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CURRICULUM ELEMENTS

Years 7–8 (Year 7 entry)

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| **Band level description** |
| In Years 7 and 8, students are beginning their learning of French language, and this will be influenced by prior learning and experiences of language learning. Students use French language to describe their personal world and interact and collaborate with teachers and peers within and beyond the classroom. Listening, speaking, reading and viewing, and writing activities are supported by scaffolding, modelling and feedback.  Students access authentic and purpose-developed spoken, written and multimodal resources which may include conversations, audio and video clips, textbooks, advertisements, blogs and magazines. They use their English literacy knowledge of metalanguage to reflect on similarities and differences between French and English language pronunciation, structures and features. They recognise that language choices reflect cultural values, beliefs and identity. |
| **Achievement standard** |
| By the end of Year 8, students use French language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others’ contributions, and recognise familiar gestures, questions and instructions in exchanges. They recognise relationships between spoken and written forms. They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning. They respond in French or English, and demonstrate understanding of context, purpose and audience in texts. They use familiar language, and modelled sentence and grammatical structures to create texts, and demonstrate understanding of how some language reflects cultural practices.  Students approximate French sound patterns, intonation and rhythms, and demonstrate understanding that French has conventions and rules for non-verbal, spoken and written communication. They comment on aspects of French and English language structures and features, using metalanguage. They demonstrate awareness that the French language is connected with culture and identity, and that this is reflected in their own language(s), culture(s) and identity. |

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| **Strand: Communicating meaning in French** | | **Years 7–8 (Year 7 entry)** |
| **Sub-strand: Interacting in French** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| interact with others using modelled language to exchange information in familiar contexts about self and personal world  AC9LF8EC01 | * exchanging greetings, wishes and thanks, adjusting language to suit the situation such as *Bonjour, la classe! Salut, Marianne, ça va? Bonsoir, Madame Legrand, comment allez-vous? Bonne fête, Solange! Merci bien, Maman ...* * introducing and describing self and others, for example, *Je m’appelle Marc; Je te présente mon oncle; Voici ma petite sœur, Eliane; Je m’appelle Sophie, j’ai les yeux bleus, j’aime le sport ...* * stating likes, dislikes and preferences, for example*, J’aime bien le fromage mais je n’aime pas le yaourt; Je déteste les prunes mais j’adore les pruneaux ...* * comparing routines, interests and leisure activities, using language associated with time, frequency and location such as *Lundi après-midi, je fais du foot; Le weekend, je joue aux jeux vidéos; L’hiver, je fais du ski; L’été, on va souvent à la plage ...* * describing aspects of their own lifestyles such as surf lifesaving, school camps, excursions and music events that may interest young learners of their own age in French-speaking environments | |
| develop language to interact in exchanges, routines, tasks and responsibilities related to classroom and interests  AC9LF8EC02 | * asking and answering questions such as *Qu’est-ce que c’est? C’est… ce sont…,* and requesting clarification or permission, for example, *J’ai une question, comment dit-on …? Comment ça s’écrit …?* * requesting information, explanation or help, for example, *Pouvez-vous répéter plus lentement, s’il vous plaȋt? Qu’est-ce que ça veut dire? Je peux recommencer?* * responding to directions or requests such as *Cliquez sur l’image du château, Choisissez la forme négative.* * discussing aspects of school and social life as well as the behaviour expected in French-speaking classrooms, for example, *Je peux vous aider? Est-ce que je peux aller aux toilettes, Madame/Monsieur?* and responding respectfully to others’ contributions, for example, *C’est génial! C’est une bonne idée. Ah non, je ne suis pas d’accord.* * exchanging information about aspects of home life such as *les tâches ménagères, la vie quotidienne, la routine,* for example, *Le samedi matin je range ma chambre. Je joue avec mes frères dans le jardin.* | |
