



Rangi Ruru  
Girls' School



**French Wīwī**

**Level 1 Programme of  
Learning**

## Aims

The aim of this course is to develop your four main language skills of listening, speaking, reading and writing to a level where you are able to communicate effectively and accurately on a range of themes and in a number of practical situations in which you would probably find yourselves if you visited a French speaking country.

## Course of study

By the end of this course students should understand and be able to use all the communication functions up to the end of Level 6 French in the New Zealand Curriculum.

A list of the Level 1 2024 NCEA vocabulary can be found on the *Level 1 Overview* Section of the French Level 1 Class Notebook.

## The Content

The themes studied this year are:

- Me and my people  
*Who am I and who are the people around me? How do I engage with them? What are our routines and activities?*
- My social life and whakanui (celebrations in the context of everyday life)  
*What do I do together with my people? What do I and others celebrate, and how?*
- Hauora — A concept of holistic wellbeing  
*Exploring and discussing wellbeing in everyday contexts as a lens to explore the importance of Hauora.*
- Exploring familiar places  
*Students will explore ways to communicate information, ideas, and opinions about where they live, as well as going to places, for example directions, locations, and how to get to places in town and/or Aotearoa New Zealand.*
- My past discoveries  
*What did I discover in the world around me?*

The main resources will be provided in class. Other resources, including online resources, will be used as appropriate. The internal assessment (Communicate in French for a chosen purpose) will be based on these resources.

## Study Hints for Year 11 French

- Keep your folder and/or your OneNote folders well-organised and up to date.
- Complete all formative and summative assessment (Internal) on time. Save you AS91965 Communicate task in the AS91965 Communicate Section of your OneNote.
- Learn vocabulary, structures, and grammar rules regularly. Make study cards and notes throughout the course and refer to them regularly. You will usually have a weekly vocabulary test, most often administered through Education Perfect.
- Regularly work on improving your spoken language. Practise conversations in and out of class. Use spoken French as much as possible!

## The Languages Learning Area's Whakatauākī is:

Ko tōu reo, ko tōku reo, te tuakiri tangata. Tīhei uriuri, tīhei nakonako.

*Your language and my language are expressions of identity. May our descendants live on and our hopes be fulfilled.*

### The whakapapa and meaning of the Learning Languages Whakatauākī

The Learning Languages whakatauākī came from Tāmaki Makaurau through Rewa Paewai of Auckland College of Education, gifted by the late Tuteira Brightwell Pohatu of Ngāti Porou.

The Learning Languages Whakatauākī brings to life the **why** and **how** of language learning.

Communication is a vital aspect of human connection. Language helps us to share our ideas, build relationships, and create communities. There are inextricable connections between language, culture, and identity. Languages carry within them cultural values and practices that have developed over time, including cultural protocols such as tikanga.

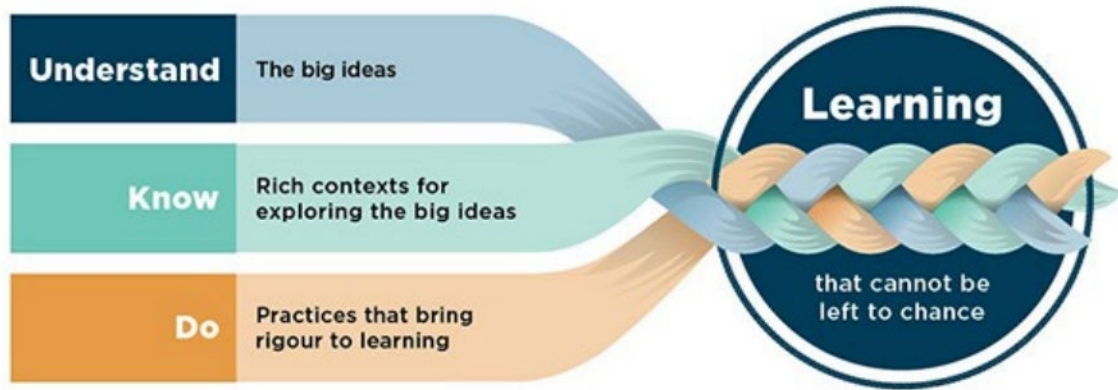
There are strong connections between the movements in the Māori creation story and the process of language learning. Like the movement from Te Kore (nothingness) to Te Pō (darkness and night) and finally, Te Ao (light and life), language learning brings students on a similar journey.

Learners begin in the state of Te Kore, represented by their initial incomprehension of the language. This is also the state where unlimited potential exists. When students begin their language learning process, they enter the state of Te Pō, where they face all the challenges that are involved with language learning. And finally, through resilience, perseverance, and guidance, students emerge into the state of Te Ao, where they gain a sense of clarity, meaning, linguistic proficiency, and cultural understanding.

The Learning Languages Learning Area, including its whakatauākī, inform our French course Significant Learning – learning that is critical for students to know, understand, and do in French by the end of each Curriculum Level. This covers knowledge, skills, competencies, and attitudes. It also includes level-appropriate contexts students should encounter in their Level 6, 7, and 8 learning.

