



Australian
CURRICULUM
Review

LANGUAGES

CONSULTATION CURRICULUM

French – All elements F–10 and 7–10

Copyright statement

The copyright material published in this work is subject to the *Copyright Act 1968* (Cth) and is owned by ACARA or, where indicated, by a party other than ACARA.

This material is consultation material only and has not been endorsed by Australia's nine education ministers.

You may view, download, display, print, reproduce (such as by making photocopies) and distribute these materials in unaltered form only for your personal, non-commercial educational purposes or for the non-commercial educational purposes of your organisation, provided that you make others aware it can only be used for these purposes and attribute ACARA as the source. For attribution details refer to clause 5 in (<https://www.australiancurriculum.edu.au/copyright-and-terms-of-use/>).

ACARA does not endorse any product that uses the Australian Curriculum Review consultation material or make any representations as to the quality of such products. Any product that uses this material should not be taken to be affiliated with ACARA or have the sponsorship or approval of ACARA.

TABLE OF CONTENTS

F–10 AUSTRALIAN CURRICULUM: LANGUAGES	1
ABOUT THE LEARNING AREA	1
Introduction	1
Rationale.....	1
Aims.....	2
Organisation of the learning area	3
Key connections.....	9
Key considerations.....	12
ABOUT FRENCH	14
Introduction	14
Rationale.....	14
Organisation of French.....	14
CURRICULUM ELEMENTS	15
Foundation.....	15
Years 1 and 2	18
Years 3 and 4	25
Years 5 and 6	32
Years 7 and 8 (F–10)	40
Years 9 and 10 (F–10)	47
Years 7 and 8 (Year 7 entry).....	55
Years 9 and 10 (Year 7 entry).....	63

F–10 AUSTRALIAN CURRICULUM: LANGUAGES

ABOUT THE LEARNING AREA

Introduction

The Australian Curriculum: Languages has been developed to give all students the opportunity to engage in learning a language in addition to English. The design of the Australian Curriculum: Languages recognises features that all languages share as well as the distinctiveness of each language.

The Australian Curriculum: Languages includes language-specific curricula for world languages and a *Framework for Aboriginal Languages and Torres Strait Islander Languages*.

Learners of languages in Australia comprise three major groups:

- second language learners – Second language learners are introduced to learning the target language at school as an additional, new language. The first language used before they start school and/or the language they use at home is not the language being learnt.
- background language learners – Background language learners may use the language at home, not necessarily exclusively, and have varying degrees of knowledge of and proficiency in the language being learnt. These learners have a base for literacy development in the language.
- first language learners – First language learners are users of the language being learnt who have completed schooling in the target language to at least Year 6. They experienced primary socialisation and initial literacy development in that language and use the target language at home. For Aboriginal languages and Torres Strait Islander languages, first language learners are learners whose primary socialisation is in the language being learnt and who may or may not have yet developed initial literacy.

Rationale

Communication is a human imperative. Irrespective of which language, communication involves interaction to convey meaning as well as imagination, creativity and a broad understanding of ourselves and others. Language learning provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples and reflect on their experience in various aspects of social life, including their participation and ways of being in the world.

Learning a language(s) broadens students' horizons in relation to the personal, social, cultural and employment opportunities that an increasingly interconnected and interdependent world can offer. The interdependence of countries and communities means people in all spheres of life are

required to negotiate experiences and meanings across languages and cultures. Despite its status as a world language, a capability in English only can limit global opportunities. A bilingual or plurilingual capability is the norm in most parts of the world.

Learning language(s) develops:

- communication skills
- literacy skills
- intercultural capability
- understanding of and respect for diversity and difference, and an openness to different experiences and perspectives
- understanding of how culture shapes worldviews and extends learners' understanding of themselves, their own heritage, values, culture and identity
- critical and creative thinking.

Learning a language provides opportunities for the community to engage socially, culturally and economically, in domains which include business, trade, science, law, education, tourism, diplomacy, international relations, health and communications.

For Aboriginal and Torres Strait Islander students, learning their own languages is crucial to overall learning and achievement to develop a sense of identity, and recognition and understanding of language, culture, Country and Place. For all students, learning Aboriginal languages and Torres Strait Islander languages provides a distinctive means of understanding the country in which they live, including the relationship between land, the environment and people. Ongoing and necessary reclamation and revitalisation of these languages contribute to reconciliation.

Aims

The three interrelated aims of the Australian Curriculum: Languages are to develop knowledge, understanding and skills to ensure students:

- develop linguistic competence
- understand language and culture, and their relationship, and thereby develop an intercultural capability in communication
- understand themselves as communicators.

Organisation of the learning area

Content structure

The Australian Curriculum: Languages is presented in two sequences that offer different entry points into language learning; from Foundation to Year 10 or Year 7 to Year 10.

The Foundation to Year 10 sequence is presented in bands of two-year levels after the Foundation year.

The Years 7 to 10 sequence is presented in bands of two-year levels; Years 7 and 8, and Years 9 and 10.

Band level descriptions

Band level descriptions provide an overview of the learning that students should experience at each band level.

Achievement standards

Achievement standards describe the expected quality of learning that students should typically demonstrate by the end of each band.

Content descriptions

Content descriptions specify the essential knowledge, understanding and skills that students are expected to learn, and teachers are expected to teach, in each band. The content descriptions are organised into strands and sub-strands.

Content elaborations

Content elaborations provide teachers with suggestions and illustrations of ways to teach the content descriptions. They offer optional material; they are not a set of complete or comprehensive content points that all students need to be taught. They illustrate and exemplify content descriptions with a diverse range of examples.

Strands and sub-strands

Content in the Australian Curriculum: Languages is organised under two interrelated strands:

- Communicating meaning in the language – using language for communicative purposes in interpreting, creating and exchanging meaning
- Understanding language and culture – analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.

Under each strand, curriculum content is further organised into sub-strands. Table 1 shows the relationship between strands and sub-strands.

Communicating meaning in the language

- Interacting in the language – interacting orally, gesturally and in writing to exchange ideas, opinions, experiences, thoughts and feelings in the language; participating in planning, negotiating, deciding and taking action
- Mediating meaning in and between languages – obtaining, processing, interpreting and conveying information through a range of spoken, written and multimodal texts; moving between languages and cultures orally and in writing, recognising different interpretations
- Creating text in the language – creating a range of spoken, written and multimodal texts for different contexts, purposes and audiences.

Understanding language and culture

- Understanding systems of language – understanding the linguistic features of the language including sound, writing, grammatical and textual conventions
- Understanding the interrelationship of language and culture - analysing and reflecting on the role of language and culture in the shaping meaning and identity.

Table 1: Relationship between strands and sub-strands

Strands	Communicating meaning in language			Understanding language and culture	
Sub-strands	Interacting in language	Mediating meaning in and between languages	Creating text in language	Understanding systems of language	Understanding the interrelationship of language and culture

Core concepts

Core concepts are the big ideas, understandings, skills or processes that are central to the Australian Curriculum: Languages. They give clarity and direction about what content matters most in the learning area. Core concepts help identify the essential content students should learn, to develop a deep and increasingly sophisticated understanding of the language, across the years of schooling. They ensure content is connected within and across the strands, build in sophistication across advancing band levels.

The core concepts in the Australian Curriculum: Languages are:

- language to interact with others
- language to create and make meaning
- language as a system
- language as culture and identity.

The core concepts reflect the important aspects of language learning that involve the skills of communication, analysis of language and culture, and an understanding of their interrelationship. The core concepts are integral to the strands and sub-strands as each of the core concepts underpins the strands and sub-strands to varying degrees. Figure 1 and Table 2 below demonstrate these interrelationships.

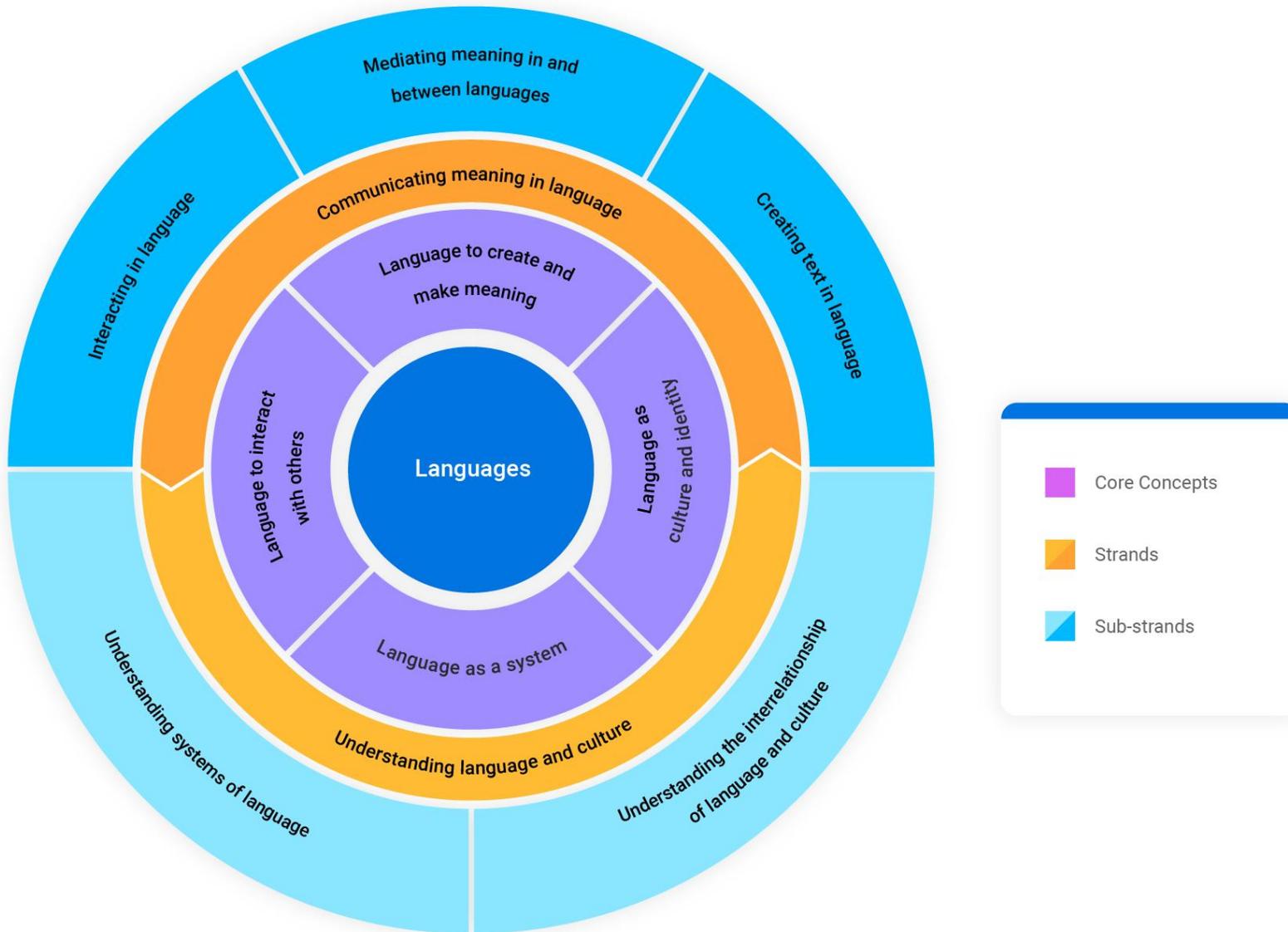


Figure 1: Relationship between concepts, strands and sub-strands

Australian Curriculum: Languages: French – All elements F–10 and 7–10
Consultation curriculum

Table 2: Relationship between concepts, strands and sub-strands

Strands	Communicating meaning in language			Understanding language and culture	
Sub-strands	Interacting in language	Mediating meaning in and between languages	Creating text in language	Understanding systems of language	Understanding the interrelationship of language and culture
Defining statements					
Language to interact with others	Interacting orally, gesturally and in writing to exchange ideas, opinions, experiences, thoughts and feelings in [Languages]	Interpreting verbal and non-verbal cues to enhance communication of meaning	Creating oral, written and visual text in [Language] appropriate to context, purpose and audience	Manipulating language appropriate to interaction	Making informed choices about cultural suitability of language of interaction
Language to create and make meaning	Interpreting, adjusting and using verbal and non-verbal cues to enhance communication of meaning in [Languages]	Obtaining and processing information in a range of oral, written and visual texts in [Language] Negotiating and conveying meaning to communicate information, ideas and opinions, appropriate to context, purpose and audience	Creating oral, written and visual text in [Language] appropriate to context, purpose and audience Composing informative, descriptive, imaginative, evaluative, reflective, persuasive texts in [Language] Analysing language use in different	Understanding, interpreting, manipulating and applying the linguistic features of [Language] to create and make meaning	Interpreting and mediating meaning across linguistic and cultural contexts

			contexts and for different purposes		
Language as a system	Applying the rules, systems and patterns to facilitate interaction in [Language]	Interpreting and negotiating linguistic and cultural differences, variations and perceptions in oral, written and visual texts that are in [Language]	Using appropriate linguistic structures, patterns, register and style, considering context, purpose and audience, when creating texts in [Language]	Understanding, manipulating and applying the linguistic features of language, such as sound, vocabulary, grammatical structures and spelling, writing and textual conventions Developing awareness of metalanguage	Interpreting and mediating meaning across linguistic and cultural contexts
Language as identity and culture	Understanding and using culturally appropriate cues to facilitate reciprocal understanding and communication	Applying cultural understanding to negotiate differences in meaning	Reflecting on what is culturally appropriate when constructing meaning in texts	Interpreting and reflecting on language use according to cultural context Understanding the role of culture and identity in linguistic functions and structures	Reflecting on the role of language and culture in shaping meaning and identity Understanding that language reflects other perspectives, expectations and behaviours Appreciating similarities and differences in cultural values, beliefs, attitudes and assumptions

Key connections

General capabilities

In the Australian Curriculum, general capabilities equip young Australians with the knowledge, skills, behaviours and dispositions to live and work successfully. They add depth and richness to student learning.

General capabilities are developed through learning area content. They are not separate learning areas, subjects or isolated skills, and are identified in content descriptions and content elaborations.

Opportunities to develop general capabilities in learning area content vary. The general capabilities of most relevance and application to the Australian Curriculum: Languages are Literacy, Numeracy, Critical and Creative Thinking, Intercultural Understanding, Personal and Social Capability, and to a lesser extent, Digital Literacy.

Literacy and numeracy are fundamental to all learning. While literacy and numeracy are core to the curriculum in English and Mathematics, literacy and numeracy skills are required and applied in all learning areas, including Languages.

Read more

Literacy

The Australian Curriculum: Languages develops students' ability to listen to, read, create, view, analyse, interpret and perform a range of spoken, written and multimodal texts in the target language and provides opportunities for students to enhance and extend their knowledge and understanding of English literacy. Listening, speaking, reading, viewing, and writing are modes implicit in the content of the Australian Curriculum: Languages and are essential skills in learning a language and communicating effectively. As students develop increasing fluency in a second or additional language, they also develop the ability to reflect on and discuss their understanding of language as a system using the metalanguage of English.

Numeracy

Students use the Numeracy capability to communicate in real or simulated real-life situations. They use number in the target language to share personal information about themselves, family and friends, such as date of birth, age, address, telephone number, and to inform others about time and directions. They use aspects of measurement in the language of transaction when using money, and units of measurement in the number, volume and weight of items. Students use number patterns and algebraic thinking when they recognise and apply the patterns of grammatical and syntactical rules to respond to and create text.

Critical and Creative Thinking

The Australian Curriculum: Languages develops students' ability to think logically, critically and creatively as they inquire, generate, analyse and reflect on a range of information, ideas and perspectives in spoken and written texts. Students learn how to analyse texts and interpret how the language of texts conveys meaning. They reflect on the thinking and processes used to mediate meaning between languages. They apply their knowledge of language as a system to new contexts and learn to revise and modify texts when considering context, purpose and audience.

Intercultural Understanding

The Intercultural Understanding capability is core to the Australian Curriculum: Languages. In learning a second or additional language, students develop an appreciation of other languages, cultures and beliefs as well as their own. Students learn about the strong interrelationship between language and culture and how this shapes identity. They develop and apply intercultural understanding to value and respect diverse ways of communicating, thinking and behaving, and how these are reflected in social and cultural practices and language use. Students develop connections with other communities and cultures, become aware of similarities and differences, and cultivate mutual respect. The Intercultural Understanding capability assists students to navigate and reflect on differences in language use, perspectives and behaviours.

Personal and Social capability

The Australian Curriculum: Languages enhances students' personal and social capability. Through the 'Communicating meaning in the language' strand, students develop a range of interpersonal skills essential to effective communication, such as decision making, negotiation, and collaboration. The content in both the 'Communicating meaning in the language' and 'Understanding language and culture' strands, encourages students to develop an appreciation of diverse cultures and perspectives and how these influences their own and others' identities.

Digital Literacy

The Australian Curriculum: Languages develops students' digital literacy capability as they use a range of digital technologies to access and create information, ideas and perspectives in multimodal texts. Students develop understanding of how they can access different language-speaking communities and authentic texts digitally to enhance their understanding of language and culture. They evaluate and analyse information in digital formats and develop understanding of their intended audience, purpose and context.

Cross-curriculum priorities

Cross-curriculum priorities support the Australian Curriculum to be a relevant, contemporary and engaging curriculum that reflects regional, national and global contexts. Cross-curriculum priorities are incorporated through learning area content; they are not separate learning areas or subjects. They provide opportunities to enrich the content of the learning areas, where most appropriate and authentic, allowing students to engage with and better understand their world.

Opportunities to apply cross-curriculum priorities to learning area content vary. All three cross-curriculum priorities have some relevance and meaning to the Languages curriculum.

Read more

Aboriginal and Torres Strait Islander Histories and Cultures

The Australian Curriculum: Languages recognises the interrelationship of language and culture. There is opportunity for making interlinguistic and intercultural comparisons across languages to First Nations Australian languages and their distinct cultural expression, and to develop understanding of concepts related to the diverse linguistic landscape of Australia.