| engage in modelled non-verbal, spoken and written exchanges with peers to organise activities relating to daily life and school environment  AC9LF8EC03 | * collaborating to create computer-generated designs such as an imagined ideal school or leisure centre and negotiating with each other in relation to different elements and priorities, for example, *Moi, je voudrais une salle média immense …, Ah non, moi je préfère un grand parc ...* * managing an allocated budget for online shopping, deciding on selected items and explaining choices such as *le 2 ème à moitié prix; 3 paquets de biscuits à 15 € ...* * collaborating to create displays, presentations or performances for family, friends or school community to showcase French learning, for example, singing a song in French, reciting a poem * organising class events such as *a vide-grenier/marché aux puces*, preparing labels and prices, using transactional language *C’est combien? Un très bon prix, vente flash! Non, c’est trop cher … Un échange?* * issuing, accepting and declining invitations, adjusting language to suit formal or informal contexts, for example, *Es-tu libre samedi prochain? Je t’invite; Je ne suis pas libre - c’est possible dimanche? J’ai le grand plaisir de vous inviter …* * organising social or sports events and planning location, date and time, for example, *Rendez-vous au Stade Central à midi; 19 h chez ma cousine; N’oublie pas ton sac de couchage; Nous allons partir à sept heures ...* * making arrangements (lists, phone calls, letters, emails, etc.) to cater for events such as celebrations or outings, and estimating quantities, numbers and prices *Ça coûte combien?* * using active listening and turn-taking strategies such as *Et toi, tu es d’accord? … à moi maintenant!* | |
| **Sub-strand: Mediating meaning in and between languages** | | |
| locate and process information and ideas in familiar spoken, written and multimodal texts, responding in ways appropriate to cultural context, purpose and audience  AC9LF8EC04 | * collecting vocabulary and expressions from a range of informative texts such as posters, websites, brochures or menus for use in their own short reports on topic such as *les voyages, manger sain, les médias* * listening for key points of information in short, spoken texts such as phone messages or announcements, and representing the information in note form to communicate to others * gathering information about places, people or events in French-speaking communities’ contexts and cultures, and using it to build timelines, itineraries or profiles * listening to, reading or viewing First Nations Australian author’s stories and responding to them in spoken or written French * obtaining, classifying and summarising data collected from class surveys or web searches on topics such as favourite books, music, apps, films or social media * explaining and sequencing actions or events from texts such as magazine articles or sports reports * understanding text from a source and conveying the information in a different format to a different audience, for example, reading a menu and discussing the order with the waiter to exclude some ingredients; seeing a poster for a gym opening and writing an email to a friend to try it out; looking at a cinema program and negotiating when to go and what to see with siblings * listening to, or viewing texts such as songs, raps or film and video clips, and noticing ideas and comparing aspects that may be similar or different across cultures * identifying national symbols and creating a gift pack of symbols to introduce Australian students to French culture and vice versa, and explaining the reasons for their choices | |
| develop and begin to apply strategies to interpret, translate and convey meaning in French in familiar contexts  AC9LF8EC05 | * translating short personal texts (letters, emails, conversations, etc.) and identifying words and phrases that can be translated literally, such as *la maison, le ciel, les enfants, Bonjour, mon ami,* and those that need to be interpreted for meaning such as *Il fait beau! À tout à l’heure! Courage!* * using bilingual dictionaries and electronic translation tools, noting issues such as alternative or multiple meanings of words and the importance of context when making meaning * translating headlines, captions and short reports in texts produced for young readers as well as public signs or notices such as *sens unique, défense de fumer*, identifying and explaining words or expressions that require interpretation rather than translation * explaining the meaning of words or expressions associated with celebrations in French-speaking regions of the world, for example, *le poisson d’avril, la bûche de Noël, le Ramadan, Aïd al-Fitr, la fête de la Musique, la Toussaint, Yom Kippour, Nouvel An Chinois*, and considering how they reflect significant cultural experience * listening to, reading or viewing texts such as a story, poem, song or cartoon, and expressing feelings or opinions in a review * creating bilingual resources using a variety of dictionaries and electronic translation tools, including explanations of some expressions and idioms such as *Quand les poules auront des dents* | |
| **Sub-strand: Creating text in French** | | |