Big Ideas and Significant Learning for French are collated into a Learning Matrix for Curriculum Level 6 and indicative learning for Levels 7 and 8.

# Year 11 – Curriculum Level 6



TE TĀHURU O TE MĀTAURANGA

## French Learning Matrix Curriculum Levels 6, 7, and 8 Learning Area Whakataūāki:

*Ko tōu reo, ko tōku reo, te tuakiri tangata. Tīhei uriuri, tīhei nakanako.* *Your language and my language are expressions of identity. May our descendants live on and our hopes be fulfilled.*

Nā, Tuteira Brightwell Pohatu, Ngāti Porou

Big Ideas				
Learning languages is about connecting and communicating within and across cultures and communities	Languages express meaning through unique forms of communication	Language, culture, and identity are inextricably linked	Learning languages encourages diverse ways of thinking, doing, and being	Language learning is an empowering process that involves risk-taking and fosters resilience and perseverance
Significant Learning				
Across all Curriculum Levels, students will...				
<ul style="list-style-type: none"> <li>engage with others respectfully when communicating and exchanging information, ideas, and opinions</li> <li>be exposed to, practise, and enjoy experimenting with a wide range of spoken, written, and visual communication in French</li> <li>build a growing awareness of the processes involved in additional language acquisition, including sustained, repeated practice, risk taking, and learning from mistakes</li> <li>show increasing awareness of differences and connections between French and their first language(s) and develop the ability to navigate between them</li> <li>grow intercultural awareness by questioning assumptions and stereotypes, and exploring how language and culture affect, and work together in, communication.</li> </ul>				
At Curriculum Level 6, students will...	At Curriculum Level 7, students will... (indicative only)	At Curriculum Level 8, students will... (indicative only)		
<ul style="list-style-type: none"> <li>explore language commonly used to express personal information, ideas, and opinions in everyday contexts with reference to events or experiences in the present, as well as the past or future</li> <li>engage with and make meaning of a variety of text types, featuring connected sentence and paragraph-level expression and a range of very high frequency vocabulary</li> <li>develop interactive skills and strategies to exchange simple information, ideas, and opinions in a range of predictable situations</li> <li>develop one-way communicative skills to express simple information, ideas, and opinions</li> <li>develop a foundational awareness of and use the key linguistic building blocks and patterns of language</li> <li>acquire simple linguistic strategies and basic knowledge of how to use resources to make meaning from unfamiliar language</li> <li>recognise values and practices of French-speaking cultures and the values and practices of their own cultures and communities.</li> </ul>	<ul style="list-style-type: none"> <li>explore language used to elaborate on information, ideas, and viewpoints in personal and community contexts, including giving justifications, comparing information and making links, communicating about possibilities or future plans, and providing suggestions or advice</li> <li>engage with and make meaning of a variety of text types, featuring connected paragraph-level expression and a range of high frequency vocabulary</li> <li>develop interactive skills and strategies to exchange and connect information, ideas, and viewpoints in more detail</li> <li>develop one-way communicative skills to expand on and support information, ideas, and points of view with relevant examples</li> <li>develop a growing awareness of and use a range of linguistic building blocks and patterns of language</li> <li>expand their linguistic strategies and use resources effectively to make meaning from unfamiliar language</li> <li>compare and connect values and practices of French-speaking cultures with values and practices of their own cultures and communities.</li> </ul>	<ul style="list-style-type: none"> <li>explore language used to delve into information, ideas, and perspectives related to topics of both personal and societal relevance, as well as to express abstract concepts, including developing a course of action or an argument, using language persuasively or imaginatively, communicating about conditionality, probability or uncertainty, and making and responding to predictions</li> <li>engage with and make meaning of a variety of text types, featuring extended connected paragraph-level expression and more specialised vocabulary</li> <li>develop interactive skills and strategies to exchange varied information, ideas, and perspectives and to adapt to less predictable situations</li> <li>strengthen one-way communicative skills to vary, structure, and enhance the sustained expression of information, ideas, and perspectives</li> <li>develop an awareness of and use more complex linguistic building blocks and patterns of language</li> <li>select with growing confidence from a range of linguistic strategies and resources to make meaning from unfamiliar language</li> </ul>		

		<ul style="list-style-type: none"> <li>examine and reflect on the ways in which cultural values, practices, and perspectives shape experiences and influence opinions.</li> </ul>
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## Developing Key Competencies through French

Learning languages is inherently about extending the ability to relate to, and interact appropriately with, others in more than one cultural setting through the fine-tuning of linguistic skills. The language learning process itself requires students to manage self, participate, and contribute. Students will be exposed to new ways of thinking about the world and their place in it. They will be encouraged to think about how they can participate in, and contribute to, their communities and the wider world around them.

### Thinking

Students of French will:

- deduce rules, recognise patterns, and use their problem-solving abilities to make meaning with an imperfect set of linguistic skills
- evaluate and choose from a range of vocabulary, structures, and communicative strategies to engage with different audiences, sometimes having to think on their feet to improvise and adapt for different contexts and purposes
- explore and reflect on the many ways language, culture, and thinking influence each other
- critically reflect on their assumptions and identities in a way that fosters intercultural competence and global citizenship.