Asia and Australia's Engagement with Asia

The Australian Curriculum: Languages together with the Asia and Australia's engagement with Asia cross-curriculum priority enables students to develop knowledge and understanding by engaging students with the languages and cultures of Asia, and people of Asian heritage.

The Australian Curriculum: Languages enables students to learn one or more of the languages of the Asian region, to communicate and interact in intercultural appropriate ways, and to explore concepts, experiences and perspectives from within and across Asian cultures. In the Australian Curriculum: Languages, students develop an appreciation for the place of Australia within the Asian region, including the interconnections of languages and cultures, peoples and communities, histories and economies. Students learn how Australia is situated within the Asian region and how our national linguistic and cultural identity is continuously evolving both locally, regionally and within an international context.

Sustainability

The Australian Curriculum: Languages provides students with opportunities to develop the worldviews necessary to contribute to a sustainable future, by reflecting on how they interpret and engage with the world and its peoples. When learning a second or additional language, students develop understanding of the attitudes, values and beliefs of others as well as different ways of thinking and being. The learning contexts in which students develop their language learning provide opportunities for students to explore actions to improve sustainability in local, national and global communities.

Learning Areas

The Australian Curriculum: Languages provides opportunities to integrate and connect content to other learning areas; in particular, English, Humanities and Social Sciences and The Arts.

Read more

English

Languages and English share the focus for students to interact with others and create spoken, written and multimodal texts with an awareness of context, purpose and audience. Both learning areas help students to understand the relationship between spoken and written language and how the cultural context shapes meaning. They develop students' understanding of, and ability to use, grammatical and language features.

Humanities and Social Sciences

Languages and Humanities and Social Sciences subjects share learning contexts that progressively shape students' world. In both learning areas students' learning involves perspectives of their personal worlds, their local communities and national and global contexts. In the process of understanding an expanding world view, both learning areas help students to learn to reflect on the relationship between cultures and identities.

The Arts

Languages and The Arts share a focus on the communication of stories, ideas, perspectives and cultures. Both learning areas help students to explore relationships among people, cultures and identities and how these are exemplified in and through linguistic and artistic practices and behaviours.

Key considerations

Flexible entry points to F–10 and Years 7–10 sequences

The Australian Curriculum: Languages has two learning sequences to cater for different entry points into language learning. The curriculum recognises that these two sequences do not necessarily represent the variety of entry points into the curriculum. Teachers should use the sequences flexibly to meet the needs of their students and their teaching and learning contexts.

In the final curriculum, each curriculum will include a Language guide as a resource. This guide includes an indicative developmental sequence of grammar, thematic concepts and language processes at beginner, intermediate and advanced levels, to assist teachers to adjust the language content of their programs to meet the needs of their students, irrespective of the year in which students begin their language learning. The cognitive level of the content descriptions and achievement standards at the appropriate band level can be used alongside relevant aspects of the Language guide.

Use of English

Students should use the target language to communicate whenever possible in the classroom and in local or digital environments. The use of English provides opportunities for students to reflect on, explore and discuss ideas, and use metalanguage to talk about and compare language and culture.

Macro skills

Listening, speaking, reading, viewing, and writing are skills implicit in the content of the Australian Curriculum: Languages and are essential elements of developing communicative competence. These macro skills are aligned to the Strands and are implicit in the content of the sub-strands and across the Content descriptions.

ABOUT FRENCH

Introduction

The Australian Curriculum: Languages: French is pitched to second language learners, that is, the dominant group of learners in the current Australian context for whom French is an additional language.

Students of French in Australian schools come from a range of backgrounds. For most students it is their first experience of learning French, some may have existing connections to French as background French speakers.

Rationale

French has been taught in Australian schools and universities since the 1880s. It is a major world language, spoken as the first language in more than two dozen countries on five continents and as an official language in many countries. First language speakers include the inhabitants of mainland France, territorial communities of New Caledonia and French Polynesia, the Wallis and Futuna Islands, the majority of the inhabitants of Québec, and significant communities in Europe and Africa. French is an official working language in several international organisations.

French is a language of diplomacy, used by international organisations, and is the dominant working language at the European Court of Justice. French culture has contributed to the shaping of global movements and traditions associated with the arts, philosophy and cultural theory as well as fashion, design, food and wine.

Current links between Australia and the French-speaking world are strong, characterised by bilateral relationships in trade and investment, educational exchanges, research and development in science and technology, humanitarian and environmental initiatives, communications, and strategic and defence priorities. The Pacific region is a particularly important focus of bilateral engagement.

Organisation of French

French has been developed as a Second Language Learner Pathway which caters for students learning French as a second or additional language.

The Second Language Learner Pathway include two sequences:

- Foundation to Year 10
- Years 7 to 10.

Teachers use the curriculum to cater for learners of different backgrounds by making appropriate adjustments to differentiate learning experiences.

CURRICULUM ELEMENTS

Foundation

Year level description

Language learning in Foundation builds on the Early Years Learning Framework, strengthening and extending communication and interpersonal skills. By the end of Foundation, students interact with peers in French through play-based and action-related learning. They experience the sounds of French and imitate them. With support, they explore and discover some connections between language and culture.

Achievement standard

By the end of the Foundation year, students use play and imagination to interact and create French texts, with support. They identify that French and English look and sound different. They recognise that there are languages and cultures as well as their own, and that aspects of language and culture contribute to their own and others' cultural identity.

Strand	Content description <i>Students learn to:</i>	Elaboration <i>This may involve students:</i>
	with support, recognise and communicate meaning in French (AC9LFF01)	<p>introducing themselves and responding to greetings, for example, <i>Comment t'appelles-tu? Je m'appelle... Ça va, Emilie? Ça va (bien), merci</i> (AC9LFF01_E1)</p> <p>using formulaic French phrases for everyday interactions such as thanking, apologising, and offering wishes or congratulations, for example, <i>Merci! Oh, pardon! Bon appétit; Bonne fête! Bravo!</i> (AC9LFF01_E2)</p> <p>singing rhymes, action songs and raps such as <i>Tourne, tourne petit moulin</i>; lullabies, <i>Fais do-do</i> and counting songs, such as <i>Un éléphant se balançait</i> (AC9LFF01_E3)</p> <p>using French for everyday routines such as roll call and for opening and closing lessons, for example, singing <i>Bonjour, mes amis/Au revoir, mes amis; Présent(e)!</i> (AC9LFF01_E4)</p> <p>responding to instructions or directions through actions, gestures or verbal responses, for example, <i>On fait un grand cercle; Lève-toi, regardez-moi, écoutez, doucement!</i> (AC9LFF01_E5)</p> <p>listening for key words in stories, rhymes or songs, using intonation and visual cues such as gestures and facial expressions to assist understanding (AC9LFF01_E6)</p> <p>performing songs, rhymes and action stories using non-verbal forms of expression such as clapping, gestures and facial expressions to support the making of meaning (AC9LFF01_E7)</p>

	<p>using some French words and expressions in English conversation when it feels appropriate, for example, <i>bon ...</i>, <i>voilà</i>, <i>pardon</i>, <i>merci</i>, <i>attention!</i> and noticing changes in their behaviour, voice or body language when speaking French (AC9LFF01_E8)</p>
	<p>sharing and interpreting simple expressions and songs with friends and family, for example, singing <i>Joyeux anniversaire</i> and using appropriate greetings such as <i>Salut</i>, <i>Bonsoir</i> or <i>Félicitations!</i> for different times or occasions (AC9LFF01_E9)</p>
	<p>drawing and/or labelling classroom objects and aspects of daily school routines such as <i>la récréation</i> and <i>le sport</i>, and tracing captions or attaching word bubbles to the pictures (AC9LFF01_E10)</p>
<p>explore, with support, language features of French noticing similarities and differences between French and English (AC9LFF02)</p>	<p>singing French alphabet and number songs and noticing that French has the same alphabet as English, but the letters have different sounds (AC9LFF02_E1)</p>
	<p>reproducing the sounds and rhythms of French by reciting, repeating and imitating the teacher, chants and rhymes (AC9LFF02_E2)</p>
	<p>exploring the intonation patterns and understanding the difference between statements, questions and exclamations (AC9LFF02_E3)</p>
	<p>using French versions of spontaneous exclamations or interactions such as <i>Aie!</i> instead of <i>ouch!</i> and the language for play with friends, <i>Vas-y!</i> <i>Bravo!</i> <i>Cours!</i> <i>À moi!</i> (AC9LFF02_E4)</p>
	<p>exploring the facial movements involved with making sound blends in English and French (AC9LFF02_E5)</p>
	<p>exploring and comparing familiar onomatopoeia such as animal sounds <i>ouah ouah</i> (woof woof) and <i>groin groin</i> (oink oink) (AC9LFF02_E6)</p>
	<p>noticing how Australian animal names of First Nations Australian origins, for example, koala, kookaburra and wombat, are pronounced in French (AC9LFF02_E7)</p>
	<p>noticing that different kinds of language are used in different situations with different people, for example, noticing exchanges between children and parents, <i>Un bisou, papa!</i> <i>Je t'aime ma puce</i> and exchanges with unfamiliar adults, <i>Bonjour, Madame, comment allez-vous?</i> (AC9LFF02_E8)</p>
	<p>recognising that some French words are used in English such as <i>menu</i>, <i>chef</i>, <i>ballet</i>, <i>croissant</i>, <i>chauffeur</i> (AC9LFF02_E9)</p>

<p>explore connections between language and culture (AC9LFF03)</p>	<p>sharing ideas and experiences of learning the French language (AC9LFF03_E1)</p>
	<p>noticing that French is spoken in many different places in the world apart from France (AC9LFF03_E2)</p>
	<p>placing France and Francophone countries on a world map and adding the countries represented in the class (AC9LFF03_E3)</p>
	<p>using maps, noticing that the world contains many different languages, and that Australia has many diverse, continuing First Nations Australian languages (AC9LFF03_E4)</p>
	<p>exploring icons identified as French and common Australian icons such as First Nations Australian icons (AC9LFF03_E5)</p>
	<p>comparing aspects of Australian and French children’s lifestyles (playing games, buying and eating food, interacting with family members, etc.) such as school canteen meals or daily greetings in the family (AC9LFF03_E6)</p>
	<p>noticing their own use of words, expressions or behaviours that make them who they are, including words from different languages, ways of celebrating or talking that may not be familiar to other people (AC9LFF03_E7)</p>
	<p>exchanging ideas, feelings and understandings of language and culture through play-based experiences such as dress-ups, puppets, and pretend cafes, French shops such as <i>la boulangerie</i> and market stands (AC9LFF03_E8)</p>
	<p>playing and engaging with cultural items such as Euros, post cards, and realia from French-speaking countries (AC9LFF03_E9)</p>

Years 1 and 2

Band level description

By the end of Year 2, students interact in French to share information about themselves and their immediate classroom environment using play-based and action-related learning. They recognise key words and phrases and respond using modelled gestures, words and formulaic expressions, imitating French pronunciation. They transition from spoken to written language and apply their knowledge of the Roman alphabet to respond to, and create simple texts, using familiar words and modelled language structures and features. They notice that English and French borrow words from each other, and that language does not always translate directly. They engage with French-speaking communities using local and digital resources. They notice that language and culture are related and that there are similarities and differences between French language and culture and their own.

Achievement standard

By the end of Year 2, students use French to interact and share information related to the classroom and themselves. They use cues to respond to questions and instructions. They know and use basic French sound patterns, intonation, rhythm and simple formulaic expressions. They locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning. They use familiar words and modelled language to create text.

Students understand that French has rules for non-verbal communication, pronunciation and writing. They give examples of similarities and differences between some features of French and English. They understand that language is connected with culture and identity, and notice how this is reflected in their own language, culture and identity.

Strand / Sub-strand		Content description <i>Students learn to:</i>	Elaboration <i>This may involve students:</i>
Communicating meaning in French	Interacting in French	recognise and respond to modelled classroom-related greetings, instructions and routines; and personal introductions (AC9LF2C01)	introducing themselves and responding to greetings, for example, <i>Comment t'appelles-tu? Je m'appelle... et toi? Ça va bien? Ça va très bien, merci et toi?</i> (AC9LF2C01_E1)
			using simple descriptive or expressive statements to describe themselves and to express likes, preferences or feelings, for example, <i>Moi, j'ai cinq ans; je suis australien; j'aime le sport; Je préfère la danse; Je suis très content</i> (AC9LF2C01_E2)
			using photographs to exchange simple information with their classmates (AC9LF2C01_E3)
			responding to basic classroom instructions using simple imperative verb forms, for example, <i>Viens ici! Écoutez bien! Écrivez votre nom</i> (AC9LF2C01_E4)

		<p>responding to simple questions on topics such as home, school or pets, using supporting intonation and gestures, for example, <i>C'est qui? C'est Maman. Qu'est-ce que c'est? C'est la chaise. Où est...? Il est... C'est un chien? Oui. Non...C'est un chat!</i> (AC9LF2C01_E5)</p> <p>using formulaic French phrases for everyday interactions such as thanking, apologising, and offering wishes or congratulations, for example, <i>Merci beaucoup! De rien. Oh, désolé(e); Bon anniversaire!</i> (AC9LF2C01_E6)</p>
	<p>participate in a range of guided, play-based language activities using formulaic expressions, visual and spoken cues (AC9LF2C02)</p>	<p>reciting an expanded range of action songs and raps with greater independence (AC9LF2C02_E1)</p> <p>using classroom labels or word walls to participate in play-based experiences, for example, using words such as <i>la porte, la fenêtre, le jardin</i> to make a house with blocks or using pretend food items to make <i>la cantine</i> (AC9LF2C02_E2)</p> <p>playing hide and seek with classroom objects, for example, <i>Où est le crayon? Sous la table. Dans le tiroir</i> (AC9LF2C02_E3)</p> <p>participating in tasks involving exchanging, sorting and classifying objects and attributes such as shapes, colours and numbers, using simple question forms and affirmative and negative responses, for example, <i>Tu as un sept? Oui, voilà. Et toi, tu as le jaune? Non, j'ai le vert</i> (AC9LF2C02_E4)</p> <p>participating in games and activities that involve turn taking, for example, <i>C'est ton tour</i> (AC9LF2C02_E5)</p> <p>taking turns in games and action songs that involve choice and negotiation, for example, choosing or exchanging matching cards or playing memory games such as <i>Au marché - donne-moi deux pommes, s'il te plaît; donne-moi deux pommes et trois carottes; Voilà/voici ... merci</i> (AC9LF2C02_E6)</p> <p>adapting familiar outdoor games such as Fruit Salad, What's the Time Mr Wolf, Hopscotch into French, for example, <i>Jacques a dit</i> (AC9LF2C02_E7)</p> <p>using the imperative to be a fitness instructor for classroom body breaks, for example, <i>sautez, marchez, tournez, à gauche, à droite</i> (AC9LF2C02_E8)</p> <p>using puppets to role-play classroom language and instructions and sharing information about themselves (AC9LF2C02_E9)</p>

Mediating meaning in and between languages	locate, with support, key information in familiar texts, and respond using gestures, images, words and formulaic phrases. (AC9LF2C03)	assigning labels to classroom items and resources or personal possessions such as <i>la table, le livre, l'ordinateur, la carte</i> (AC9LF2C03_E1)
		identifying key words and points in a variety of texts, for example, <i>Les trois petits cochons, Petit chaperon rouge, Les amis de la ferme</i> or <i>Raconte et Chante, rhymes or songs</i> (AC9LF2C03_E2)
		using intonation and visual cues such as gestures and facial expressions, images, contextual clues to assist understanding meaning in context (AC9LF2C03_E3)
		making connections between information in written texts and images, for example, naming toys and games in toy catalogues such as <i>Jouets pour les tout-petits</i> , selecting and listing items and prices (AC9LF2C03_E4)
		responding to games or songs with actions, for example, <i>Tête, épaules, genoux, pieds</i> (AC9LF2C03_E5)
		recognising symbols, words and phrases of written French in labels, titles and captions (AC9LF2C03_E6)
		miming, drawing, pointing, clicking or dragging to show understanding of key points in a range of spoken, written and multimodal texts (AC9LF2C03_E7)
		responding to texts by sequencing pictures and simple text in the order that events occurred (AC9LF2C03_E8)
		using French for feelings, and moving a name peg or label to match the emotions on a poster to 'check-in', for example, <i>Elle est triste aujourd'hui parce que elle est malade. Je suis fâché aujourd'hui.</i> (AC9LF2C03_E9)
		retelling a story or information by creating a storyboard (AC9LF2C03_E10)
notice that language carries cultural meaning in classroom-related greetings, introductions, instructions and routines (AC9LF2C04)		differentiating between familiar and formal language, for example, <i>Bonjour Madame! Comment allez-vous? Salut Jacques! Ça va? Merci beaucoup, Monsieur; Salut, Annie!; Bisous!</i> (AC9LF2C04_E1)
		understanding language for classroom instructions and routines, for example, plural form for the whole class (AC9LF2C04_E2)
		noticing formalities in France such as handshakes or standing up to greet a visitor to the classroom (AC9LF2C04_E3)

Creating text in French		noticing language associated with interactions, for example, the use of first names in Australian or American English compared to the use of titles and family names in French (AC9LF2C04_E4)
		noticing hand gestures, intonation patterns and facial expressions that accompany some expressions in French, for example, noticing shrugs or exclamations such as <i>Bof! Mais non! Ouf! Oh là là!</i> (AC9LF2C04_E5)
		exploring communication styles used by First Nations Australians such as gestures and sign languages, and comparing these with gestures, body language and facial expressions used in French (AC9LF2C04_E6)
		noticing cultural meaning in expressions such as <i>le goûter, la rentrée</i> or <i>la bise</i> (AC9LF2C04_E7)
	use words, familiar phrases and modelled language to create spoken, written and multimodal texts (AC9LF2C05)	creating a mini autobiography using simple text and photographs, pictures or drawings (AC9LF2C05_E1)
		performing poems, rhymes or simple stories such as <i>Le Navet Géant</i> or <i>Boucle d'Or et les Trois Ours</i> that include repeated phrases and rhythms to emphasise key points, for example, chanting <i>Au Loup!</i> (AC9LF2C05_E2)
		making simple evaluative statements about favourite characters in stories, rhymes or songs, for example, <i>Il est magnifique! J'adore Minou! Elle est sympa!</i> (AC9LF2C05_E3)
		creating stories, rhymes and songs through drawings or digital media using simple or complex sentences and captions (AC9LF2C05_E4)
	using simple questions and statements for interviewing a classmate and creating a student profile about them, for example, <i>Tu t'appelles comment? Tu as un animal chez toi? Tu aimes les fraises? Tu es grand?</i> (AC9LF2C05_E5)	
	creating cards or invitations for special occasions (AC9LF2C05_E6)	
	using puppets, gestures and props to retell stories (AC9LF2C05_E7)	
	creating a display wall with pictures and captions retelling the main events of a class excursion or event (AC9LF2C05_E8)	