| create spoken, written and multimodal, informative and imaginative texts using appropriate vocabulary, expressions, grammatical structures, and some textual conventions  AC9LF8EC06 | * using key words or expressions to compose a description of characters or events in different types of imaginative texts * creating a bilingual menu, sign or brochure for the school community, for example, the canteen menu, signs for school buildings, a brochure about school subjects * using modelled language to create simple texts about familiar topics * creating a print or digital poster in French to promote travel to a significant cultural location on a First Nations Country/Place, including what to see and do * sharing with a French-speaking audience, aspects of their personal and social worlds, for example, ‘A day in our life in middle school’; *les copains; mon quartier; le weekend* * creating resources (posters, pamphlets, websites, journals, etc.) to present topics related to lifestyles, events or causes such as *le Jour de la Terre, le Clean-Up Day* * writing an email to introduce yourself to a real or imagined host family in a French-speaking country, providing personal information, likes and interests * creating a multimodal text to share with a French-speaking audience, for example, a video or digital presentation to capture and describe aspects of their personal and social worlds * using formulaic expressions to create bilingual texts (rhymes, stories, songs, etc.) for specific audiences such as younger learners or invitations to a class event, posters or library displays for the school or local community, considering how to represent meaning for different audiences * corresponding with another school or contact group of English learners in a French-speaking community (respecting privacy guidelines), making choices about when to use French or English depending on the context, topic and nature of the interaction | |

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| **Strand: Understanding language and culture** | | **Years 7–8 (Year 7 entry)** |
| **Sub-strand: Understanding systems of language** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| recognise and use features of the French sound system, including pitch, rhythm, stress, pronunciation and intonation, and demonstrate understanding of how these are represented in familiar contexts  AC9LF8EU01 | * revising the pronunciation of the alphabet, practising spelling out words and using the correct terms for letters and symbols, for example, *’g’, ‘h’, ‘j’, ‘w’, accent aigu, la cédille* * using the French alphabet for spelling out names or expressions, noticing similarities to and differences from English and using correct terminology for accent marks *accent aigu, la cédille, accent circonflexe* * distinguishing vowel sounds, for example, recognising distinctions between nasal vowel sounds *cinq, sympa/manger, entre/dont, des bonbons* * developing awareness of French sounds, rhythms and intonation patterns, including those with no English equivalents, for example, *‘-u’ (tu), ‘-r’ (très vite)* and *‘-ion’ (attention)* * becoming familiar with the vowel system in French, including nasalised vowels such as *plein, bon*, and semi-vowels such as *famille, oui* * experimenting with pronunciation of consonant-vowel combinations, for example, using *virelangues* such as *un chasseur sachant chasser …, six cent six saucissons suisses …* * recognising differences in intonation and rhythm between statements, questions and commands such as *Vous écoutez la chanson. Vous écoutez la chanson? Écoutez la chanson!* * using appropriate intonation for common fillers, interjections and responses such as *hein?, ah bon, eh beh …, n’est-ce pas? Oh là là!, Aïe!, Youpi! Ça alors …* * recognising commonly used morphemes, suffixes and prefixes, for example, *la camionette, désordre, désagréable, irrégulier, inacceptable, la danseuse* and collecting groups of words that share a common stem, for example, *la bouche, la bouchée; le jardin, jardiner, le jardinage* * recognising the impact of non-verbal elements of French expression such as hand gestures for *c’est nul, ça suffit!, quoi encore?* to replace words or sounds *Oh là là! Aïe! T’as fait quoi?* and facial expressions to reinforce spoken language | |
| develop knowledge of, and use structures and features of, the French grammatical and writing systems to understand and create spoken, written and multimodal texts  AC9LF8EU02 | * understanding and using masculine and feminine nouns (the grammatical gender) as core elements of sentence structure * using indefinite and definite articles *(un, une, des; le, la, l’, les),* including the regular plural forms (*le chien/les chiens, une femme/des femmes)*, some irregular plural forms (*l’œil/les yeux, le nez/les nez*) and understanding partitive articles (*je prends du café/de l'eau*) * understanding and using the main conjugations for present tense regular verbs *‘-er*’, and the irregular present tense conjugations of commonly used irregular verbs *être, avoir, aller, faire, venir* and *sortir* * recognising irregular verbs such as *avoir, être* and *faire* in expressions such as *avoir faim, avoir 13 ans* and *faire beau*, and *avoir* and *être* as auxiliary verb forms *je suis arrivé, nous avons mangé* * understanding subject pronouns *je, tu, il, elle, nous, vous, ils* and *elles*, and how they determine verb conjugations and substitute for noun subjects, for example, *Voilà le frère de Michel; Il est beau, n’est-ce pas?