### Using language, symbols, and texts

Students of French will:

- develop increased proficiency in using language, symbols, and texts effectively to communicate information, ideas, and opinions, not just in the additional language they are learning but also in their own language(s)
- recognise how choices of language, symbols, or text work together and affect people's understanding of, and responses to, communications and how they work together in different languages
- think about the type of language that is appropriate to use in a range of contexts and formats and for different purposes and audiences
- expand their ability to express themselves in increasingly independent and imaginative ways and improvise and adapt in a range of communicative situations.

### Relating to others

Students of French will:

- build upon their listening skills, recognise different points of view, negotiate, and share ideas, embracing different cultural practices
- explore how language, culture, and identity are interrelated and thereby develop the ability to relate to people, both from other cultures and their own, with more empathy and insight
- develop an appreciation of diverse backgrounds, experiences, and perspectives in Aotearoa New Zealand and the Pacific
- experience how a curious, open-minded, and respectful engagement with the values and identities of others can lead to valuable insights into their own identity and offer opportunities for self-development.

### Managing self

Students of French will:

- be encouraged to take ownership of their own learning process and find ways of learning and practising that work for them

- use their understanding of how language acquisition works, for example, lots of input, lots of output, making mistakes as part of the process, and so on, to actively engage in the practice necessary to make steady progress
- build on their own strengths and address their own identified learning needs, setting and meeting their own learning goals
- participate actively and responsibly in group activities.

### **Participating and contributing**

Students of French will:

- be encouraged to take risks, learn from mistakes, and take responsibility for initiating and maintaining communication — through this, they will gain confidence to participate and contribute in and outside of the classroom with the skills they have
- mature as local and global citizens by getting to know the worldviews and needs of other people
- recognise the interconnected nature of societies and communities in Aotearoa New Zealand and the Pacific.

## NCEA Assessment Level One

There will be **three** different assessment tasks for which you can gain a total of **15 credits**.

Here is an overview of the standards:

Achievement Standard Number	Subject reference	Version number	Topic/Title	Mode of Assessment	Credits
91965	1.2	3	Communicate in French for a chosen purpose	Internal	5
91966	1.3	3	Demonstrate understanding of written French related to everyday contexts	External	5
91967	1.4	3	Demonstrate understanding of spoken French related to everyday contexts	External	5

The **internally** assessed task is

<b>Communicate</b>
<b>5 Credits</b>
<b>AS 91965 Version 3</b> Communicate in French for a chosen purpose

The **externally** assessed tasks are:

<b>Reading</b>	<b>Listening</b>
<b>5 Credits</b>	<b>5 Credits</b>
<b>AS 91966 Version 3</b> <b>1.3</b> Demonstrate understanding of written French related to everyday contexts	<b>AS 91967 Version 3</b> <b>1.4</b> Demonstrate understanding of spoken French related to everyday contexts

### Communicate in French for a chosen purpose (1.2)

- Submissions should consist of one piece of work. The submission may be in written, spoken, or a combination of spoken and written Spanish. If a combination of both is chosen, the spoken and written language content must be complementary to each other, and students should not only be reading out what has been written.
- If you do not achieve this standard, you may be given a second assessment opportunity on a different topic.

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

Topic Tests and the end of year school examination 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 marked work feedback form and check the results. If you agree that the mark is accurate, you will sign the acceptance form.

**Storage of Student Work**

You must store AS91965 on your personal section of our Class OneNote.

**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 the Rangī Hub for information on assessment policy, authenticity, appeals etc.



# Year 11 - Student Record Sheet

Language \_\_\_\_\_

Name \_\_\_\_\_

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

## Internal Achievement Standards

Achievement Standard	Credits	Summative / Final
1.2 Communicate in French for a chosen purpose	5	

## External Achievement Standards

Achievement Standard	Credits	Formative Assessment	
		Test	School Exam
1.3 Reading	5		
1.4 Listening	5		

Formative assessments are used to show progress.

They are not the final result.

# Year 11 French

## Year Plan 2024

### Term 1

<b>Theme 1</b> – Self, family and friends	Weeks 1 – 4
<b>Theme 2</b> – A comparison of home and school routines	Weeks 5 – 8
<b>Theme 3</b> – Independent language learning strategies for success	Weeks 9 – 11

### Term 2

<b>Theme 1</b> – A study of France and wider French speaking countries	Weeks 1 – 4
<b>Theme 2</b> – Making reservations	Weeks 5 – 6
<b>Theme 3</b> – Comparing life in New Zealand and French speaking countries	Weeks 7 – 9

### Term 3

<b>Theme 1</b> – Free times and hobbies	Weeks 1 – 3
<b>Theme 2</b> – Food and ordering in a restaurant	Weeks 4 – 6
<b>Theme 3</b> – Accepting and declining invitations	Weeks 7 – 9

*School exams will take place mid Term 3.*

### Term 4

Revision in preparation for External Examinations	Weeks 1 - 3
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