Understanding language and culture	Understanding systems of language	recognise and imitate the sounds and rhythms of French (AC9LF2U01)	recognising that every language has its own words and sounds to make meaning by sharing sounds of the languages represented in the classroom (AC9LF2U01_E1)
			clapping or drumming the rhythm and intonation of French statements, questions and exclamations (AC9LF2U01_E2)
			imitating rhythms and intonation patterns such as <i>Comment t'appelles-tu? Je m'appelle ..., Qu'est-ce que tu prends pour le petit déjeuner? Un croissant au chocolat.</i> (AC9LF2U01_E3)
			understanding that intonation patterns create different meanings, as in the distinction between statements, questions and exclamations such as <i>Le chocolat chaud, Le chocolat chaud? Tu as six ans. Tu as six ans? Tu as six ans!</i> (AC9LF2U01_E4)
			building phonic awareness by experimenting with sounds, focusing on those that are initially difficult such as <i>u (tu), r (très rapide)</i> and <i>-ion (attention!)</i> and listening closely to distinguish between sounds such as <i>bon, bien, beau</i> or <i>chien, chat</i> and <i>champ</i> (AC9LF2U01_E5)
			recognising the nasal sounds in French, for example, <i>on</i> in <i>mon</i> and <i>an</i> in <i>enfant</i> (AC9LF2U01_E6)
			noticing the possible confusion between how 'g' and 'j' are pronounced in English and French (AC9LF2U01_E7)
			noticing how the letter 'h' in French is always silent, but can act as a vowel or consonant (AC9LF2U01_E8)
			noticing sounds at the end of certain French words that are unspoken, for example, <i>chat/chats, nez, deux, cahier</i> (AC9LF2U01_E9)
			recognising basic sound blends in French and how these may differ from English, for example, <i>ch</i> in <i>château</i> ; <i>ll</i> in <i>famille</i> (AC9LF2U01_E10)
	recognise that the Roman alphabet is used to construct meaning in texts in French (AC9LF2U02)	becoming familiar with the French alphabet, noticing similarities and differences from English, for example, <i>double-v, i-grec</i> (AC9LF2U02_E1)	
		recognising that French uses the Roman alphabet like English, but unlike English, French has accents (AC9LF2U02_E2)	
		noticing that the use of accents can change the sound of letters, for example, noticing that a <i>cedilla</i> makes a 'c' sound like an 's' - ç, and the use of acute and grave accents (AC9LF2U02_E3)	

	recognising familiar words and phrases in French texts that look, sound and have the same meaning in French as in English (AC9LF2U02_E4)
	exploring the similarity to English of the French subject+verb+object structure such as <i>je mange la pomme; tu as le cahier</i> (AC9LF2U02_E5)
	noticing that there are different types of texts such as picture books, nurse rhymes, tongue twisters, lists, signs, etc. (AC9LF2U02_E6)
	recognising that French uses lower case for days of the week and months of the year and the date, for example, <i>dimanche, juillet, Aujourd'hui c'est lundi le 2 janvier</i> (AC9LF2U02_E7)
notice that French has features that may be similar to or different from English (AC9LF2U03)	noticing that French and English use punctuation conventions such as full stops, capital letters, commas and question marks (AC9LF2U03_E1)
	noticing that adjectives usually follow the noun in French, for example, <i>le chien noir, le papillon rose</i> (AC9LF2U03_E2)
	using definite and indefinite articles in singular or plural forms such as <i>la fille, le concert, les croissants</i> , including the <i>l'</i> form for nouns beginning with a vowel or the letter 'h' such as <i>l'hiver, l'école</i> ; and <i>un chapeau, une chaise, des amis</i> (AC9LF2U03_E3)
	becoming aware of grammatical gender, noticing and using masculine or feminine forms of nouns and adjectives such as <i>le chien, la maison, le petit garçon, la petite fille, le copain, la copine</i> (AC9LF2U03_E4)
	developing the use of appropriate pronouns to identify people, for example, <i>Je m'appelle Adam, et toi, tu t'appelles comment? Comment allez-vous?</i> (AC9LF2U03_E5)
	developing number knowledge and identifying the similarities and differences in using cardinal and ordinal numbers 0–20, for example, using ordinals throughout the month in English but only for the first of each month in French, <i>le premier mars, le 2 juin</i> (AC9LF2U03_E6)

<p>Understanding the interrelationship of language and culture</p>	<p>notice that people use language in ways that reflect cultural practices and behaviours (AC9LF2U04)</p>	<p>understanding that the world contains many different languages (AC9LF2U04_E1)</p>
		<p>noticing that many languages from different parts of the world are spoken in Australia and may be represented in their classroom (AC9LF2U04_E2)</p>
		<p>using maps, stories, rhymes, identifying that the French language has dialects and variations and comparing these with the diversity of First Nations Australian languages, including regional variations (AC9LF2U04_E3)</p>
		<p>recognising that languages borrow words from each other, and that many French words are used in English and many English words are used in French such as <i>le week-end, le parking, le cowboy</i> (AC9LF2U04_E4)</p>
		<p>understanding that learning French involves ways of using language that may be unfamiliar, for example, using <i>merci</i> when refusing an offer, and understanding that some ways of behaving and thinking may be unfamiliar such as the importance of food in some family and regional traditions or ways of expressing or describing feelings or relationships (AC9LF2U04_E5)</p>
		<p>comparing gestures to convey different messages, for example, pointing to their eye and saying <i>Mon oeil!</i> in French meaning that they think someone is not telling the truth (AC9LF2U04_E6)</p>
		<p>recognising icons identified as French, for example, the flag, Paris, accordion, The Eiffel Tower and comparing with icons of First Nations Australians such as First Nations Australian flags, cuisine, iconic landscapes, musical instruments (AC9LF2U04_E7)</p>
		<p>recognising that cultural aspects like music, dance, food, celebrations, and games are connected to culture, for example, eating pancakes on <i>Mardi Gras</i> (AC9LF2U04_E8)</p>

Years 3 and 4

Band level description

By the end of Year 4, students interact in French to plan a range of activities in familiar classroom contexts that build on their interests and capabilities. They develop active listening skills and respond with gestures, words and modelled expressions, imitating French sounds and intonation. They use their literacy capabilities in English, and read and write in the Roman alphabet, to locate information, respond to, and create informative and imaginative texts. They recognise and use familiar vocabulary, modelled grammatical structures and syntax. They adjust language to convey meaning in familiar contexts and begin to understand the process of translation from one language to another. They interact with French-speaking communities using local and digital resources. They recognise that language and culture are related to practices and behaviours that reflect personal identity.

Achievement standard

By the end of Year 4, students use French to initiate structured interactions to share information related to the classroom and their personal world. They use modelled language to participate in oral and written activities that involve plans and transactions. They locate and respond to key items of information in texts using strategies to help interpret and convey meaning in familiar contexts. They use modelled language and basic syntax to create and present text.

Students understand that French has language conventions and grammar rules to create and make meaning and that some terms have specific cultural meanings. Students identify patterns in French and make comparisons between French and English. They understand that the French language is connected with culture and identity, and identify how this is reflected in their own language, culture and identity.

Strand / Sub-strand		Content description <i>Students learn to:</i>	Elaboration <i>This may involve students:</i>
Communicating meaning in French	Interacting in French	initiate exchanges and respond to modelled questions about self, others, and classroom environment, using formulaic expressions (AC9LF4C01)	initiating and exchanging greetings in formal and informal contexts, for example, using <i>Bonjour, Madame Patou, comment allez-vous? Salut, Nicole, ça va? Pas mal, et vous?</i> (AC9LF4C01_E1)
			offering wishes for particular occasions, situations or times of day, for example, using <i>Bonne nuit, Papa! Bonjour, Messieurs; Bonne fête, Hafiz! À demain, Mademoiselle; À bientôt! Bonne année! Bon courage!</i> (AC9LF4C01_E2)
			using simple statements and cohesive devices such as the conjunctions <i>et, mais</i> and <i>ou</i> to enhance interactions (AC9LF4C01_E3)
			exchanging and responding to information about self, family, friends or interests, for example, <i>J'ai deux soeurs et j'ai un frère, je suis enfant unique; j'aime les sports et les voyages, mais j'adore la musique! Et toi, parle de ta famille. Raconte-moi ...</i> (AC9LF4C01_E4)

	expressing likes and dislikes, for example, <i>J'aime le chocolat mais je deteste le fromage; il aime la classe de musique mais il n'aime pas le cours de sciences.</i> (AC9LF4C01_E5)
	experimenting with gestures in interactions such as shrugging or making a <i>c'est rasoir</i> gesture (AC9LF4C01_E6)
	using common responses to frequently asked questions or comments, for example, responding with <i>très bien, voilà, oui, bien sûr, d'accord, hein, Bah ... oui!</i> imitating modelled intonation and stress patterns (AC9LF4C01_E7)
	responding to instructions such as <i>Encore une fois; montre-moi; chantez plus fort; regarde les photos, écoutez, écrivez/tapez la phrase</i> (AC9LF4C01_E8)
	asking for help or clarification using classroom language such as <i>Pardon/Excusez-moi Madame/Monsieur/Prof, Je ne comprends pas; répétez, s'il vous plaît; j'ai une question, j'ai besoin d'aide</i> (AC9LF4C01_E9)
participate in activities that involve planning and transacting with others, using a range of familiar phrases and modelled structures (AC9LF4C02)	asking and answering questions relating to concepts such as time, place or number, including days of the week, months, date and seasons, for example, <i>Ça fait combien? Ça fait cinq; Quelle heure est-il? Il est dix heures; Aujourd'hui c'est vendredi? Non, c'est jeudi; Quel temps fait-il aujourd'hui? C'est hiver, il fait très froid</i> (AC9LF4C02_E1)
	introducing French currency, Euro to purchase items (magazines, fruit, vegetables, etc.) and order items from menus, for example, <i>Ça coute combien? C'est cinq euros. Le vélo noir/la bicyclette noire, c'est combien? 1 kilo en plus, s'il vous plaît. Vingt grammes en/de moins.</i> (AC9LF4C02_E2)
	praising each other, for example, using <i>Super! Pas mal. Bon travail! Excellent! Bravo!</i> (AC9LF4C02_E3)
	using French to negotiate and share preferences such as <i>je voudrais, je n'aime pas, je préfère</i> (AC9LF4C02_E4)
	taking turns giving instructions to complete a class activity (AC9LF4C02_E5)
	playing games that involve active listening, memory, information exchange and negotiating turns, for example, <i>C'est à toi? Oui, c'est à moi. C'est ton tour. C'est mon tour</i> (AC9LF4C02_E6)
	giving and following directions and plan directions such as <i>À gauche! Tout droite! Prends la première rue</i> (AC9LF4C02_E7)
	using words, phrases or interjections as fillers in conversation, for example, filling gaps in conversations with <i>ah bon ... voilà...eh bien...alors</i> (AC9LF4C02_E8)

Mediating meaning in and between languages	locate and respond to key information related to familiar content obtained from spoken, written and multimodal texts (AC9LF4C03)	exchanging simple correspondence with peers such as notes, invitations or birthday cards in print or digital form (AC9LF4C03_E1)
		listening to short spoken texts with some unfamiliar language and identifying points of information, for example, discovering the name and number on a recorded phone message, the age of a child being interviewed or identifying some items on a recorded shopping list or information in a weather report from a French-speaking location (AC9LF4C03_E2)
		locating information about activities in a French school context such as <i>l'emploi du temps, la lecture, l'orthographe, le vocabulaire, les mathématiques</i> and comparing with their own daily schedule (AC9LF4C03_E3)
		reading simple narratives and responding to images that evoke positive or negative emotions such as affection, sadness or anger, and making connections with their own experiences by using stem statements such as <i>Je suis fou/folle quand...; Je suis content(e) si...; J'ai peur de...</i> , (AC9LF4C03_E4)
		collecting and using favourite exclamations, words or expressions from texts such as <i>Terrrrible! Ça y est! Pas vrai! Quoi de neuf</i> (AC9LF4C03_E5)
	develop strategies to comprehend and adjust French language in familiar contexts to convey cultural meaning (AC9LF4C04)	learning to use a dictionary to find unknown words in texts to assist comprehension (AC9LF4C04_E1)
		using multimodal resources to build vocabulary to describe actions or feelings by accessing and presenting information of interest such as <i>les fêtes d'anniversaires, les vacances, les copains</i> (AC9LF4C04_E2)
		responding to factual and imaginative picture and digital books, short-scripted plays or animations that use familiar French words by creating a class display of the key information and providing a glossary of new words and expressions (AC9LF4C04_E3)
		collecting and using French words and expressions that do not translate easily into English such as <i>Bon appétit, bon voyage, voilà! chic!</i> (AC9LF4C04_E4)
		engaging with familiar story and writing or acting out a plausible different ending, using new words, expressions and gestures (AC9LF4C04_E5)
	providing appropriate bilingual captions/labels in English and French to show aspects of Country and Place, culture and People of First Nations Australians, such as use of traditional Place names (AC9LF4C04_E6)	
	refusing to an invitation politely, without offending, using formulaic and modelled expressions, for example, <i>Je voudrais bien mais ..., désolé(e), malheureusement ...</i> (AC9LF4C04_E7)	

Creating text in French

create and present informative and imaginative spoken and written texts using formulaic expressions, simple phrases and sentences and modelled textual conventions (AC9LF4C05)

making a list for the ingredients and quantities for a simple recipe such as crêpes (200 grammes de farine, un verre de lait, etc.) using the imperative verb forms *ajoutez, mélangez, versez, servez* for the recipe (AC9LF4C05_E1)

creating their own instructional or procedural tasks such as designing treasure hunts, *Où se cache le trésor?* (AC9LF4C05_E2)

working together in collaborative tasks such as designing a poster for a specific event, creating a picture book or word wall, and sharing decisions about content, vocabulary and design, for example, collaboratively deciding *ceci ou cela? qu'est-ce que tu préfères? là ou là? petit ou grand?* (AC9LF4C05_E3)

creating a class profile, chart or database using multimodal resources about likes, dislikes and interests (*les sports préférés, les plats de choix*, etc.), and checklists, surveys or question cues such as *tu préfères le brie ou le camembert? Combien de...? À quelle heure...?* (AC9LF4C05_E4)

creating short imaginative texts designed to amuse or entertain, for example, creating fantasy stories featuring imaginary creatures with names created out of two or more real animal names such as *le chevaloon, le lapinat, les moutaches* (AC9LF4C05_E5)

creating and performing alternative versions of stories or action songs, using voice, rhythm and gestures to animate characters, or using support materials such as drawings or story maps to create visual context (AC9LF4C05_E6)

using simple words and expressions selected from word banks and modelled statements to create personal profiles, highlighting key characteristics and features such as *je suis australienne et grecque, je suis sportive, je suis courageuse, je parle anglais et grec, j'ai beaucoup de cousins* (AC9LF4C05_E7)

presenting a visual presentation with captions about daily routine using formulaic reflexive verbs, for example, creating captions such as *Le lundi, à sept heures je me lève.* (AC9LF4C05_E8)

using a map of France and props to record and present *La météo. À Paris, Il fait chaud. À Bordeaux, il pleut. Prends un parapluie aujourd'hui.* (AC9LF4C05_E9)