* * understanding that adjectives agree in number and gender with the noun, for example, *des élèves intelligents, de bonnes étudiantes* and that *des* changes to *de* if the adjective precedes the noun * understanding that while most adjectives in French follow the noun, for example, *un élève intelligent, un match extraordinaire*, some precede the noun, for example, *une bonne étudiante, une grande maison* * recognising and using locative prepositions *à, en, au, aux* and *dans* when describing where people live, for example, *Jean-François habite à Montréal au Canada, ma copine Juliette habite aux Philippines, la famille Maréchal habite dans une ferme, J’habite en Australie.* * using the negative *ne ... pas* in simple statements, questions and commands, for example, *Je n’aime pas l’histoire, tu n’aimes pas le bifteck? Ne recommence pas!* * recognising substitution of the indefinite article with *de* in negative sentences, for example, *Non, je n’ai pas de frère. J’ai une sœur.* * understanding 3 ways of forming a question: a simple declarative sentence with rising intonation *Tu as un animal chez toi?,* inverting the verb form *As-tu un animal chez toi?* and using *est-ce que* before a declarative sentence *Est-ce que tu as un animal chez toi?* * using the imperative verb mood, for example, *Mes enfants, soyez sages! Va demander à ta mère*. * expressing ownership through the use of singular and plural possessive articles, for example, *mes yeux, ses cheveux, ta mère, ses copains* | |
| compare French language structures and features with English, using familiar metalanguage  AC9LF8EU03 | * discussing aspects of grammar using metalanguage in English or French, for example, noun/*nom*, verb/*verbe*, adjective/*adjectif*, pronoun/*pronon*, article/*article*, subject/*sujet*, object/*objet*, tense/*temps* * describing the differences in word order using correct grammatical terms (inverted word order for questions, placement of adjectives, subject+verb+object) * comparing expressions of formality in French and English such as names, titles, familiar or formal terms of address such as *Salut, Leila, ça va? Bonjour, Madame Michou, comment allez-vous?* * explaining language used online, *la langue texto* (SMS language), for example, *MDR = mort de rire, koi 2 9? = Quoi de neuf?* * comparing language from a variety of sources (music, video clips, articles, books, etc.) to explore differences in communicative style and expression between social groups (*les ados, les profs, les tout-petits*, etc.) | |

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| **Sub-strand: Understanding the interrelationship of language and culture** | |
| recognise how identity is shaped by language(s), culture(s), beliefs, attitudes and values  AC9LF8EU04 | * noticing how French speakers communicate in different contexts that reflect cultural attitudes, using language associated with politeness or feelings, for example, *Je vous en prie. Pardon. Je suis désolé(e).* * noticing how people think and talk about themselves and others by comparing ways of addressing adults or strangers which reflect respect and perceived status, for example, *Madame la Directrice, Monsieur le Président, merci docteur, bonjour Madame* * accepting different beliefs, attitudes and values held by people, for example, those reflected through celebrating festivals such as Harmony Day, *Semaine de la Francophonie* and researching their origins * examining how First Nations Australians’ languages have strong connections to Country/Place and how these can be compared to language variation across French-speaking countries and regions * reflecting on their own tastes, interests and language use that have been shaped by intercultural influences (graphic novel/BD, social media, fusion food, etc.) * recognising how learning to speak French and learning about the diversity of the French-speaking communities have impacted on their own perception of language, culture and identity |

Years 9–10 (Year 7 entry)

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| **Band level description** |
| In Years 9 and 10, French language learning builds on each student’s prior learning and experiences. Students use French to initiate and sustain interactions while sharing their own and others’ experiences of the world. They listen, speak, read and view, and write to communicate with other speakers of French in local and global settings through authentic community and online events. They continue to receive guidance, modelling, feedback and support from peers and teachers.  Students use authentic and purpose-developed resources, increasingly of their own choice, to access and/or create a range of spoken, written and multimodal texts which may include textbooks, audio and video clips, magazines, online and print articles, and social media. They acknowledge that there are diverse influences on ways of communication and cultural identity, and that these influences can shape their own behaviours, values and beliefs. |
