examination, Parts 2 and 3 may be included together.

PART 1: General Conversation on these themes:

- *Famille*
- *Loisirs*
- *Travail*
- *École*
- *Avenir*

PART 2: Your personal interactions with the French language and culture as a learner of French.

PART 3: A Subtopic which you studied in class that made an impact on you. You may reflect on subtopics that you found to be particularly interesting or important to your experience as a language learner.

It must come from the prescribed theme:

- The Individual or
- The French-speaking Communities.

Themes, topics and subtopics are:

Theme: The Individual

Topic: Personal identity and lifestyles

Sub-topic: For example, *personal opinions and values, adolescence, generational differences, health and wellbeing, leisure, rights and responsibilities, gender issues.*

Topic: Relationships

Sub-topic: For example, *family and friends, school relationships, work relationships, pets, relationships through social media.*

Topic: Aspirations, education and careers

Sub-topic: For example, *forward looking to the future, hopes and concerns, challenges and goals, exchanges and gap years, tertiary options, casual work, occupations and careers, lifelong learning, work–life balance.*

OR

Theme: The French-speaking Communities

Topic: The francophone world

Sub-topic: For example, *the French overseas departments and territories, living in France and francophone countries, traditions and regional life, the French political system, visiting France.*

Topic: Historical perspectives

Sub-topic: For example, *important historical events, social structures in the past and their influence on the present, colonial France, significant historical figures.*

Topic: French cultural perspectives

Sub-topic: For example, *fashion, cinema, architecture, arts, gastronomy, music, tourism, literature, theatre.*

Examples of possible questions:

- Quel thème avez-vous préféré ? Pourquoi ?
- Quel sous-thème avez-vous préféré ? Pourquoi ?
- En étudiant les Relations qu'est-ce que vous avez étudié comme sous-thème ?
- En étudiant les Communautés Françaises qu'est-ce que vous avez étudié comme sous-thème ?
- Est-ce que vous avez étudié qqch qui vous a choqué ?

SECTION B: DISCUSSION (20 marks)

(8 Minutes)

A discussion about your chosen sub-topic (which must relate to either The French speaking communities or the World around us) and the supporting photograph that you have brought with you. Aspects of the sub-topic will be explored, including information, opinions and ideas.

Examples of possible questions on your photograph:

- Pourquoi avez-vous choisi cette photo ?
- De quel thème traite cette photo ?
- Décrivez la photo.
- Qu'est-ce que c'est que ça ? [Indiquez qqch]
- Quel est le message de cette image ?

Conversation 2022

FAMILLE

1. Décrivez-vous.
2. Décrivez votre meilleur(e) ami(e).
3. Décrivez votre famille.
4. Qu'est-ce que vous faites en famille ?
5. Où habitez-vous ? Décrivez votre quartier/banlieue.
6. Décrivez votre maison idéale.
7. Quelles tâches ménagères faites-vous ?
8. Décrivez votre partenaire idéal(e).
9. Décrivez votre journée typique.
10. Avez-vous des animaux domestiques chez vous ?
11. Pourquoi est-il important d'avoir un animal de compagnie?

LOISIRS

1. Qu'est-ce que vous faites comme passe-temps/ loisirs/ pendant vos heures libres ?
2. Quelles sortes de films regardez-vous ?
3. Quels émissions regardez-vous à la télévision/sur Netflix?
4. Quelle sorte de cuisine aimez-vous ?
5. Quelle sorte de musique aimez-vous ?
6. Quelle sorte de livres aimez-vous lire ?

L'ECOLE

1. Quelles sont les matières que vous étudiez ?
2. Pourquoi étudiez-vous ces matières ?
3. Quelle est votre matière préférée ? Pourquoi ?
4. Décrivez votre école.
5. Si vous aviez l'occasion de changer une chose à votre école, que feriez-vous ?
6. Comment faites-vous un équilibre entre votre travail scolaire et votre temps libre ?
7. Qu'est-ce que vous allez faire après cet examen ?
8. Qu'est-ce que vous voulez faire après les examens ?
9. Qu'est-ce que vous ferez/vous avez fait pour votre dernière journée de l'école/scolaire ?

LE TRAVAIL

1. Décrivez votre petit boulot. Décrivez votre travail.
2. Qu'est-ce que vous faites avec l'argent que vous gagnez ?
3. Que faites-vous avec votre argent de poche ?

L'AVENIR/ETC

1. Qu'est-ce que vous voulez faire l'année prochaine ?
2. Qu'est-ce que vous voulez faire à l'avenir ?
3. Quelle profession/quel métier voulez-vous suivre ?
4. Si vous aviez l'intention de voyager, où aimeriez-vous aller et pourquoi ?
5. Qu'est-ce que vous faites sur l'Internet ? Pourquoi ?
6. Quels conseils donneriez-vous à un(e) élève qui va commencer la Terminale ?

PERSONAL INTERACTION WITH THE FRENCH LANGUAGE & CULTURE AS A LEARNER OF FRENCH

1. Pourquoi avez-vous choisi le français?
2. En apprenant le français qu'est-ce qui était difficile ?
3. En apprenant le français qu'est-ce qui était différent ?
4. En apprenant le français qu'est-ce qui était surprenant ?
5. Pourquoi apprendre le français quand « tout le monde » parle anglais?
6. Quels conseils donneriez-vous à un(e) un élève qui veut étudier le français ?
7. Qu'est-ce que vous recommanderiez à cet/cette élève ?
8. Avez-vous déjà visité la France ou un pays francophone ?
9. (If on exchange) Pourquoi avez-vous fait un échange ?
10. Est-ce que l'expérience de [par exemple : Noël/la cuisine/l'école/la vie familiale] est différente en Australie et en France/dans un pays francophone...?
11. Est-ce que vous avez remarqué des différences entre le français [parlé] en Nouvelle Calédonie/au Canada ?
12. Est-ce que vos études de français vous ont aidé à mieux comprendre votre langue maternelle?
13. Parlez de la présence ou l'absence de la culture française en Australie.
14. Qu'est-ce que l'apprentissage de français vous a apporté ?
15. Est-ce que vous regardez souvent les émissions françaises, laquelle avez-vous préférée?

SWINBURNE SENIOR SECONDARY COLLEGE

VCE FRENCH SAC DATES 2022

SEMESTER 1

Year 11

Semester 1 (Unit 1)

SAC 1 (Speak)

Tuesday, March 29

SAC 2 (Read & View)

Tuesday, March 1

SAC 3 (Write)

Tuesday, May 10 (write) &

Friday, May 13 (present)

Year 12

Semester 1 (Unit 3)

SAC 1 (Speak)

Tuesday, March 29

SAC 2 (Read & Listen & View)

Tuesday, March 1

SAC 3 (Write)

Tuesday, May 10

SWINBURNE SENIOR SECONDARY COLLEGE

VCE FRENCH SAC DATES 2022

SEMESTER 2

Year 11

Semester 2 (Unit 2)

SAC 1 (Write)

Friday, August 19

SAC 2 (Read/Listen/View)

Friday, September 9

SAC 3 (Speak)

**Tuesday, July 19 (write)
& Friday, July 22 (present)**

Year 12

Semester 2 (Unit 4)

SAC 1 (Speak)

Friday, July 29

SAC 2 (Read & Listen & View)

Tuesday, July 19

SAC 3 (Write)

Friday, August 19