Understanding language and culture	Understanding systems of language	recognise and use modelled combinations of sounds, pronunciation and intonation patterns of French to form words and phrases (AC9LF4U01)	creating an alphabet bank, collecting words that begin with each letter such as 'h': <i>l'hiver, l'homme, l'hôtel</i> ; 'm': <i>mai, mardi, le mouchoir</i> ; 'p': <i>le pain, Papa, le poisson</i> (AC9LF4U01_E1)
			recognising and practising the most common vowel sounds such as <i>ou- vous, jour, oi-toi, voiture; on-bonbon, mon; ai-aimer, j'ai; ain-train, demain</i> and <i>eau-château, beau</i> (AC9LF4U01_E2)
			observing differences in pronunciation of word endings shared with English such as <i>-tion</i> and <i>-ent</i> in <i>attention, situation, commencement, accident</i> (AC9LF4U01_E3)
			understanding that some letters blend to make single sounds such as <i>ille, eau</i> or <i>qu</i> , (AC9LF4U01_E4)
			recognising that some final consonants in French words are usually silent such as <i>le rat, le tapis, vert, chez</i> and some are usually pronounced such as <i>chic, actif</i> (AC9LF4U01_E5)
			understanding how changes in voice and body language can change the meaning of words, for example, <i>Tu aimes les devoirs?</i> (simple question); <i>Tu aimes les devoirs!</i> (expressing surprise, disbelief); <i>C'est mon petit frère</i> (statement); <i>C'est mon petit frère!</i> (pride) (AC9LF4U01_E6)
			recognising that certain French letters, accented vowels and combinations of letters produce the same sound in French such as <i>é, ez, er</i> and <i>ç</i> and <i>s</i> (AC9LF4U01_E7)
	recognise French language conventions, grammatical structures and basic syntax in familiar texts and contexts (AC9LF4U02)		using an increasing range of adjectives, including <i>bizarre, magnifique, formidable</i> , and additional gender forms and agreements such as <i>blanc/blanche, gros/grosse, le chat blanc, la souris blanche</i> (AC9LF4U02_E1)
			using some adverbs to elaborate on simple statements, for example, <i>elle mange lentement, je chante doucement, il parle très vite</i> (AC9LF4U02_E2)
			using additional prepositions such as <i>à gauche, à droite, à côté de</i> to indicate direction or location (AC9LF4U02_E3)
			strengthening vocabulary knowledge by making connections with known words such as <i>le marché, le supermarché, le marchand</i> (AC9LF4U02_E4)
			recognising word patterns and building word clusters such as number knowledge to 60–100 and ordinal numbers (AC9LF4U02_E5)
			recognising and beginning to use common verb conjugations such as regular <i>-er</i> verbs (AC9LF4U02_E6)
			using modelled common irregular verbs such as <i>être, avoir, aller, faire; Je suis intelligent(e); Tu as quel âge? Comment allez-vous? Je fais le petit déjeuner. Il va à la plage.</i> (AC9LF4U02_E7)
			recognising and using modelled <i>-ir</i> verb phrases such as <i>J'ai fini! Je n'ai pas fini! Avez-vous fini?</i> (AC9LF4U02_E8)

	developing an awareness of verb tenses and using some direct object pronouns with reflexive verbs, with modelled support such as <i>Je me lève. Je me brosse les dents. Je l'aime</i> (AC9LF4U02_E9)
	beginning to develop a metalanguage in French for talking about language, using terms similar to those used in English such as <i>le verbe, l'adjectif, l'adverbe, la conjonction</i> and <i>le vocabulaire</i> (AC9LF4U02_E10)
recognise familiar French language features and compare with those of English, in known contexts (AC9LF4U03)	identifying and comparing key words in French and English versions of favourite stories, for example, comparing <i>La chenille qui fait des trous</i> and <i>The Very Hungry Caterpillar</i> or <i>La vieille dame qui avala une mouche</i> and <i>The Old Woman Who Swallowed a Fly</i> , and considering the rhythms and vocal effects in the two versions (AC9LF4U03_E1)
	collecting and using French words and expressions that do not translate easily into English such as <i>bon appétit, bon voyage, voilà!</i> and French words used by English speakers such as <i>café, éclair, mousse, chic</i> (AC9LF4U03_E2)
	observing the relationship between subject pronouns and verb endings using <i>je/tu/il/elle</i> with present tense of verbs associated with familiar actions and environments, for example, understanding the relationship in <i>il chante bien, je suis fatigué, tu aimes le yaourt, elle est en classe</i> (AC9LF4U03_E3)
	expressing negation in simple sentence structures and colloquial expressions such as <i>je ne sais pas; elle ne mange pas; tu ne viens pas? Pas du tout!</i> (AC9LF4U03_E4)
	understanding the difference between definite and indefinite articles, and how to refer to a specific or unspecific person, place or object such as <i>tu manges la pomme, j'achète un livre, une vache énorme, le climat français</i> (AC9LF4U03_E5)
	using statements, simple questions and imperatives, for example, using <i>Tu peux commencer; Je peux commencer? Commence!</i> (AC9LF4U03_E6)
	finding examples of shortened noun forms in colloquial French (<i>le resto, le frigo, le foot, le prof, etc.</i>), comparing with the use of abbreviations in Australian English (brekkie, arvo, etc.), and considering when or how they are used (AC9LF4U03_E7)
	discovering French words used in English (<i>le restaurant, le café, le chauffeur, le ballet, le croissant, etc.</i>) and English words used by French speakers (<i>le coach, le blog, l'Internet, le football, le corner, le burger, le sandwich, le denim, etc.</i>) and comparing how they are pronounced by French and English speakers (AC9LF4U03_E8)
	understanding that French has close connections to other languages which have shared histories and many similar words such as the English, French, Italian and Spanish word for 'the bank', <i>la banque, la banca, el banco</i> , and the word for 'art', <i>l'art, l'arte, el arte</i> (AC9LF4U03_E9)

Understanding the interrelationship of language and culture		noticing and applying features of familiar types of texts such as greetings, requests, weather reports, postcards or recipes, and recognising how different textual elements combine to make meaning such as the images, font and script of a web page; the layout, title and illustrations in a picture book; the highlighting of names, dates and times on an invitation, and using templates and/or the appropriate scaffold (AC9LF4U03_E10)
	identify connections between French language and cultural practices and behaviours (AC9LF4U04)	developing and displaying classroom rules and routines, deciding on priorities such as <i>le respect</i> , <i>la politesse</i> and <i>la cooperation</i> (AC9LF4U04_E1)
		identifying elements of French language that feel most different to their own, including pronunciation of some sounds, gestures such as <i>la bise</i> , or facial expressions, and describing in French what they are confident in, what they feel unsure of and what they most enjoy (AC9LF4U04_E2)
		creating a comparison table or Venn diagram to show similarities and differences between French language and culture and the languages and cultures of First Nations Australians, such as cultural expressions (cuisine, visual arts, dance) (AC9LF4U04_E3)
		noticing how they communicate with each other, their families, teachers and other adults, identifying differences in behaviour and language and explaining reasons for these (AC9LF4U04_E4)
		recognising that there are many different varieties of French spoken in different countries and regions of the world such as <i>le Québec</i> , <i>le Sénégal</i> , <i>le Maroc</i> , <i>la Suisse</i> , <i>le Monaco</i> , <i>la Nouvelle Calédonie</i> , involving different accents, dialects and vocabulary, for example, understanding that <i>un pain au chocolat</i> is <i>une chocolatine</i> in the south of France (AC9LF4U04_E5)
		identifying ways in which French language and culture (cuisine, fashion, etc.) influence the lives of Australians (AC9LF4U04_E6)
		understanding that language carries information about the people who use it and that common expressions often reflect cultural values, for example, understanding that French terms of affection used with children often relate to either food or animals, <i>mon petit chou</i> , <i>mon lapin</i> , <i>ma puce</i> (AC9LF4U04_E7)
		discovering and exploring maps of Australia to identify historical names or places with a French connection, for example, Recherche Bay in Tasmania; Esperance in Western Australia; La Perouse in Sydney (AC9LF4U04_E8)
		researching icons of France and French culture such as the French flag, The Eiffel Tower, Paris, baguette, wine, cheese, perfume; and comparing these with those of Australia and First Nations Australian icons such as the First Nations Australian cooking techniques (Kup Murri), technology (boomerang), iconic landscapes (Kunanyi, Kata Tjuta) (AC9LF4U04_E9)
	sharing their ideas and experience about learning French and/or knowing another language apart from English (AC9LF4U04_E10)	

Years 5 and 6

Band level description

By the end of Year 6, students interact in French to exchange information and ideas relating to their school and local environment. They plan and negotiate activities, making language choices to express their preferences and opinions. They engage with a range of spoken, written and multimodal texts, and apply strategies to process information and comprehend meaning of content and cultural contexts. They understand that cultural expressions are not easily translated. They create texts for various contexts and purposes. They use a range of vocabulary, structures and expressions to sequence information and ideas in known contexts. They use their English literacy knowledge of metalanguage to identify language functions, structures and features. They interact with peers in French-speaking communities using local, virtual and digital resources. Students reflect on how different cultural practices, behaviours and values influence communication and identity.

Achievement standard

By the end of Year 6, students initiate and use strategies to maintain interactions in French related to their immediate environment. They collaborate in oral and written activities that involve the language of transaction and problem-solving, to share information, ideas and preferences. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in French or English, adjusting their response appropriately to context, purpose and audience. They create texts, selecting and using a variety of vocabulary and sentence structures to suit context, and show understanding of how some language reflects cultural practices. They sequence information and ideas and use conventions appropriate to text type.

Students apply rules for pronunciation, spelling, punctuation and modelled grammatical structures when creating and responding in French. They use metalanguage to compare frequently used language features in French and English. They understand that the French language is connected with culture and identity, and consider how this is reflected in their own language, culture and identity.

Strand / Sub-strand	Content description <i>Students learn to:</i>	Elaboration <i>This may involve students:</i>
Communicating meaning in French Interacting in French	initiate and sustain modelled exchanges in familiar contexts related to students' personal world and school environment (AC9LF6C01)	<p>communicating with the teacher regarding activities, for example, <i>Tu as fini? Tu comprends? Fini! Madame/Monsieur Je ne comprends pas. C'est fini? Pas encore, bientôt...; tu comprends, toi?</i> (AC9LF6C01_E1)</p> <p>exchanging personal information, opinions with classmates, for example, <i>Excuse-moi, Sophie, mais...à mon avis; selon moi ...; je pense que...; bien sûr..., d'accord..., au contraire ... et toi, que penses-tu?</i> (AC9LF6C01_E2)</p>

	<p>using communication strategies such as active listening skills, turn taking cues, and requests for clarification or more detail to support the exchange of ideas and information, for example, supporting a conversation using <i>Ah oui? c'est vrai? c'est intéressant...dis-moi...</i> (AC9LF6C01_E3)</p>
	<p>sharing information about routines, interests and favourite activities, using language associated with time, sequence and location such as <i>J'arrive à l'école à 8h 30; le samedi je fais du cheval; le soir, je fais mes devoirs et je joue aux jeux vidéos, après je me brosse les dents.</i> (AC9LF6C01_E4)</p>
	<p>exchanging information about friends or family members, using simple descriptive and expressive language such as <i>C'est mon frère, il est sympa! C'est ma tante Lilianne, je l'adore! C'est mon grand-père, il est très vieux</i> (AC9LF6C01_E5)</p>
	<p>expressing concern, sympathy or apologies to friends and family members, for example, <i>Pardon, excuse-moi; je suis désolé(e); fais bien attention! mon pauvre ami...</i> (AC9LF6C01_E6)</p>
	<p>expressing gratitude, for example, <i>merci pour le merveilleux cadeau; merci à vous tous pour la fête surprise</i> (AC9LF6C01_E7)</p>
	<p>conducting surveys with peers and family members to report on social behaviours such as preferred modes of communication, such as <i>le téléphone, le courriel, les conversations face à face, les textos, etc.</i> (AC9LF6C01_E8)</p>
	<p>responding to an email from a new penfriend in a French-speaking country (AC9LF6C01_E9)</p>
	<p>exchanging greeting cards for significant occasions (AC9LF6C01_E10)</p>
	<p>participating in a school blog with other students who are learning French to exchange experiences of learning French, asking for assistance from older students and providing advice to younger students learning French (AC9LF6C01_E11)</p>
participate in activities that involve planning and negotiating with others, using language that expresses	<p>planning and organising activities (outings or performances, etc.), using expressions related to place, time and numbers such as <i>quelle date? où? quand? à quelle heure? combien de...?</i> (AC9LF6C02_E1)</p>
	<p>budgeting for virtual shopping expeditions, consulting online catalogues and websites, comparing prices and values, and discussing intended purchases, for example, <i>je vais acheter..., j'espère trouver...qu'est-ce que tu cherches?</i> (AC9LF6C02_E2)</p>
	<p>collaborating with peers to promote a French Cultural Day to the school community and to parents and friends (AC9LF6C02_E3)</p>

Mediating meaning in and between languages	information, preferences and ideas (AC9LF6C02)	allocating roles and organising class or school activities such as an appeal or fundraiser, creating timelines, schedules or programs (AC9LF6C02_E4)
		indicating understanding or asking for help, using comments such as <i>Oui, je comprends; non, je ne comprends pas; c'est trop compliqué! c'est quoi ça?</i> (AC9LF6C02_E5)
		consulting each other when completing individual or group activities, for example, asking <i>c'est juste? montre-moi; comme ça? comment ça s'écrit?</i> (AC9LF6C02_E6)
		negotiating tasks and shared activities, for example, working out preferences <i>Tu préfères lire ou écrire? moi, je préfère travailler sur l'ordinateur</i> (AC9LF6C02_E7)
		responding to the teacher's questions, such as <i>C'est fini? tu comprends, etc.</i> to check on progress during learning tasks or activities using a comment such as <i>Pas encore, bientôt...</i> (AC9LF6C02_E8)
		creating displays, presentations or performances for family, friends or school community to showcase their progress in learning and using French (AC9LF6C02_E9)
	locate and process information and ideas in a range of spoken, written and multimodal texts, and respond in different ways to suit purpose (AC9LF6C03)	accessing information about important French celebrations and festivities and presenting a print or multimodal report (AC9LF6C03_E1)
		engaging with spoken and written texts about young people in France, their school routine, leisure time, lifestyle and presenting the findings in a multimodal presentation (AC9LF6C03_E2)
		identifying the purpose, context and intended audience of a range of familiar texts (phone messages, sports reports, take-away food orders, etc.) recognising differences between spoken and written texts, and noting that some types of text such as emails or text messages combine elements of each (AC9LF6C03_E3)
		recognising and describing key features of familiar texts such as advertisements, reports or letters from sources such as <i>Astrapi, Le Petit Quotidien</i> and <i>Images Doc</i> , and comparing with similar texts from Australian sources (AC9LF6C03_E4)
		extracting points of information from sources such as websites, books and magazines, and providing a summary of the key messages of the texts (AC9LF6C03_E5)
		drawing from a range of informative texts (videos, books, magazines, advertisements, websites, etc.) to collect and compare information on topics (family life, housing, schooling, etc.) in different cultural contexts such as <i>la campagne, les villes, les appartements, les francophones</i> (AC9LF6C03_E6)
using performative, narrative or graphic organisers to create a new character based on one or more characters in an imaginative text (AC9LF6C03_E7)		

		<p>watching different types of imaginative texts (puppet shows, stories, films, etc.) and then interviewing classmates about the characters, events, sets and costumes using modelled language to express ideas and reactions such as <i>Il est comment? Il est fou! Pourquoi elle porte un panier? Parce que sa mamie est malade.</i> (AC9LF6C03_E8)</p>
		<p>comparing student school timetables from Australia and France (AC9LF6C03_E9)</p>
	<p>apply strategies to interpret and convey meaning in French language in familiar spoken, written and non-verbal cultural contexts (AC9LF6C04)</p>	<p>creating a word bank or glossary for words and expressions that do not easily translate from French to English such as <i>Quelle porcherie! C'est la pagaille ta chambre!</i> (AC9LF6C04_E1)</p>
		<p>finding signage from their local area and interpreting and comparing it to signage in a French-speaking country, for example, comparing traffic and road signs and signs in public places (AC9LF6C04_E2)</p>
		<p>adjusting language to suit the audience, for example, writing the script for the tour of the school for French-speaking students and adults using <i>vous</i> (formal) for a visiting adult, or <i>tu</i> (when addressing individual students) and <i>vous</i> (plural) when addressing all the students. (AC9LF6C04_E3)</p>
		<p>using bilingual dictionaries and electronic translation tools to compose bilingual texts such as captions, menus or school timetables, comparing results and noticing any problems associated with translation (AC9LF6C04_E4)</p>
		<p>creating appropriate bilingual captions/labels in English and French to show aspects of Country and Place, culture and people of First Nations Australians, such as a signage that acknowledges the Traditional Owners of the site (AC9LF6C04_E5)</p>
		<p>interpreting and explaining the meaning of words and expressions associated with celebrations in French-speaking regions of the world such as <i>le poisson d'avril, la bûche de Noël, La toussant, la fête de la musique</i> (AC9LF6C04_E6)</p>
<p>Creating text in French</p>	<p>create and present a range of spoken and written texts using a variety of modelled sentence structures to sequence information and</p>	<p>creating an interactive display or performance as advocacy for the school language program, for example, informing younger children of the benefits of learning French, or creating puppet plays and skits of familiar French stories and rhymes (AC9LF6C05_E1)</p>
		<p>introducing, adapting and illustrating new elements or alternative versions of familiar stories and songs such as an additional ailment for Nicolas in <i>Le Petit Nicolas</i> (AC9LF6C05_E2)</p>
		<p>composing or an alternative ending to a traditional tale such as <i>Les Trois Petits Cochons</i> (AC9LF6C05_E3)</p>

ideas, and conventions appropriate to text type (AC9LF6C05)	writing the script for a fashion show to share with others, <i>Je vous presente Emilie. Elle porte une belle jupe bleue. Très chic, alors!</i> (AC9LF6C05_E4)
	creating a script of directions for an interactive GPS experience such as TomTom or Siri, for example, <i>Siri, où est la gendarmerie? Siri, je veux aller au cinema. Siri, est-qu'il y a une toilette près d'ici? À cent metres tournez à droit.</i> (AC9LF6C05_E5)
	using photo stills from a football match or Le Tour de France to write and create some recorded commentary about the action taking place such as <i>Il donne un coup de pied au ballon. Aïe! Il tombe! Ça fait mal!</i> (AC9LF6C05_E6)
	composing the spoken, written or multimodal text for a virtual tour of the ideal French village using words such as <i>devant, à côté de, à 500 mètres, trois étages</i> (AC9LF6C05_E7)
demonstrate understanding of how language reflects culture by beginning to use words and expressions that reflect cultural practices and conventions (AC9LF6C06)	using digital technologies to create information for a known contact group of French-speaking students, posting information on their own interests and experiences such as <i>les vacances, les amis, les sports, les médias</i> , and using resources such as sound, visuals or graphics to highlight elements which may be unfamiliar to French students (AC9LF6C05_E8)
	creating lists of informal French and English expressions for everyday interactions with friends and family such as <i>À tout à l'heure</i> (See you later); <i>Génial</i> (Cool); <i>Salut, ça va!</i> (Good day!); <i>Amuse-toi bien</i> (Have fun); <i>Bisous</i> (Love) (AC9LF6C06_E1)
	creating French versions of Australian school signs and notices, considering why some words or expressions such as the swimming pool, the sports oval, the tuck shop, the library, the office, require freer translation than others (AC9LF6C06_E2)
	creating the script of role-plays that show speakers using French differently in different situations such as in the classroom and in the playground; among different groups such as young people/older people and in different relationships, for example, using <i>tu</i> when speaking with close friends, family members or other young people, using <i>vous</i> for other adults, and <i>on</i> for one or we in French <i>On y va!</i> (AC9LF6C06_E3)
	creating texts which reflect the use of colloquial or abbreviated language by young people in informal, written and technologically mediated contexts for example, using <i>G</i> for <i>j'ai</i> and <i>pa</i> for <i>pas</i> in text messages; using borrowed words from other languages for example, <i>ciao, cool, super</i> ; hybrid terms <i>allez-bye!</i> or verb contractions in informal spoken language, <i>chais pas</i> for <i>je ne sais pas</i> (AC9LF6C06_E4)
accompanying spoken texts with appropriate gestures, facial expressions, body language and formulaic expressions that are culturally based (AC9LF6C06_E5)	