| **Achievement standard** |
| By the end of Year 10, students initiate and sustain French language to exchange and compare ideas and experiences about their own and others’ personal world. They communicate using non-verbal, spoken and written language to collaborate, plan and reflect on activities and events. They interpret and analyse information and ideas in texts and demonstrate understanding of different perspectives. They synthesise information and respond in French or English, adjusting language to convey meaning and to suit context, purpose and audience. They use structures and features of spoken and written French to create texts.  Students apply features of the French sound system to enhance fluency and demonstrate understanding of the sound system in spoken exchanges. They select and apply knowledge of language conventions, structures and features to interact, make meaning and create texts. They support discussion of structures and features of texts, using metalanguage. They reflect on their own language use and cultural identity, and draw on their experience of learning French, to discuss how this learning influences their ideas and ways of communicating. |

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| **Strand: Communicating meaning in French** | | **Years 9–10 (Year 7 entry)** |
| **Sub-strand: Interacting in French** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| initiate and sustain interactions in familiar and some unfamiliar contexts to exchange ideas, experiences and opinions about their own and others’ personal world  AC9LF10EC01 | * initiating and sustaining conversation through active listening strategies, for example, turn-taking cues and non-verbal and verbal responses *ah bon?* *pas vrai! et si on …?* and using appropriate protocols such as forms of politeness and respect, for example, *Enchanté, je vous en prie, pourriez-vous m’excuser. Je suis ravi(e) de vous rencontrer..* * contributing to discussions with young people in French-speaking contexts, comparing aspects of school and home life such as *le stress, le sport, l’étude des langues* * explaining or justifying a position in relation to personal and social issues such as *les études, la santé, l’avenir, les passe-temps* * building topic-specific vocabulary and rhetorical strategies such as emphasis and repetition, for example, *Au contraire! à mon avis …, je ne suis pas d’accord, après tout …, il faut le dire …, encore une fois …* * using descriptive and expressive language to exchange views on global issues such as diversity, *le changement climatique, les médias sociaux, l’avenir des jeunes, la pollution* | |
| use French language in exchanges to question, offer opinions and compare and discuss ideas  AC9LF10EC02 | * discussing aspects of daily life with young people from French-speaking communities, for example, protocols at mealtimes, opinions about schooling, pastimes, celebrating significant events * engaging in a social interaction with peers and teachers, for example, accepting and declining invitations, making excuses and apologising to French speakers, using appropriate protocols such as forms of politeness and respect * discussing concern or support for social or environmental issues such as *les SDF* * exchanging opinions about significant French dates or events such as *le 14 juillet, le voyage, la fête de la Musique, la gastronomie francophone* * finding connections between French language and culture and areas of the curriculum such as History, Music, Science, Health and Physical Education or The Arts, for example, finding connections in *le ballet, Marcel Marceau, Zaz, Zinedine Zidane, le Tour de France, Louis Pasteur,* and debating particular contributions or achievements | |
| use non-verbal, spoken and written exchanges to discuss, plan and reflect on activities, events and experiences with peers  AC9LF10EC03 | * interacting in classroom activities and discussions to manage shared learning experiences, report on each other’s contributions and consider each other’s views, opinions and preferences, for example, *C’est à qui? Moi, je vais mettre cette image là; Qu’est que tu vas faire avec celle-là? Voilà – c’est fait. Qui va faire …? C’est bien réussi.* * planning how to work collaboratively on an assignment, using evaluative and comparative language to discuss different learning resources (textbooks, websites, electronic dictionaries, etc.), for example, *Ils sont utiles/intéressants/trop complexes; Je préfère lire le texte moi-même ...; Je trouve mieux ...