Understanding language and culture	Understanding systems of language	apply knowledge of combinations of sounds, syllables, pronunciation and intonation patterns to develop fluency and rhythm to known words and phrases (AC9LF6U01)	recognising and using liaisons such as <i>les élèves, les petits enfants, joyeux anniversaire</i> , when appropriate (AC9LF6U01_E1)
			understanding that the aigu -é at the end of a word changes the pronunciation of -e without an accent, for example, <i>le passé, je passe; le soufflé, je souffle</i> ; and that other accents also change the sound of a letter such as the <i>cétille</i> -ç softens the 'c' sound to 's', for example, <i>le garçon, la façon, le français</i> (AC9LF6U01_E2)
			recognising how pitch, stress and rhythm help to convey meaning even if individual words are unfamiliar, for example, <i>J'ai eu très, très peur! D-o-u-c-e-m-e-n-t...</i> (AC9LF6U01_E3)
			applying phonic and grammatical knowledge to spelling and writing unfamiliar words, for example, applying letter combinations such as <i>-eau, -eur</i> or <i>-ette</i> , (AC9LF6U01_E4)
			recognising words involving two or more distinct vowel sounds such as <i>la voiture, important, le pompier, l'aspirateur, la ceinture</i> (AC9LF6U01_E5)
			using exclamations to indicate agreement, disagreement, intention or understanding such as <i>D'accord! Mais non! Bien sûr; voilà!</i> (AC9LF6U01_E6)
	apply modelled grammatical structures and formulaic expressions to compose and respond to texts using appropriate punctuation and textual conventions (AC9LF6U02)	beginning to use all forms of the present tense of regular <i>-er, -ir</i> and <i>-re</i> verbs and of high-frequency irregular verbs such as <i>avoir, être, aller</i> and <i>faire</i> (AC9LF6U02_E1)	
		recognising <i>l'imparfait</i> denotes the past when encountered in familiar expressions and scaffolded language contexts, for example, <i>Il était une fois ...; C'était ...; Il faisait chaud; Il avait 60 ans</i> (AC9LF6U02_E2)	
		using the indicative plus the infinitive, for example, <i>J'aime jouer au tennis, il sait conduire</i> and <i>le futur proche</i> , for example, <i>je vais partir</i> (AC9LF6U02_E3)	
		becoming familiar with and using, with support <i>le passé composé</i> , for example, <i>j'ai mangé trois biscuits; elle a dormi sous les étoiles</i> (AC9LF6U02_E4)	
		playing games such as 'matching pairs' to reinforce grammatical rules, for example, nouns and subject pronouns <i>Jean travaille: il travaille; Marianne aime le fromage: elle aime le fromage</i> ; and pairing subject with a conjugated verb, <i>nous parlons, tu manges, il finit</i> (AC9LF6U02_E5)	
		using a range of nouns, including more unusual plural forms such as <i>les bureaux, les choux-fleurs, mes grands-parents</i> , and more complex adjectives such as <i>beau, belle, beaux, belles</i> and possessive forms <i>mon, ma, mes; ton, ta, tes; son, sa, ses</i> (AC9LF6U02_E6)	
		formulating questions using <i>est-ce que...</i> , the inverted form of the verb, or changed intonation, for example, <i>Est-ce que tu as un chien? As-tu un chien? Tu as un chien?</i> (AC9LF6U02_E7)	

Understanding the interrelationship of language and culture		<p>understanding and using negative constructions such as <i>tu ne viens pas ce soir?</i>, including recognition of the use of <i>de</i> after a negative verb form, for example, <i>je n'ai pas de photos, je ne mange jamais de choux Bruxelles</i> (AC9LF6U02_E8)</p> <p>developing a range of adverbs to elaborate or accentuate meaning using sentence builder charts, for example, <i>il parle si doucement; moi j'écoute attentivement</i> (AC9LF6U02_E9)</p> <p>using an increasing range of noun adjective agreements, with support, including adjective agreements that come before the noun, such as adjectives of beauty, age, goodness, size, (BAGS), for example, <i>la belle maison</i> (AC9LF6U02_E10)</p>
	use familiar metalanguage to compare some French language functions, structures and features with those of English, in known contexts (AC9LF6U03)	<p>building a metalanguage to talk about grammar, using terms such as 'tenses' and 'personal pronouns', and identifying language elements and talking about how they are used (AC9LF6U03_E1)</p> <p>comparing verb conjugations in English, French and other known languages and identifying patterns in conjugation, for example, understanding that regular verbs in English using the third singular personal pronoun he/she/it ends with an 's', however, in French verb endings follow a pattern and change according to the subject pronoun, for example -er verb endings <i>j'écoute, tu écoutes, il/elle/on écoute, nous écoutons, vous écoutez, ils/elles écoutent</i> (AC9LF6U03_E2)</p> <p>using methods to remember and recall key vocabulary, phrases and conjugations such as mnemonic strategies (AC9LF6U03_E3)</p> <p>recognising faux amis and how they can lead to difficulty when learning French, for example, <i>coin</i> means 'corner', <i>journée</i> means 'day', <i>actuellement</i> means 'currently', <i>joli</i> means 'pretty', <i>pain</i> means 'bread', <i>bras</i> means 'arm' (AC9LF6U03_E4)</p> <p>using metalanguage to provide feedback and support to peers, for example, editing each other's written or spoken texts and work samples and justifying reasons for editing or changing text (AC9LF6U03_E5)</p>
	recognise connections between language and cultural practices, behaviours and values and reflect on the impact on	<p>using models such as <i>Oops et Oh là là</i>, involving one English-speaking and one French-speaking character and reflecting on instances of possible intercultural miscommunication (AC9LF6U04_E1)</p> <p>observing interactions between French speakers and comparing them with interactions in similar Australian contexts, for example, students in a school canteen selecting <i>une entrée, un plat principal et un dessert</i>; and people interacting in the street, in shops or at <i>réunions de famille</i>, using either <i>tu</i> or <i>vous</i> forms of address (AC9LF6U04_E2)</p>

communication (AC9LF6U04)	exploring how children from French-speaking communities around the world use different words and expressions, for example, <i>tchop</i> for <i>manger</i> , <i>chamboul</i> for <i>la chambre</i> , <i>n'damba</i> for <i>le football</i> in Cameroun; <i>le chum</i> (<i>tchomme</i>) for <i>le copain</i> , and <i>l'avant-midi</i> for <i>le matin</i> in Québec; and considering why such variations exist (AC9LF6U04_E3)
	reflecting on instances when interactions in French have felt awkward or difficult, for example, using polite or gendered forms of language, and explaining why this might be the case for speakers of Australian English (AC9LF6U04_E4)
	planning a virtual or actual visit to a French school, or to welcome a French-speaking visitor to their own school, and deciding on strategies for effective communication, for example, planning how to 'read' cultural information and to adjust their own behaviour if required (AC9LF6U04_E5)
	comparing connections between world views, practices and identities of First Nations Australians with those of French-speaking people (AC9LF6U04_E6)
	exploring the idea of stereotypes associated with languages and identities, discussing how groups of people tend to think about themselves and others, and how stereotypes affect attitudes and communication and can be inaccurate (AC9LF6U04_E7)
	comparing their own ways of using language with those of peers, thinking about how family and community shape identity and communication, for example, using more than one language, celebrating or expressing feelings in various ways, considering whether learning and using French has an impact on identity either in or out of the classroom (AC9LF6U04_E8)
	understanding how First Nations Australians' connections with and obligations to Country/Place are interconnected with beliefs, values and language use, noticing what is similar to or different from French-speaking people's beliefs, values and language use about place (AC9LF6U04_E9)
	explaining Australian English vocabulary, expressions and behaviours to French speakers and other people from different language backgrounds, for example, explaining the meaning of 'the bush', 'fair go', 'she'll be right' (AC9LF6U04_E10)

Years 7 and 8 (F–10)

Band level description

By the end of Year 8, students use French to interact and collaborate within and beyond the classroom, practise and explain language structures and features, and develop intercultural understanding. Students process and interpret the content and language of texts, adjusting information and ideas to suit the context. They use their English literacy knowledge of metalanguage to reflect on similarities and differences between French and English language functions, structures and features. They use modelled and rehearsed language, in familiar and unfamiliar contexts, to create texts using a range of vocabulary, language structures, features and conventions. They make linguistic choices that reflect cultural values and beliefs. They interact with peers in French-speaking communities using local and digital resources. They explain how interactions with French speakers facilitate their understanding and appreciation of the connections between language, culture and identity.

Achievement standard

By the end of Year 8, students initiate and maintain interactions in French in familiar and unfamiliar contexts related to a range of interests and experiences. They use French appropriate to collaborate and problem-solve and adjust language in response to others. Students interpret information, ideas and opinions in texts. They demonstrate understanding of similarities and differences between languages, in both familiar and unfamiliar cultural contexts, by adjusting and reorganising responses appropriately. Students select and use appropriate vocabulary, sentence structures and expressions to create spoken, written and multimodal texts.

Students show understanding of different text types to present and respond to information, ideas and opinions, and are aware that spoken and written texts use different conventions. They use metalanguage to comment on structures and features of French text. They reflect on how the French language, culture and identity are interconnected, and compare this with their own language, culture and identity.

Strand / Sub-strand	Content description <i>Students learn to:</i>	Elaboration <i>This may involve students:</i>
Communicating meaning in French Interacting in French	initiate and sustain exchanges in familiar and unfamiliar contexts related to students' experiences, feelings and views, adjusting their language in	using the appropriate register when exchanging greetings and using a wider range of expressions, for example, <i>Coucou, Allô, Quoi de neuf? Salut mon pote! Ça roule? Bonjour, Mademoiselle Charpent, comment allez-vous? Je m'excuse, Enchanté(e) Monsieur, vous vous appelez comment? Ciao, Pierre, à tout de suite!</i> in spoken and written interactions (AC9LF8C01_E1) composing formal and informal invitations, taking account of the context and the relationship with the recipient; accepting and refusing the invitation (AC9LF8C01_E2)

response to others (AC9LF8C01)	using descriptive and expressive language to talk about aspects of school, home and social life, for example, <i>On se voit à la récré, Tu rentres chez toi à midi? Je suis fils unique et toi?</i> (AC9LF8C01_E3)
	discussing issues that concern young people such as <i>l'influence de la musique, l'environnement digital</i> or <i>le recyclage</i> , and sharing opinions and feelings (AC9LF8C01_E4)
	inviting people into conversations, for example, using <i>et toi, qu'est-ce que tu dis?</i> and expressions such as <i>n'est-ce pas?</i> and non-verbal strategies such as waiting for response or facial expressions to demonstrate interest or attention (AC9LF8C01_E5)
	using simple and compound sentences to structure arguments and to explain or justify a position, for example, <i>D'abord ... et puis ... en plus... finalement; ce qui est intéressant c'est que...; ce que je trouve ...</i> (AC9LF8C01_E6)
collaborate in activities that involve the language of transaction, negotiation and problem-solving to plan projects and events (AC9LF8C02)	planning for cultural events such as a performing a play in French for primary school students, <i>La fête de la musique, la fête des voisins, Le jour de la terre</i> (AC9LF8C02_E1)
	organising an event such as a class <i>vide-grenier</i> or <i>marché aux puces</i> , using language for negotiating, buying, swapping and bargaining, for example, calculating quantities and prices, <i>trois douzaines de ..., 40 litres de ...</i> preparing labels and fliers, <i>un très bon prix, un prix cassé, bon marché, pas cher</i> (AC9LF8C02_E2)
	initiating and extending conversations and discussion by using connectives such as <i>puis, et après, ensuite</i> (AC9LF8C02_E3)
	asking, giving and following directions to real or virtual locations, <i>continuez jusqu'à... prenez le métro jusqu'au Musée du Louvre...prenez la troisième rue à gauche... en face de...</i> , using electronic information devices, apps, street maps or directories (AC9LF8C02_E4)
	gathering information from French online sources to inform understanding of similarities and differences of teen lifestyles in French-speaking countries and presenting findings (AC9LF8C02_E5)

Mediating meaning in and between languages	interpret information, ideas and opinions in a range of spoken, written and multimodal texts, and respond appropriately to cultural context, purpose and audience (AC9LF8C03)	using a range of sources to access and collate information on youth related issues such as <i>la musique, la télévision, les sports, l'environnement</i> , and classifying findings. (AC9LF8C03_E1)
		comparing information about French music, movies and sporting events (<i>Le Tour de France</i> , etc) and sharing results, for example, <i>La première chanson en France est ... mais en Australie, c'est ...</i> (AC9LF8C03_E2)
		responding in French to different expressions of humour (le mime, les blagues, les jeux de mots, les devinettes), that include diverse perspectives on social issues and comparing these with Australian expressions of humour (AC9LF8C03_E3)
		collecting memes and cartoons from social media that illustrate cultural elements of humour and that can lead to misunderstandings and provide an explanation using modelled expressions (AC9LF8C03_E4)
		listening to or viewing informative texts such as television news reports or feature articles, and noting key words, specialised terms or points of information to reuse in their own newsflash or photo story/ <i>roman-photo</i> , for example, noting keywords <i>en direct, les dernières nouvelles, l'information continue, la météo</i> (AC9LF8C03_E5)
	using the internet responsibly to research, or engaging with youth in France via technology, to discover young people's lifestyles across French-speaking cultures and contexts, comparing information from different cultural contexts to identify the influence of factors such as geography, climate, and social and community environment, <i>les colonies de vacances, les boulots, les sports aquatiques, les jeux vidéos</i> (AC9LF8C03_E6)	
	interpret and adjust spoken, written and non-verbal language to convey meaning in French language in familiar and unfamiliar cultural contexts (AC9LF8C04)	listening to authentic French texts such as podcasts, French radio, television shows, advertisements to identify different types of language for different audiences, and collating findings (AC9LF8C04_E1)
		comparing messages in texts from different eras such as fairy tales, graphic novels, video clips, traditional fables, <i>Fable de La Fontaine</i> , and identifying themes and representations (AC9LF8C04_E2)
		interpreting signs, texts messages, advertisements in French and identifying language features and structures that are not easily translated and may cause misunderstandings, and writing simple explanations of meaning (AC9LF8C04_E3)
		presenting findings related to the investigation of a social or cultural issue <i>la mode et les codes vestimentaires: l'influence des marques</i> , summarising opinions and attitudes collected from surveys, interviews or media sources (AC9LF8C04_E4)
using some French to describe aspects of Country/Place and culture of First Nations Australians for a brochure about a place or recounting a recent excursion or trip (AC9LF8C04_E5)		

Creating text in French		translating written expressions associated with politeness and social protocols in French such as responding to requests or thanks, signing postcards or birthday cards, for example, <i>je vous en prie, Madame; amitiés; je t'embrasse très fort...</i> and comparing with typical expressions in similar messages in English (AC9LF8C04_E6)
	reflect on similarities and differences in cultural interpretations between French and their own language use and behaviour (AC9LF8C05)	interpreting phrases and expressions that do not translate literally such as <i>à tout à l'heure, pas de quoi, courage</i> , identifying similar English expressions and considering possible consequences of the lack of equivalence in terms of intercultural communication (AC9LF8C05_E1)
		reflecting on their own experience of learning French and how they have learnt from their own misinterpretations of French language and culture when accessing spoken, written and multimodal texts (AC9LF8C05_E2)
		reflecting on how their own cultural etiquette and behaviour may be interpreted when interacting with French people, noticing their own body language and gestures, for example, understanding the Australian tendency to be informal with people of all ages (AC9LF8C05_E3)
		sharing experience of learning a second or additional language with classmates whose first language is not English, and comparing this with their own experience learning French (AC9LF8C05_E4)
	create and present spoken, written and multimodal texts for specific purposes, selecting vocabulary, grammatical structures and textual features and conventions appropriate to text type and context (AC9LF8C06)	creating tourist brochures for young Australian travellers to French-speaking countries such as <i>Visitez le Vanuatu! Bienvenue au Canada/en Belgique</i> , and supplying key words, phrases and cultural protocols to assist travellers <i>Encore une fois, s'il vous plaît; je vais prendre ceci, ça coûte combien? Où sont les toilettes? Je vous remercie, Madame, Je vous en prie, Madame</i> (AC9LF8C06_E1)
		creating a variety of texts for an intended audience such as a simple story or picture books for younger students; formal texts for important French-speaking visitors to the school (AC9LF8C06_E2)
		using aspects of drama such as improvisation, gesture, movement, props to enhance spoken performances and storytelling (AC9LF8C06_E3)
		taking expressions from French stories such as <i>Tintin et l'étoile mystérieuse: allons-y! Ah non, c'est impossible! Personne? Ah magnifique!</i> and adapting to their own text to create suspense or excitement (AC9LF8C06_E4)
	consider and select words and expressions to create texts that reflect cultural values	adapting information focusing on specific vocabulary such as <i>laïcité</i> , Ramadan, Yom Kippour, halal to create a text that reflects the diversity of beliefs and behaviours in contemporary French-speaking societies (AC9LF8C07_E1)
	creating a glossary of examples of faux amis, for example, glossing <i>assister à, demander, un médecin, extra, sympathique</i> and commenting on misinterpretations in English (AC9LF8C07_E2)	

		and beliefs (AC9LF8C07)	<p>illustrating idioms in French and English <i>il pleut des cordes</i> (it rains cats and dogs), <i>un chateau en Espagne</i> (pipe dreams) (AC9LF8C07_E3)</p> <p>creating and performing texts that reflect French attitudes and behaviours such as the French attitude to eating on time (AC9LF8C07_E4)</p> <p>accompanying role-plays with French gestures and body language (AC9LF8C07_E5)</p> <p>using and evaluating translation resources such as electronic translators and print and digital dictionaries, including monolingual French dictionaries when creating texts in French, and using prompt questions, such as 'Does this represent the exact meaning?' 'What other ways could this be interpreted?' (AC9LF8C07_E6)</p>
Understanding language and culture	Understanding systems of language	apply knowledge of conventions of spoken French to known and unfamiliar language to enhance fluency, and use this knowledge in responding to and creating texts (AC9LF8U01)	<p>understanding the different levels of formality between spoken and written language <i>on/nous, je peux pas/je ne peux pas, 'ben'/bien, ouais/oui, qu'est-ce que je vais me mettre sur le dos?/comment vais-je m'habiller?</i> (AC9LF8U01_E1)</p> <p>recognising the function and form of commonly used morphemes, suffixes and prefixes <i>la camionette, désordre, désagréable, irrégulier, inacceptable, la danseuse</i> to assist pronunciation (AC9LF8U01_E2)</p> <p>collecting groups of words that share a common stem such as <i>la bouche, la bouchée; le jardin, jardiner, le jardinage</i> to enhance vocabulary knowledge when interacting in spoken exchanges (AC9LF8U01_E3)</p> <p>recognising the impact of non-verbal elements of French expression such as hand gestures for <i>c'est nul, ça suffit! Quoi encore?</i> to replace words (AC9LF8U01_E4)</p> <p>using sounds such as <i>Oh là là! Aïe! T'as fait quoi?</i> and facial expressions to reinforce spoken language (AC9LF8U01_E5)</p> <p>distinguishing vowel sounds, for example, recognising distinctions between nasal sounds such as <i>cinq, sympa/manger, entre!, dont, des bonbons</i> (AC9LF8U01_E6)</p> <p>creating glossaries for French-speaking friends to accompany Australian images or texts explaining outback lifestyle, inner-city markets, abbreviations 'barbie', 'brekkie', 'betta' (AC9LF8U01_E7)</p> <p>composing menus or programs for French-themed events, including footnotes in English to explain key terms or items such as <i>le plat du jour, service compris, l'entracte, la mise en scène</i> (AC9LF8U01_E8)</p>
		apply a range of grammatical structures and expressions to compose and respond	<p>extending knowledge of negative constructions such as <i>ne...plus, ne...rien, ne...jamais, ne...que</i> (AC9LF8U02_E1)</p> <p>understanding and using infinitive verb forms and phrasal verbs such as <i>avoir besoin de faire quelque chose, commencer à faire...</i> (AC9LF8U02_E2)</p>

to texts using appropriate punctuation and textual conventions (AC9LF8U02)	using <i>le passé composé</i> and <i>le futur proche</i> (AC9LF8U02_E3)
	consolidating conjugation skills of regular verbs in <i>le présent</i> (present tense) and <i>le passé composé</i> (past tense) and of high-frequency irregular verbs such as <i>avoir, être, aller, faire, venir, pouvoir, vouloir, mettre, devoir</i> (AC9LF8U02_E4)
	recognising and using <i>avoir</i> expressions such as <i>avoir soif, avoir sommeil, avoir peur</i> (AC9LF8U02_E5)
	understanding the form and function of reflexive verbs such as <i>il se lève très tard, nous nous promenons chaque soir, je veux m'asseoir à côté de toi</i> (AC9LF8U02_E6)
	understanding how to use modal verb forms to express possibility, obligation and ability <i>je peux m'imaginer..., il doit partir demain</i> , and impersonal expressions <i>il faut +infinitive...</i> and <i>on doit +infinitive...</i> (AC9LF8U02_E7)
	introducing the use of direct object pronouns in conjunction with the present tense, <i>je m'appelle, je t'écoute, elle les mange tous les jours, je t'aime</i> (AC9LF8U02_E8)
	reinforcing understanding of grammar rules such as adjectives that precede the noun, adjectives versus adverbs - <i>bon/bien</i> , negation (AC9LF8U02_E9)
use metalanguage to reflect on similarities and differences between French language functions, structures and features with those of English, in known contexts (AC9LF8U03)	continuing to expand the use of metalanguage to describe grammatical concepts in English and French to organise learning resources such as sentence builders, verb charts, vocabulary lists with groups of pronouns, adverbs and adjectives (AC9LF8U03_E1)
	explaining self-corrections and editing choices using metalanguage (AC9LF8U03_E2)
	identifying elements of different types of texts such as <i>le courriel, la météo, les slogans</i> , and explaining the relationship between the language, the structure used and the purpose of the text (AC9LF8U03_E3)

<p>Understanding the interrelationship of language and culture</p>	<p>explain how the French language reflects cultural practices, perspectives and identity, and compare these with their own (AC9LF8U04)</p>	<p>comparing students' own culture(s) to the cultures in French-speaking countries by looking at attitudes towards public holidays, leisure activities, and the importance of sports (AC9LF8U04_E1)</p>
		<p>explaining the multicultural differences and similarities in Australia and the French-speaking world such as religious beliefs, music styles (techno, hip-hop, rap, etc.) body art (tattoos, piercing, etc.), fashion styles (BCBG, hippie, school uniforms, etc.) (AC9LF8U04_E2)</p>
		<p>explaining their own tastes, interests and language use that have been shaped by intercultural influences such as social media, fusion food (AC9LF8U04_E3)</p>
		<p>understanding French secular concept <i>laïcité</i> by analysing the different beliefs, attitudes and values, and how they change over time, for example, <i>les vacances de Paques/vacances de printemps</i> (AC9LF8U04_E4)</p>
		<p>comparing and contrasting the eating habits and etiquette between cultures such as school lunch, eating time, manners (AC9LF8U04_E5)</p>
		<p>interacting with people who have used French for travel, career or further studies, and how their cultural perspectives and ambitions may be similar or different from their own (AC9LF8U04_E6)</p>
		<p>interviewing or hearing from First Nations Australians about the importance of language and continuation of culture and its impact on identity, and reflecting on how language and culture also impacts French-speaking people's identity (AC9LF8U04_E7)</p>
		<p>reflecting on challenges associated with learning French and learning to identify cultural information in texts (AC9LF8U04_E8)</p>
		<p>reflecting on how First Nations Australians' ways of communicating relationships, respect and connections to physical environments are similar to or different from those of French people, for example Uluru for the Anangu People and significant cultural and historical sites for French people (AC9LF8U04_E9)</p>
		<p>discussing and reflecting on diversity and how generalisations and stereotypes can affect communication (AC9LF8U04_E10)</p>

Years 9 and 10 (F–10)

Band level description

By the end of Year 10, students initiate and sustain interactions in French to communicate their own and others' experiences of the world, evaluate and compare language structures and features, create authentic texts, and share cultural experiences of French language learning and identity. They access a range of spoken, written and multimodal sources, and choose appropriate strategies to interpret, evaluate and synthesise information, ideas and perspectives. They respond to texts, and demonstrate understanding of linguistic variation and cultural contexts, using their English literacy knowledge of metalanguage to support their evaluation. They create a range of texts, manipulating language for different purposes and audiences. They approximate French pronunciation, intonation and fluency in spoken texts. They demonstrate control of language structures and features in written and multimodal texts. They interact with French-speaking communities using local and digital resources to explore intercultural experiences. They acknowledge that there are diverse influences on ways of communication and cultural identity. They analyse and evaluate how these influences can shape their own behaviours, values and beliefs.

Achievement standard

By the end of Year 10, students contribute to and extend interactions in French in increasingly unfamiliar contexts related to a wide range of interests and issues. They interpret a broad range of texts and manipulate language to convey intercultural understanding. They evaluate and synthesise information, ideas and perspectives in texts. They show understanding of how features of language can be used to influence audience response. They create texts, selecting language for a range of contexts, purposes and audiences. They demonstrate knowledge of connections between spoken and written texts, and use appropriate expressions and spoken and written conventions to enhance fluency and authenticity. They apply and use complex sentences and structures to create and respond to spoken and written texts that express ideas, perspectives and opinions. They use a variety of tenses to sequence events and use language devices to enhance meaning and cohesion.

Students use metalanguage to reflect on and evaluate French text and explain similarities and differences between French and English. They reflect on their own cultural perspectives and identity and draw on their experience of learning French to explain how this learning influences their ideas and ways of communicating.

Strand / Sub-strand	Content description <i>Students learn to:</i>	Elaboration <i>This may involve students:</i>
Communicating meaning in French Interacting in French	initiate, sustain and extend exchanges in familiar and unfamiliar contexts related to students' own and others' experiences of the world, adjusting their language in response to others (AC9LF10C01)	<p>using different forms of communication, including informal exchanges and formal debates, to discuss young people's experience in contemporary culture such as <i>la santé mentale des jeunes, la vie des banlieues, les rapports avec les parents</i> (AC9LF10C01_E1)</p> <p>initiating and sustaining conversation by introducing topics, inviting contributions or asking for clarification, for example, <i>Qu'est-ce que vous en pensez? Je n'ai pas bien compris ... Si on parlait de...?</i> (AC9LF10C01_E2)</p> <p>contributing to discussions with young people in French-speaking contexts, comparing aspects of school and home life such as <i>les examens, le stress, les sports, les droits, les tâches ménagères, la vie quotidienne, habiter à la campagne ou en ville, les responsabilités civiques</i> (AC9LF10C01_E3)</p> <p>extending fluency and accuracy, using appropriate rhythm, pitch and use of connectives, <i>normalement ... à vrai dire</i> and gestures to enhance communication (AC9LF10C01_E4)</p> <p>participating in simulated role-plays such as job interviews or interviewing a celebrity (AC9LF10C01_E5)</p> <p>accepting and declining invitations, making excuses and apologising, using appropriate protocols regarding politeness and respect, for example, <i>Je vous en prie, pourriez-vous m'excuser? Je suis ravi(e) de vous rencontrer/d'accepter l'invitation à la fête</i> (AC9LF10C01_E6)</p>
	contribute to discussions that involve diverse views to negotiate outcomes, address issues and compare cultural experiences (AC9LF10C02)	<p>using digital communication such as email, SMS, <i>textos</i>, community websites in alignment with protocols regarding good use of ICT, to plan events or activities such as <i>la fête de la musique, cahier/guide de recommandations pour visiter un pays francophone</i> (AC9LF10C02_E1)</p> <p>planning a multimodal presentation for family and friends to showcase what they know and can do in French, using spoken and written texts including role-plays, <i>chansons en français, explication des coutumes et habitudes différentes</i> (AC9LF10C02_E2)</p> <p>organising real or simulated forums, protests or rallies to raise awareness of environmental, social or ethical issues, such as <i>le réchauffement de la planète, les droits des populations indigènes, le développement durable, les préjugés, la discrimination</i> (AC9LF10C02_E3)</p> <p>creating a news segment for school, a community television or radio station, using appropriate terms to introduce, identify and summarise, <i>en direct de... notre envoyé spécial... l'enquête de... les titres/en tête/à la une de cette édition...</i> (AC9LF10C02_E4)</p>

		<p>negotiating for goods and services, considering concepts of value for money, availability, competition and ethics of production (AC9LF10C02_E5)</p> <p>negotiating the elements of an ideal home and using technology to design it, for example, <i>Moi, je voudrais un jardin immense. Ah moi, je préfère une salle de bains à moi</i> (AC9LF10C02_E6)</p> <p>organising and planning an occasion, for example, <i>Si on allait au théâtre? Non, le théâtre ne m'intéresse pas. Je préfère aller ... On se trouve à ... Rendez-vous à la gare. On arrive à 18h chez mon frère</i> (AC9LF10C02_E7)</p> <p>preparing print or digital information for real or imagined French visitors to the school, for example, recording/filming an introduction to the school, preparing welcome speeches, conducting guided tours of the school (AC9LF10C02_E8)</p>
Mediating meaning in and between languages	<p>evaluate and synthesise information, ideas and perspectives in a broad range of spoken, written and multimodal texts and respond appropriately to cultural context, purpose and audience (AC9LF10C03)</p>	<p>talking about how imaginative texts use structure, language and mood to build action, develop character and position the reader, using modelled descriptive and analytic language, for example, <i>Les adjectifs et les adverbes sont très évocateurs; Il y a un rythme qui crée un atmosphère de tristesse; La voix du narrateur calme le lecteur</i> (AC9LF10C03_E1)</p>
		<p>comparing lyrics, themes and styles of popular French and English language songs, and tracking similarities and differences in ideas, referring to Eurovision, <i>Victoires de la musique/ARIA</i> (AC9LF10C03_E2)</p>
		<p>listening, reading, viewing to extracts from expressive contemporary texts (tales, poems, songs, dance, street art, performances, including influences from minority groups and subcultures, etc.) and identifying and comparing elements of cultural traditions in Australia and the French-speaking world (AC9LF10C03_E3)</p>
		<p>analysing how cultural norms impact on interpretations of French language texts and experiences, comparing their own reaction with others' to particular cultural texts, events or practices (AC9LF10C03_E4)</p>
		<p>exploring how texts achieve different effects such as moving from generic terms <i>les fleurs</i>, to specific terms <i>les violettes, les jonquille</i> for desired effect (AC9LF10C03_E5)</p>
		<p>summarising the key points from a range of texts such as media texts and interviews (AC9LF10C03_E6)</p>
		<p>identifying underlying values, cultural references of different texts such as an advertisement or article, and evaluating the effect on audience (AC9LF10C03_E7)</p>
		<p>evaluating language techniques (humour, imagery, hyperbole, etc.) used in contemporary drama, television programs, film and poetry (AC9LF10C03_E8)</p>

interpret and translate spoken, written and non-verbal interactions and texts to convey intercultural understanding in familiar and unfamiliar contexts (AC9LF10C04)	identifying terms associated with particular elements of French lifestyles (<i>la cuisine, la mode, les loisirs, la famille, etc.</i>) noting the importance of the audience and how the vocabulary changes with context, for example, <i>les recettes Cordon Bleu/La cuisine en cinq minutes, la famille traditionnelle/recomposée/LGBT - belle mère/beau père</i> (AC9LF10C04_E1)
	analysing how texts, (advertisements, letters to the editor, dating apps, <i>les petites annonces</i> , etc.) use persuasive language techniques such as personal pronouns, emotive language, alliteration, the rule of three, rhetorical questions, and images to achieve their purpose and suit the context (AC9LF10C04_E2)
	interpreting cultural differences, protocols and conventions in genres such as a job application selection criteria, <i>lettre de motivation, formules de politesse</i> (AC9LF10C04_E3)
	interpreting textual conventions popular with young French speakers such as contractions, abbreviations and acronyms used in text messaging, for example, <i>bjr = bonjour; A+ = à plus; biz = bisous; 12C4 = un de ces quatre</i> (AC9LF10C04_E4)
	translating familiar language such as <i>argot</i> and <i>verlan</i> into standard French (AC9LF10C04_E5)
	using French to translate information of Country/Place and culture of First Nations Australians for an Australian travel guide, advertisement, or to a French exchange student or Pen Pal (AC9LF10C04_E6)
	interpreting and comparing language and textual features used in texts to entertain different age groups, for example, analysing amusing rhymes for <i>les tout-petits</i> , <i>dessins d'humour</i> for older children, and <i>les blagues, l'humour noir</i> and <i>l'humour adolescent</i> for older students (AC9LF10C04_E7)
evaluate how intercultural contexts shape meaning in interactions and texts in French and their own language (AC9LF10C05)	experimenting with literal translations of popular French expressions or idioms, noticing when this creates confusion, for example, <i>être bien dans sa peau, ne pas être dans son assiette, avoir le cafard, revenons à nos moutons</i> and recognising the nature and function of cultural elements of language and communication (AC9LF10C05_E1)
	experimenting with different resources to assist in translation and correct meaning in context, including monolingual and bilingual dictionaries, encyclopaedias, electronic dictionaries and translators, by comparing individual translations, back-translating and swapping useful references (AC9LF10C05_E2)
	finding examples of words, expressions and behaviours used in Australian English that do not translate literally into French, for example, 'bush tucker', 'surf's up', 'schoolies', and providing cultural explanations for French speakers (AC9LF10C05_E3)