* * sharing with peers their reflections on their experience of learning French, discussing progress, challenges and achievements, for example, *Je sais compter/écrire/communiquer en français; J’ai un bon accent; Je parle assez couramment; J’aime bien les gestes; Je trouve que le meilleur …* * participating in *visites virtuelles*, for example, virtually visiting *Musée du Quai Branly, le Tour de France, la Martinique, la Nouvelle-Calédonie*, and sharing responsibility for individual elements of a report that highlights key features of the experience * organising an interview with a local celebrity or significant person from a French-speaking community, researching the person’s achievements and discussing with peers the appropriate questions to ask * participating in an online or face-to-face discussion to find a solution to a problem, debating options or working out the logistics for solving the issue * reflecting on the success of a planned school activity promoting the French language and culture, and discussing improvements for future events * planning and making shared arrangements for real or imagined French visitors to the school or a homestay, for example, preparing print or digital informative materials, preparing welcome speeches or conducting school tours | |
| **Sub-strand: Mediating meaning in and between languages** | | |
| interpret information, ideas and perspectives in a wide range of spoken, written and multimodal texts and respond appropriately to cultural context, purpose and audience  AC9LF10EC04 | * examining information obtained from different sites and sources to compare how young people are represented in the media, for example, comparing letters to the editor about young people with postings on blogs conducted by young people * listening to, and viewing short informative texts such as documentaries or news reports, listing key words and points of information to be reused in their own newsflash or *roman-photo*, and considering how emphasis or perspective can reflect culture and context * conducting surveys or structured interviews with classmates or online French-speaking contacts, comparing opinions and perspectives on community or personal issues, and identifying social or cultural variations and reporting findings back to class * listening to, reading a First Nations Australian’s stories, discussing their opinions and ideas, and, in French, presenting their personal profile to the class * listening to, reading or viewing excerpts from interviews with public figures such as activists, politicians, sports stars, musicians or actors, noting how vocabulary, phrases or gestures are used to emphasise or clarify key points of information and collating new phrases and expressions * listening to popular French songs or viewing music videos and summarising key ideas or messages and comparing these with songs and music videos that appeal to young people in Australia | |
| apply strategies to interpret and translate non-verbal, spoken and written interactions and texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts  AC9LF10EC05 | * experimenting with the translation of popular French expressions or idioms, for example, *être bien dans sa peau; ne pas être dans son assiette*; and explaining the potential for misunderstanding * experimenting with various resources (bilingual and monolingual dictionaries, electronic translators, encyclopedias and other reference materials, etc.) to assist in translation, for example, comparing translations, back-translating and swapping useful references * analysing translations of familiar texts such as children’s stories or advertisements, considering the context in which they are produced, and whether meaning is sometimes changed or lost in the process * finding examples of expressions in Australian English that do not translate easily into French, for example, ‘mad as a cut snake’, ‘the bush’, ‘a formal’, ‘schoolies’, explaining reasons for the lack of equivalence, and why this may be the case, referencing sources of information that would help French learners understand or appreciate the context of use * viewing excerpts of French/English subtitled films and evaluating the effectiveness of the translations (literal translation, non-translation, adapted translation) * comparing contemporary French and Australian music by reading music magazines, viewing video clips and listening to music radio/television stations, identifying similarities and differences in expression, themes and styles of performance * reviewing examples of French humour (*le mime, les blagues, les humoristes, les dessins animés, les films, les publicités*, etc.) across different times and contexts, considering similar changes in Australian expressions of humour according to era and context * comparing treatment of particular themes (romance, adventure, family, etc.) in a range of texts created at different times (*les fables, les contes, les dessins animés, la science fiction*, etc.) and presenting a report identifying changes in values and perspectives over time * reflecting on imaginative, performative and expressive texts that they have enjoyed such as songs, poems, cartoons and films, cross-referencing titles, genres, themes and values, and giving explanations for similarities or differences | |
| **Sub-strand: Creating text in French** | | |