Creating text in French		evaluating use of verbal and non-verbal language to communicate cultural meaning, for example, interpreting gestures used by French speakers to signal meanings such as <i>Parfait! J'ai du nez! C'est fini</i> , and comparing with gestures used in Australian English and other known languages (AC9LF10C05_E4)
		reflecting on the nature of translation and meaning, with reference to different strategies such as decoding literal meaning (word for word), reading for meaning (sense for sense) and cultural reading (between the lines) (AC9LF10C05_E5)
		reflecting on how learning French has given them insight into the close connection between language and culture and evaluating how their own assumptions have changed (AC9LF10C05_E6)
	create a range of texts for diverse contexts and purposes, selecting text structures and language features to engage different audiences (AC9LF10C06)	responding to an invitation with reasons for declining or negotiating alternative arrangements (AC9LF10C06_E1)
		participating in an event concerning a social issue such as animal welfare, climate change, anti-racism, gender equality and presenting a talk to different audiences such as peers, parents, teachers, grandparents and community members, and adjusting their response to suit the audience, explaining their reasons for agreeing or disagreeing (AC9LF10C06_E2)
		reading an instruction manual such as <i>mode d'emploi pour l'installation d'un logiciel</i> and advising a friend on the steps to take using plain French (AC9LF10C06_E3)
		creating a real or simulated role-play using language for buying and selling goods and services such as ordering in a bakery, selling second-hand clothes, organising travel, considering using planes or trains for carbon footprint, and raising money for charities (AC9LF10C06_E4)
		making language choices that indicate values and attitudes, for example, the placement of nouns and adjectives <i>C'est un bon à rien; C'est un brave jeune homme/C'est un jeune homme brave; Ce sont des illégaux/Ce sont des réfugiés</i> (AC9LF10C06_E5)
		writing and illustrating a children's story book and reading it to younger children within the school or the community (AC9LF10C06_E6)
	use a broad range of words, expressions and idioms to enhance the cultural authenticity of texts (AC9LF10C07)	presenting their views on the pros and cons regarding a current issue of interest, applying strategies to convince their audience (AC9LF10C07_E1)
	exploring the use French colloquialisms, language <i>codifié</i> such as <i>argot</i> or <i>verlan</i> , for example, <i>zyva – vas-y; ouf – fou; zarbi-bizarre</i> and idioms, for example, <i>tomber dans les pommes, les doigts dans le nez</i> when creating texts where the audience is young people (AC9LF10C07_E2)	

		applying language used for social commentary or to influence actions or beliefs such as emotive language and images in reports on cruelty to animals, <i>C'est émouvant, c'est troublant, C'est déraisonnable</i> (AC9LF10C07_E3)
Understanding language and culture	Understanding systems of language	apply features and conventions of spoken French to extend fluency in responding to and creating spoken and written texts in known and unfamiliar contexts (AC9LF10U01)
		increasing oral fluency and accuracy, exploring how rhythm, pitch and the use of connectives and gestures contribute to create meaning such as <i>normalement...à vrai dire...</i> (AC9LF10U01_E1)
		recognising ways in which written language is different from spoken language, for example, understanding that written language can be more crafted, precise, elaborated and complex, using interrelated clauses and support detail <i>Le Pays de Galles a remporté, samedi, le Tournoi des VI Nations en corrigeant l'Angleterre, pourtant favorite, sur le score de 30 à 3 au Millennium Stadium de Cardiff</i> (AC9LF10U01_E2)
		recognising the fluid nature of spoken language, identifying features such as interactivity, and the use of repetition, pauses, interruptions and contractions such as the dropping of <i>ne</i> in negative structures, <i>je sais pas trop</i> ; incomplete sentences and reliance on non-verbal elements and vocal expression, <i>Dis donc, t'es là? Je suis déjà là — t'es où toi?</i> (AC9LF10U01_E3)
		recognising and responding to challenges associated with clarity and pace in audio texts such as station or airport announcements or recorded phone messages (AC9LF10U01_E4)
		recognising the diversity of spoken forms of French from region to region such as <i>les accents du Midi, l'accent parisien, toulousain, picard</i> and from country to country <i>le Québécois, La Réunion</i> , considering concepts such as <i>la norme, la diversité, l'intelligibilité</i> and <i>les élites</i> in terms of how language variation can both reflect and shape social and cultural processes (AC9LF10U01_E5)
		apply grammatical knowledge to predict meaning and compose texts that contain some complex structures and ideas (AC9LF10U02)
		noticing how grammatical choices indicate meaning, determine perspective and establish relationships, for example, imperative verb used to show authority or enthusiasm <i>Arrêtez! Allons-y! Donnez-moi votre billet, Mademoiselle</i> (AC9LF10U02_E1)
		understanding the differences of use between <i>l'imparfait</i> and the <i>passé composé</i> to distinguish between a completed and a continuing action in the past, <i>Nous étions déjà au lit quand Papa a téléphoné</i> (AC9LF10U02_E2)

	recognising that verbs conjugated with the auxiliary <i>être</i> (intransitive verbs, pronominal verbs and passive voice) involve agreement between subject and past participle, for example, <i>Elles sont parties, Je me suis levée à sept heures. Nous nous sommes amusés. La pomme a été mangée par Pierre</i> ; as do past participles conjugated with the auxiliary verb <i>avoir</i> when preceded by the direct object pronoun, for example, <i>J'ai acheté des fleurs, et je les ai données à ma mère.</i> (AC9LF10U02_E3)
	understanding the use of the reflexive pronoun for reflexive verbs, for example, <i>Je me réveille. Emma s'est lavée</i> , and reciprocal verbs, for example, <i>Nous nous parlons. Ils se disent bonjour.</i> (AC9LF10U02_E4)
	understanding how to use relative pronouns (<i>qui, que, dont</i>), emphatic pronouns (<i>moi, lui, eux</i>), direct object pronouns (<i>me, le, la, nous</i>) and indirect object pronouns (<i>me, lui, vous, leur</i>) (AC9LF10U02_E5)
	understanding the function of verb tenses (<i>plus-que-parfait, imparfait passé composé, présent indicatif, futur proche-simple, conditionnel – Tu avais mangé. Tu mangeais. Tu as mangé. Tu manges. Tu vas manger. Tu mangeras. Tu mangerais.</i>) (AC9LF10U02_E6)
	understanding how to use the <i>si</i> clause to express intention, desire or regrets in the present or in the past through modelled examples in various tenses, for example, <i>Si je m'étais levée à temps, je serais arrivée à l'heure. Si j'avais su, j'aurais révisé davantage. Je voudrais bien aller à Tunis avec toi!</i> (AC9LF10U02_E7)
	being exposed to <i>le subjonctif</i> verb forms in set phrases such as <i>il faut que tu partes, il faut que je finisse mes devoirs</i> (AC9LF10U02_E8)
	considering the development of <i>le français</i> in communities of French speakers (<i>la pharmacie du corner, faire du shopping</i>), and developing awareness of some aspects of current debates and discussions around its use (AC9LF10U02-E9)
use metalanguage to reflect on and evaluate French texts, and to compare use of language features in French and English (AC9LF10U03)	using metalanguage to describe and explain grammatic concepts (AC9LF10U03_E1)
	consolidating the metalanguage in English and French to explain grammatical forms and functions (present perfect, conditional tense, relative and emphatic pronouns, impersonal expressions) which develop skills for further language studies (AC9LF10U03_E2)
	explaining the meaning of nature and content (<i>le fond et la forme</i>) of texts from different sources such as travel brochure, text about the venues combined with reviews by visitors (AC9LF10U03_E3)

Understanding the interrelationship of language and culture

evaluate how language choice in French reflects cultural values, perspectives and identity, and compare these with their own (AC9LF10U04)

interpreting gestures used by French speakers to signal meanings *Parfait! J'ai du nez! C'est fini* comparing with gestures used in Australian English and other known languages, and incorporating some of them into their own language use (AC9LF10U04_E1)

shifting from the use of *vous* to *tu* to signal a closer relationship and using first name (AC9LF10U04_E2)

mapping France or other francophone countries as represented on internet sites or tourist brochures in terms of regional and cultural diversity *la France gastronomique: la choucroute d'Alsace, la quiche Lorraine, le bœuf bourguignon, la tapenade Provençale; la Polynésie: les cinq archipels, les îles et les atolls* (AC9LF10U04_E3)

collecting and explaining to non-French speakers' expressions and cultural allusions encountered in French texts associated with historical, religious or civic events or traditions such as *la Marianne, le tricolore, la Toussaint, le 1er mai* (AC9LF10U04_E4)

understanding the power of language to influence people's actions and beliefs, for example, analysing language used in community appeals in response to natural disasters (AC9LF10U04_E5)

identifying elements of language use in the Australian community that reflect the linguistic and cultural diversity of the population, the intercultural exchange and experience, and words and expressions borrowed/used across contexts and activities such as sports, martial arts, dance, cooking, fashion (AC9LF10U04_E6)

understanding how language variation can reflect cultural and social identity, inclusion or exclusion, for example, inclusive language of political speeches, *Nous les pères et les mères des futurs citoyens de notre belle France...* (AC9LF10U04_E7)

analysing and evaluating how identity is expressed across First Nations Australian languages and cultures and French language and culture, such as, the idea of 'belonging' and the importance of cultural group or family membership (AC9LF10U04_E8)

interviewing or hearing from First Nations Australians about the importance of spirituality, beliefs, kinship structures and cultural obligations and their impact on identity and analysing the extent to which these also impact French-speaking people's identity (AC9LF10U04_E9)

exploring intercultural communication, considering how their own cultural ways of thinking and behaving affect attitudes and influence other people's responses or interpretations and how they change over time (AC9LF10U04_E10)

Years 7 and 8 (Year 7 entry)

Band level description

By the end of Year 8, students use French to interact and collaborate in activities based on their personal world, classroom and beyond, they practise language structures and features, and develop understanding of the relationship between language and culture. They process and begin to interpret information and ideas in texts. They use their English literacy knowledge of metalanguage to reflect on similarities and differences between French and English language functions, structures and features. They use modelled and rehearsed language in familiar contexts to create texts using a range of high-frequency vocabulary and modelled language structures, features and conventions. They make linguistic choices that reflect cultural values and beliefs. They interact with peers in French-speaking communities using local and digital resources. They identify connections between language and culture and compare these with their own.

Achievement standard

By the end of Year 8, students use French to interact and collaborate with others, and to share information and plan activities in familiar contexts related to their daily life, school environment and personal world. They use active listening skills to respond to others' contributions, and recognise familiar gestures, questions and instructions in exchanges. They locate and respond to information from a range of texts and use non-verbal, visual and contextual cues to help make meaning. They respond in French or English, and adjust language to suit context, purpose and audience and convey cultural meaning. They approximate French sound patterns, intonation and rhythms, and recognise relationships between spoken and written forms. They use familiar language, modelled sentence and grammatical structures, formulaic expressions and high-frequency vocabulary to create texts and demonstrate understanding of how some language reflects cultural practices.

Students understand that French has rules for non-verbal communication, pronunciation, grammar and writing. They give examples of similarities and differences between French and English. They demonstrate understanding of how language does not always translate directly. They use metalanguage to explain aspects of language, and make connections with terms that are used in English learning. They demonstrate how the French language is connected with culture and identity, and how this is reflected in their own language, culture and identity.

Strand / Sub-strand	Content description <i>Students learn to:</i>	Elaboration <i>This may involve students:</i>
Communicating meaning in French Interacting in French	interact with others using modelled language to exchange information in familiar contexts about self and personal world (AC9LF8EC01)	<p>exchanging greetings, wishes and thanks, adjusting language to suit the situation such as <i>Bonjour, la classe! Salut, Marianne, ça va? Bonsoir, Madame Legrand, comment allez-vous? Bonne fête, Solange! Merci bien, Maman...</i> (AC9LF8EC01_E1)</p> <p>introducing and describing self and others, for example, <i>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 les sports...</i> (AC9LF8EC01_E2)</p> <p>stating likes, dislikes and preferences, for example, <i>J'aime bien le fromage mais je n'aime pas le yaourt; je déteste les prunes mais j'adore les pruneaux...</i> (AC9LF8EC01_E3)</p> <p>comparing routines, interests and leisure activities, using language associated with time, frequency and location, such as <i>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...</i> (AC9LF8EC01_E4)</p> <p>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 (AC9LF8EC01_E5)</p>
	develop language to interact in classroom exchanges, routines, tasks and responsibilities (AC9LF8EC02)	<p>asking and answering questions such as <i>qu'est-ce que c'est? c'est... ce sont...</i>, and requesting clarification or permission, for example, <i>j'ai une question, comment dit-on...? comment ça s'écrit...?</i> (AC9LF8EC02_E1)</p> <p>requesting information, explanation or help, for example, <i>pouvez-vous répéter plus lentement, s'il vous plaît? qu'est-ce que cela veut dire? je peux recommencer?</i> (AC9LF8EC02_E2)</p> <p>responding to directions or requests such as <i>cliquez sur l'image du château, choisissez la forme négative</i> (AC9LF8EC02_E3)</p> <p>discussing aspects of school and social life as well as the behaviour expected in French-speaking classrooms, for example, <i>Je peux vous aider? Est-ce que je peux aller aux toilettes, Madame/Monsieur?</i> and responding respectfully to others' contributions, for example, <i>C'est génial! C'est une bonne idée. Ah non, je ne suis pas d'accord</i> (AC9LF8EC02_E4)</p> <p>using active listening and turn taking strategies such as <i>et toi, tu es d'accord? ... à moi maintenant!</i> (AC9LF8EC02_E5)</p>
	engage in modelled exchanges with peers orally, gesturally, and	collaborating to create computer-generated designs such as a virtual ideal school or leisure centre and negotiating with each other in relation to different elements and priorities, for example, <i>Moi, je voudrais une salle média immense..., ah non, moi je préfère un grand parc...</i> (AC9LF8EC03_E1)

	in writing, to negotiate and organise activities relating to daily life and school environment (AC9LF8EC03)	managing an allocated budget for online shopping, deciding on selected items and explaining choices such as <i>le 2ème à moitié prix; 3 paquets de biscuits à 15 €...</i> (AC9LF8EC03_E2)
		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..., (AC9LF8EC03_E3)
		organising class events such as a <i>vide-grenier/marché aux puces</i> , preparing labels and prices, using transactional language <i>C'est combien? un très bon prix, vente flash! non, c'est trop cher... un échange?</i> (AC9LF8EC03_E4)
		issuing, accepting and declining invitations, adjusting language to suit formal or informal contexts, for example, <i>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...</i> (AC9LF8EC03_E5)
		organising social or sports events and planning location, date and time, for example, <i>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...</i> (AC9LF8EC03_E6)
		making arrangements including lists, phone calls, letters, and emails... to cater for events such as celebrations or outings, and estimating quantities, numbers and prices <i>ça coûte combien?</i> (AC9LF8EC03_E7)
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 <i>les voyages, manger sain, les medias</i> (AC9LF8EC04_E1)
		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 (AC9LF8EC04_E2)
		gathering information about places, people or events in francophone contexts and cultures, and using it to build timelines, itineraries or profiles (AC9LF8EC04_E3)
		obtaining, classifying and summarising data collected from class surveys or web searches on topics such as favourite books, music, apps, films or social media (AC9LF8EC04_E4)
		explaining and sequencing actions or events from texts such as magazine articles or sports reports (AC9LF8EC04_E5)
develop and begin to apply strategies to interpret, translate	translating short personal texts (letters, emails, conversations, etc.) and identifying words and phrases that can be translated literally such as <i>la maison, le ciel, les enfants, Bonjour, mon ami</i> and those that need to be interpreted for meaning such as <i>il fait beau! A tout à l'heure! Courage!</i> (AC9LF8EC05_E1)	

	and convey cultural meaning in French in familiar contexts (AC9LF8EC05)	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 (AC9LF8EC05_E2)
		translating headlines, captions and short reports in texts produced for young readers as well as public signs or notices such as <i>sens unique, défense de fumer</i> , identifying and explaining words or expressions that require interpretation rather than translation (AC9LF8EC05_E3)
		using some French to describe aspects of Country/Place and culture of First Nations Australians for a brochure about a place or recounting a recent excursion or trip (AC9LF8EC05_E4)
		explaining the meaning of words or expressions associated with celebrations in French-speaking regions of the world, for example, <i>le poisson d'avril, la bûche de Noël, le Ramadan, Aïd el-Fitre, la Fête de la Musique, la Toussaint, Yom Kippour, Nouvel An Chinois</i> , and considering how they reflect significant cultural experience (AC9LF8EC05_E5)
		reflect on some similarities and differences in cultural interpretations between French and their own language use and behaviours (AC9LF8EC06)
		reflecting on choices made when using French to interact with others, and considering the relationship between language, culture and behaviour, for example, using names, titles, familiar or formal terms of address such as <i>Salut, Leïla, ça va? Bonjour, Madame Michou, comment allez-vous?</i> (AC9LF8EC06_E1)
	reflect on some similarities and differences in cultural interpretations between French and their own language use and behaviours (AC9LF8EC06)	understanding language used online, noticing expressions or behaviours that are unfamiliar, use of gestures, exclamations and <i>la langue texto</i> (SMS language), for example, <i>MDR = mort de rire, Quoi de neuf?</i> (AC9LF8EC06_E2)
		analysing language from a variety of sources (music, video clips, articles, books, etc.) to explore differences in communicative style and expression between social groups (<i>les ados, les profs or les tout-petits</i>) (AC9LF8EC06_E3)
		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 (AC9LF8EC06_E4)
Creating text in French	create a range of spoken and written texts for familiar contexts and purposes using appropriate conventions and	responding to questions about characters or events in different types of imaginative texts, and listing and using associated key words or expressions (AC9LF8EC07_E1)
		interacting with texts (stories, poems, songs, cartoons, etc.) using modelled and scaffolded language to express opinions such as <i>c'est trop triste, si amusant, affreux; pour moi les images...; personnellement, je préfère...</i> (AC9LF8EC07_E2)
		creating simple texts about familiar topics using modelled language (AC9LF8EC07_E3)

		linguistic features (AC9LF8EC07)	<p>sharing with a French-speaking audience, aspects of their personal and social worlds, for example, 'A day in our life in middle school'; <i>les copains; mon quartier; le week-end</i> (AC9LF8EC07_E4)</p> <p>creating resources (posters, pamphlets, websites, journals, etc.) to present topics related to lifestyles, events or causes such as <i>Le Jour de la Terre, Le Clean-Up Day</i> (AC9LF8EC07_E5)</p>
		develop understanding of and use words and formulaic expressions to create spoken and written texts that reflect cultural values and beliefs (AC9LF8EC08)	<p>creating bilingual resources using a variety of dictionaries and electronic translation tools, including explanations of some idioms such as <i>Quand les poules auront des dents</i> and expressions (AC9LF8EC08_E1)</p> <p>creating bilingual texts such as menus, schedules or captions for photo montages (AC9LF8EC08_E2)</p>
			<p>making decisions in relation to language choice according to audience and cultural perspectives (AC9LF8EC08_E3)</p> <p>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 (AC9LF8EC08_E4)</p>
			<p>building a bilingual website with a sister-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 (AC9LF8EC08_E5)</p>
Understanding language and culture	Understanding systems of language	recognise and use features of the French sound system, including pitch, rhythm, stress, pronunciation and intonation, and demonstrate how these are represented in spoken and written forms (AC9LF8EU01)	<p>revising the pronunciation of the alphabet, practising spelling out words and using the correct terms for letters and symbols, for example, <i>g, h, j, w, accent aigu, accent cédille</i> (AC9LF8EU01_E1)</p> <p>using the French alphabet for spelling out names or expressions, noticing similarities and differences to English and using correct terminology for accents <i>accent aigu, accent cédille, accent circonflexe</i> (AC9LF8EU01_E2)</p> <p>distinguishing vowel sounds, for example, recognising distinctions between nasal vowel sounds <i>cinq, sympa/manger, entre/dont, des bonbons</i> (AC9LF8EU01_E3)</p> <p>developing awareness of French sounds, rhythms and intonation patterns, including those with no English equivalents, for example, <i>-u (tu), -r (très vite) and -ion (attention)</i> (AC9LF8EU01_E4)</p> <p>becoming familiar with the vowel system in French, including nasalised vowels such as <i>plein, bon</i>, and semi-vowels such as <i>famille, oui</i> (AC9LF8EU01_E5)</p> <p>experimenting with pronunciation of consonant-vowel combinations, for example, using <i>virelangues</i> such as <i>un chasseur sachant chasser..., six cent six saucissons suisses...</i> (AC9LF8EU01_E6)</p> <p>recognising differences in intonation and rhythm between statements, questions and commands such as <i>Vous écoutez la chanson. Vous écoutez la chanson? Écoutez la chanson!</i> (AC9LF8EU01_E7)</p>