| create spoken, written and multimodal, informative and imaginative texts, selecting vocabulary, expressions, grammatical structures and textual conventions for familiar and some unfamiliar contexts and purposes, to engage different audiences  AC9LF10EC06 | * creating an imaginary persona or avatar in a French-speaking fantasy world, incorporating the communicative styles and social behaviours observed in French texts * creating a storyboard outline that transposes familiar characters to French-speaking contexts such as *Harry Potter débarque à Paris*, and providing a glossary of key vocabulary and expressions * composing and performing short songs for imagined occasions such as *les anniversaires, le départ en voyage*, experimenting with vocal and non-verbal expression * writing a journal entry, or contributing to a school newsletter in French reflecting on the impact of a visit to a significant cultural location on a First Nations Country/Place, and, with permission, referring to cultural knowledge of the site * creating characters and contexts for simple unscripted interactions (explorers on an expedition, participants in a television reality show, etc.), and providing sample descriptors and language, for example,  *courageux, dynamique, plein d’initative: du courage! Allez les gars! imide, paresseux; toujours fatigué: pas encore! Ah non, c’est trop …* * presenting information in different formats for different audiences (potential consumers, voters, etc.), matching language and structure to context and content such as digital images and catchy by-lines in advertisements or persuasive language in election speeches * explaining to others a procedure, game or practice, using simple language and supporting graphics, materials and gestures, for example, explaining how to: play *la pétanque*, cook a *crêpe*, house-train a puppy, play an online game * creating the text to post on a website for young French travellers looking for work in Australia, indicating different regional employment possibilities and providing key points of information about each region such as *les vendanges,* *au pair à la ferme, l’intérieur du pays, la côte* * providing vocabulary lists and annotated cultural explanations for French-speaking visitors at events such as Australian sports days, swimming carnivals or family barbecues, explaining elements such as abbreviated language or team barracking * creating a blog (following safety and privacy guidelines) with a group of French-speaking students, posting news items, comments and questions in both French and English * conveying information and ideas by aligning choice of language and text structure to topics and themes, using emotive images and captions to highlight issues such as *la faim* or *l’anti-discrimination*, or rap rhythms and slogans to provoke reactions or to entertain * designing posters or presentations that include images and expressions to invite concern or support for social or environmental issues such as *le commerce équitable, le développement durable* | |

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| **Strand: Understanding language and culture** | | **Years 9–10 (Year 7 entry)** |
| **Sub-strand: Understanding systems of language** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| apply features of the French sound system, including pitch, rhythm, stress, pronunciation and intonation, and show how these are represented in familiar and some unfamiliar contexts  AC9LF10EU01 | * recognising and reproducing rhythms in more complex sentences, for example, *Qu’est-ce que tu fais là? Un, deux, trois – voilà*, using pauses and intonation to signal clause sequence and emphasis * using tone and intonation to indicate emphasis or emotion, for example, *Elle a fait quoi? Il est tellement doué!* * using words and expressions with more complex syllable combinations such as *la magnitude, les augmentations, qu’est-ce que c’est que ça?* * building fluency and accuracy in relation to pitch, stress and rhythm * understanding the patterns of liaisons and silent ‘h’ forms in maintaining speech flow, for example, *L’Hôtel Splendide est situé au bord du lac; c’est en effet un hôtel splendide!* * recognising the role of pronunciation, rhythm and pace in creating effects and suggesting relationships in oral texts such as storytelling, reciting poems, songs and conversations * understanding the function of the linking ‘*t*’ in inverted interrogative phrases and some expressions such as *Parle-t-elle le français? Que va-t-elle faire? Va-t-en!* * recording accents from different French-speaking countries (Canada, Belgium, etc.) and French regions (*l'accent du Sud, l'accent parisien*, etc.) and presenting them in a portfolio, noting the difference in the sound system, accent and vocabulary | |
| select and use structures and features of the French grammatical and writing systems to enhance meaning and create spoken, written and multimodal texts  AC9LF10EU02 | * understanding and using additional negative forms such as *ne … plus, ne … rien, ne … jamais, ne … que, ne … personne* * understanding comparative and superlative forms of adverbs and adjectives such as *vite, plus vite, le plus vite; moins jolie, la moins jolie; bon, meilleur, le meilleur* * extending knowledge of *passé composé*, understanding that verbs conjugated with *être* require agreement of the past participle with the subject, for example, *elles sont parties hier soir*, and that verbs conjugated with *avoir* require agreement between the past participle and preceding direct object, for example, *les fleurs que tu as achetées sont si belles.* * using *imparfait*, and understanding how to distinguish between a completed and a continuing action in the past, for example, *nous étions déjà au lit quand il est arrive.* * understanding the use of relative pronouns (*qui, que*), emphatic pronouns (*moi, elle, eux*), direct and indirect object pronouns (*le, la, lui, nous, vous, les, leur*) and exposure to *‘y’, ‘en’* * understanding the form and function of pronominal verbs (*se laver, se lever, se présenter*), including the use of *être* and agreements in *passé composé* * understanding impersonal expressions such as *il faut, on peut, on doit …* * gaining awareness of simple and compound tenses, using *le passé composé* to recount events that occurred in the past and *le futur proche* to describe immediate future events, for example, *il a regardé la télé; il va regarder la télé.* * recognising the subjunctive/*subjonctif* verb forms in set, modelled phrases, for example, *il faut que tu partes, il faut que je finisse mes devoirs.* | |
| reflect on and evaluate French texts, using metalanguage to discuss language structures and features  AC9LF10EU03 | * using metalanguage in English or French to identify the grammatical differences between the languages such as word order, verb moods, tenses – present perfect/*passé composé*, possessive pronouns/*articles possessifs*, agreements of adjectives and participles/*accord des adjectifs et du participe passé*, auxiliary verbs, direct/indirect object pronouns * discussing grammatical structures using metalanguage, for example, using relative clauses, relative pronouns and demonstrative adjectives in order to be able to choose between *qui/que/dont* * recognising how grammatical choices shade meaning and establish register such as the use of *tu* or *vous* to distinguish relationship; use of *nous* to suggest inclusivity or shared identity; use of *on* which may suggest distance * recognising specific French language structures such as the impersonal verb *falloir* * comparing spoken and written texts such as apologies or invitations to identify how differences in grammar and text features determine the nature of formal and informal interactions, for example, *Je t’invite! Nous serions très heureux de vous accueillir chez nous.* | |

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| **Sub-strand: Understanding the interrelationship of language and culture** | |
| reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes and values and how these affect ways of communicating  AC9LF10EU04 | * examining how changes to the French language reflect changes in some cultural practices and attitudes, for example, *le fastfood, la fin de semaine/le weekend, la pub/le pub* * considering how language marks respect, values and attitudes, for example, the (changing) gendered nature of some professional titles in French such as *un médecin, un chef, une professeure, une ministre* * developing language for thinking and talking about cultural representation and expression such as perspectives, values, images, stereotypes, inclusions and exclusions, for example, *vous les autres … nous les jeunes …* * reflecting on and explaining the protocols required to authentically co-create an Acknowledgement of Country/Place with a First Nations Australian, to present in French for a group of French-speaking visitors at a school assembly * exploring the reciprocal nature of communication, the 2-way process of noticing and responding to differences in perceptions, understandings or behaviours such as gestures, body language, attitudes to interruptions, personal space and physical contact, and degree of formality or directness, in relation to a specific context * using personal journals and group discussions to reflect on and evaluate how learning French has had an impact on their own assumptions about French language, culture and identity * sharing ideas about how culture ‘works’ as a combination of beliefs, values and practices, and examining their own personal and community cultural frames of reference and how and why these change over time * recognising how diversity of expression and language forms reflects the diversity of individual and community perspectives and experience * considering how the experience of learning a new language has had an impact on awareness of their own communicative and cultural behaviours and how these may be interpreted by others * reflecting on the power of language in relation to their own and others’ experience such as winning an argument, working out the meaning of unfamiliar French words, being locked out of conversations or being a newcomer/an outsider in a social group |