	<p>using appropriate intonation for common fillers, interjections and responses such as <i>hein?, bon, beh..., n'est-ce pas? Oh là là!, Aïe!, Youpi! Ça alors...</i> (AC9LF8EU01_E8)</p> <p>recognising the function and form of commonly used morphemes, suffixes and prefixes, for example, <i>la camionette, désordre, désagréable, irrégulier, inacceptable, la danseuse</i> and collecting groups of words that share a common stem, for example, <i>la bouche, la bouchée; le jardin, jardiner, le jardinage</i> (AC9LF8EU01_E9)</p> <p>recognising the impact of non-verbal elements of French expression such as hand gestures for <i>c'est nul, ça suffit!, quoi encore?</i>, to replace words or sounds <i>Oh là là! Aïe! T'as fait quoi?</i> and facial expressions to reinforce spoken language (AC9LF8EU01_E10)</p>
<p>develop knowledge of, and use structures and features of, the French grammatical and writing systems (AC9LF8EU02)</p>	<p>using and understanding masculine and feminine nouns (the grammatical gender) as core elements of sentence structure (AC9LF8EU02_E1)</p> <p>using indefinite and definite articles (<i>un, une, des; le, la, l', les</i>), including the regular plural forms (<i>le chien/les chiens, une femme/des femmes</i>), some irregular plural forms (<i>l'œil/les yeux, le nez/les nez</i>) as well as understanding partitive articles (<i>je prends du café/de l'eau</i>) (AC9LF8EU02_E2)</p> <p>understanding and using the main conjugations for present tense regular verbs <i>-er</i>, and the irregular present tense conjugations of the verbs <i>être, avoir, aller, faire, venir et sortir</i> (AC9LF8EU02_E3)</p> <p>recognising the function of irregular verbs such as <i>avoir, être</i> and <i>faire</i> in expressions (<i>avoir faim, avoir 13 ans</i> and <i>faire beau</i>); and <i>avoir</i> and <i>être</i> as auxiliary verb forms (<i>je suis arrivé, nous avons mangé</i>) (AC9LF8EU02_E4)</p> <p>understanding the form and function of subject pronouns <i>je, tu, il, elle, nous, vous, ils</i> and <i>elles</i>, and how they determine verb conjugations and substitute for noun subjects, for example, <i>voilà le frère de Michel; Il est beau, n'est-ce pas?</i> (AC9LF8EU02_E5)</p> <p>understanding that adjectives agree in number and gender with the noun, for example, <i>des élèves intelligents, de bonnes étudiantes</i> and that <i>des</i> changes to <i>de</i> if the adjective precedes the noun (AC9LF8EU02_E6)</p> <p>understanding that while most adjectives in French follow the noun, for example, <i>un élève intelligent, un match extraordinaire</i>, some precede the noun, for example, <i>une bonne étudiante, une grande maison</i> (AC9LF8EU02_E7)</p> <p>recognising and using locative prepositions <i>à, en, au, aux</i> and <i>dans</i> when describing where people live, for example, <i>Jean-François habite à Montréal au Canada, ma copine Juliette habite aux Philippines, la famille Maréchal habite dans une ferme, J'habite en Australie</i> (AC9LF8EU02_E8)</p> <p>using the negative <i>ne...pas</i> in simple statements, questions and commands, for example, <i>je n'aime pas l'histoire, tu n'aimes pas le bifteck? Ne recommence pas!</i> (AC9LF8EU02_E9)</p>

		recognising substitution of the indefinite article with <i>de</i> in negative sentences, for example, <i>Non, je n'ai pas de frère. J'ai une sœur</i> (AC9LF8EU02_E10)
		understanding three ways of forming a question: a simple declarative sentence with rising intonation <i>Tu as un animal chez toi?</i> , inverting the verb form <i>As-tu un animal chez toi?</i> and using <i>est-ce que</i> before a declarative sentence <i>Est-ce que tu as un animal chez toi?</i> (AC9LF8EU02_E11)
		gaining awareness of simple and compound tenses, using <i>le passé composé</i> to recount events that occurred in the past and <i>le futur proche</i> to describe immediate future events, for example, <i>il a regardé la télé; il va regarder la télé</i> (AC9LF8EU02_E12)
		using the imperative verb mood, for example, <i>Mes enfants, soyez sages! Va demander à ta mère</i> (AC9LF8EU02_E13)
		expressing ownership through the use of singular and plural possessive articles, for example, <i>mes yeux, ses cheveux, ta mère, ses copains</i> (AC9LF8EU02_E14)
use familiar metalanguage to discuss French language structures and features and compare with English (AC9LF8EU03)		learning metalanguage in English and French to understand functions of grammar and its vocabulary, for example, Noun/ <i>Nom</i> , Verb/ <i>Verbe</i> , Adjective/ <i>Adjectif</i> , Pronoun/ <i>Pronoms</i> , Article/ <i>Article</i> , Subject/ <i>Sujet</i> , Object/ <i>Objet</i> , Tense/ <i>Temps</i> (AC9LF8EU03_E1)
		describing the differences in word order using correct grammatical terms (inverted word order for questions, placement of adjectives, subject+verb+object) (AC9LF8EU03_E2)
Understanding the interrelationship of language and culture	identify connections between French language and culture in shaping meaning and identity (AC9LF8EU04)	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 (AC9LF8EU04_E1)
		understanding that French is used differently in different situations and for different relationships such as casual conversation between friends, polite interactions between strangers in shops, exchanges between teachers and students (AC9LF8EU04_E2)
		noticing how French speakers communicate in different contexts that reflect cultural attitudes or behaviours, using language associated with politeness or feelings, for example, <i>Je vous en prie. Pardon. Je suis désolé(e)</i> (AC9LF8EU04_E3)

<p>compare French culture, beliefs, attitudes and values with students' own (AC9LF8EU05)</p>	<p>comparing students' own culture(s) to the cultures of French-speaking countries by comparing public holiday celebrations, leisure activities or the importance of sports (AC9LF8EU05_E1)</p>
	<p>interviewing or hearing from First Nations Australians about the importance of language and continuation of culture and its impact on identity, and reflecting on how language and culture also impacts French-speaking people's identity (AC9LF8EU05_E2)</p>
	<p>noticing how people think and talk about themselves and others by comparing ways of addressing older people or strangers which reflect respect and perceived status, for example, <i>Madame la Directrice, Monsieur le Président, merci docteur, bonjour Madame</i> (AC9LF8EU05_E3)</p>
	<p>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 (AC9LF8EU05_E4)</p>
	<p>comparing and contrasting the eating habits and etiquette between cultures (school lunch, eating time, manners, etc.) (AC9LF8EU05_E5)</p>
	<p>accepting different beliefs, attitudes and values held by people, for example, those reflected through celebrating festivals such as <i>Harmony Day, Semaine de la Francophonie</i> and researching their origins (AC9LF8EU05_E6)</p>
	<p>reflecting on how First Nations Australians' ways of communicating relationships, respect and connections to physical environments are similar to or different from those of French people, for example Uluru for the Anangu People and significant cultural and historical sites for French people (AC9LF8EU05_E7)</p>
	<p>reflecting on their own tastes, interests and language use that have been shaped by intercultural influences (graphic novel/BD, social media, fusion food, etc.) (AC9LF8EU05_E8)</p>

Years 9 and 10 (Year 7 entry)

Band level description

By the end of Year 10, students initiate and sustain interactions in French to share their own and others' experiences of the world in familiar and unfamiliar contexts, interpret information, ideas and perspectives, develop cultural authenticity in texts, and reflect on cultural experiences of French language learning and identity. They access a range of spoken, written and multimodal sources and choose appropriate strategies to evaluate and synthesise ideas and perspectives. They respond to texts, and demonstrate understanding of linguistic variation and cultural contexts, using their English literacy knowledge of metalanguage to support their analyses. They create a range of texts, adjusting language for different purposes and audiences. They demonstrate control of language structures and features in written and multimodal texts. Students interact with French-speaking communities using local and digital resources to explore intercultural experiences. They develop understanding that there are diverse influences on ways of communication and on cultural identity. They evaluate how these influences can shape their own behaviours, values and beliefs.

Achievement standard

By the end of Year 10, students initiate and sustain French 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 school and social activities and events. They use structures and features of spoken and written French to create and convey meaning to suit context, purpose and audience. They interpret and analyse information and ideas from a range of texts and demonstrate understanding of different perspectives. They synthesise information and respond in French or English, adjusting language features to suit context, purpose and audience, and to convey cultural meaning. They create a range of texts for diverse purposes, and demonstrate knowledge of how text structure, word choice, expressions and language features change for different audiences.

Students apply the sound system in spoken exchanges and select and use sentence and grammatical structures, and words and expressions to interact, create texts and convey cultural meaning. They manipulate language to suit the context and purpose and demonstrate understanding of how the style of a text can influence audience response. They use metalanguage to analyse meaning in texts. Students 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.

Strand / Sub-strand	Content description <i>Students learn to:</i>	Elaboration <i>This may involve students:</i>
Communicating meaning in French Interacting in French	initiate and sustain interactions in familiar and unfamiliar contexts to exchange ideas, experiences and opinions about their own and others' personal world (AC9LF10EC01)	<p>explaining or justifying a position in relation to personal and social issues such as <i>les études, la santé, l'avenir, les passe-temps</i> (AC9LF10EC01_E1)</p> <p>initiating and sustaining conversation through active listening strategies, turn taking cues and verbal and non-verbal responses <i>ah bon? pas vrai! et si on...?</i> (AC9LF10EC01_E2)</p> <p>using descriptive and expressive language to exchange views on global issues such as <i>le changement climatique, les médias sociaux, l'avenir des jeunes, la pollution, LGBT</i> (AC9LF10EC01_E3)</p> <p>building topic-specific vocabulary and rhetorical strategies such as emphasis and repetition, for example, <i>Au contraire! à mon avis..., je ne suis pas d'accord, après tout..., il faut le dire..., encore une fois...</i> (AC9LF10EC01_E4)</p> <p>contributing to discussions with young people in French-speaking contexts, comparing aspects of school and home life such as <i>le stress, les sports, l'étude des langues</i> (AC9LF10EC01_E5)</p>
	use French language in exchanges to question, offer opinions and compare and discuss ideas (AC9LF10EC02)	<p>organising class displays that combine print and digital resources with demonstrations and performances around themes such as <i>le 14 juillet, le voyage, la Fête de la Musique, la gastronomie francophone</i> (AC9LF10EC02_E1)</p> <p>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 <i>le ballet, Marcel Marceau, Zaz, Zinedine Zidane, le Tour de France, Louis Pasteur</i>, and reporting on particular contributions or achievements (AC9LF10EC02_E2)</p> <p>designing action-oriented projects (websites, posters, presentations, etc.) that include images and expressions to invite concern or support for social or environmental issues such as <i>les SDF, le commerce équitable, le développement durable</i> (AC9LF10EC02_E3)</p>
	discuss, plan and reflect on activities, events and experiences with peers orally and in writing (AC9LF10EC03)	<p>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, <i>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</i> (AC9LF10EC03_E1)</p> <p>using evaluative and comparative language to discuss different learning resources (textbooks, websites, electronic dictionaries, etc.), for example, <i>ils sont utiles/intéressants/trop complexes; je préfère lire le texte moi-même...; je trouve mieux...</i> (AC9LF10EC03_E2)</p>

		<p>surveying or interviewing peers to report on shared progress, challenges and achievements, for example, <i>je sais compter/écrire/communiquer en français; j'ai un bon accent; je parle assez couramment; j'aime bien les gestes; je trouve meilleur ...</i> (AC9LF10EC03_E3)</p>
		<p>participating in <i>visites virtuelles</i>, for example, virtually visiting <i>Musée du Quai Branly, le Tour de France, la Martinique, la Nouvelle Calédonie</i>, and sharing responsibility for individual elements of a report that highlights key features of the experience (AC9LF10EC03_E4)</p>
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)	<p>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 (AC9LF10EC04_E1)</p>
		<p>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 newflash or <i>roman-photo</i>, and considering how emphasis or perspective can reflect culture and context (AC9LF10EC04_E2)</p>
		<p>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 (AC9LF10EC04_E3)</p>
		<p>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 (AC9LF10EC04_E4)</p>
	apply strategies to interpret and translate spoken, written and non-verbal interactions and texts to convey intercultural understanding in familiar and unfamiliar contexts (AC9LF10EC05)	<p>experimenting with the translation of popular French expressions or idioms, for example, <i>être bien dans sa peau; ne pas être dans son assiette</i>; and explaining the potential for misunderstanding (AC9LF10EC05_E1)</p>
		<p>experimenting with various resources to assist in translation, including bilingual and monolingual dictionaries, electronic translators, encyclopaedias and other reference materials, for example, comparing translations, back-translating and swapping useful references (AC9LF10EC05_E2)</p>
<p>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 (AC9LF10EC05_E3)</p>		
	<p>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 (AC9LF10EC05_E4)</p>	
	<p>using French to translate information of Country/Place and culture of First Nations Australians for an Australian travel guide, advertisement, or to a French exchange student or Pen Pal (AC9LF10EC05_E5)</p>	

	<p>reflect on how intercultural contexts shape meaning in interactions and texts in French and their own language (AC9LF10EC06)</p>	<p>viewing excerpts of French/English subtitled films and evaluating the effectiveness of the translations (literal translation, non-translation, adapted translation) (AC9LF10EC05_E6)</p> <p>comparing treatment of particular themes (romance, adventure, family, etc.) in a range of texts created at different times (<i>les fables, les contes, les dessins animés, la science fiction, etc.</i>) identifying changes in values and perspectives over time (AC9LF10EC06_E1)</p> <p>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 intercultural impact on shaping meaning (AC9LF10EC06_E2)</p> <p>comparing contemporary French and Australian music by reading music magazines, viewing video clips and listening to music stations, identifying similarities and differences in expression, themes and styles of performance (AC9LF10EC06_E3)</p> <p>reviewing examples of French humour (<i>le mime, les blagues, les comiques, les dessins animés, les films, les publicités, etc.</i>) across different times and contexts, considering similar changes in Australian expressions of humour according to era and context (AC9LF10EC06_E4)</p>
<p>Creating text in French</p>	<p>create texts for familiar and unfamiliar contexts and purposes, selecting text structures and language features to engage different audiences (AC9LF10EC07)</p>	<p>creating an imaginary persona or avatar in a French-speaking fantasy world, incorporating the communicative styles and social behaviours observed in French texts (AC9LF10EC07_E1)</p> <p>creating a storyboard outline that transposes familiar characters to French-speaking contexts such as <i>Harry Potter débarque à Paris</i>, and providing a glossary of key vocabulary and expressions (AC9LF10EC07_E2)</p> <p>composing and performing short songs for imagined occasions such as <i>les anniversaires, le départ en voyages</i>, experimenting with vocal and non-verbal expression (AC9LF10EC07_E3)</p> <p>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 <i>courageux, dynamique, plein d'initiative: du courage! Allez les gars! Timide, paresseux; toujours fatigué: pas encore! Ah non, c'est trop...</i> (AC9LF10EC07_E4)</p> <p>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 (AC9LF10EC07_E5)</p> <p>explaining to others a procedure, game or practice, using simple language and supporting graphics, materials and gestures, for example, explaining how to play <i>la pétanque</i>, cook a <i>crêpe</i>, house-train a puppy, and play an online game (AC9LF10EC07_E6)</p>

		<p>creating a web page 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 <i>les vendanges, au pair à la ferme, l'intérieur du pays, la côte</i> (AC9LF10EC07_E7)</p> <p>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 <i>la faim</i> or <i>l'anti-discrimination</i>, or rap rhythms and slogans to provoke reactions or to entertain (AC9LF10EC07_E8)</p> <p>use a range of words, expressions and idioms to develop cultural authenticity of texts (AC9LF10EC08)</p> <p>exploring the use French colloquialisms, language <i>codifié</i> such as <i>argot</i> or <i>verlan</i>, for example, <i>zyva – vas-y; ouf – fou; zarbi-bizarre</i> and idioms, for example, <i>tomber dans les pommes, les doigts dans le nez</i> when creating texts where the audience is young people (AC9LF10EC08_E1)</p> <p>creating websites, printed or digital guides for international students visiting French or Australian schools, highlighting key terms and expressions associated with traditions, curricula, schedules or routines (AC9LF10EC08_E2)</p> <p>providing vocabulary lists and annotated cultural explanations for French-speaking visitors to events such as Australian sports days, swimming carnivals or family barbecues, explaining elements such as abbreviated language or team barracking (AC9LF10EC08_E3)</p> <p>creating a shared website (following safety and privacy guidelines) with a group of French-speaking students, posting news items, comments and questions in both French and English (AC9LF10EC08_E4)</p> <p>creating parallel bilingual captions for a display or exhibition and comparing how meanings are conveyed in each language (AC9LF10EC08_E5)</p>
<p>Understanding language and culture</p>	<p>Understanding systems of language</p> <p>apply features of the French sound system, including pitch, rhythm, stress, pronunciation and intonation, and show how these are represented in different spoken and written contexts (AC9LF10EU01)</p>	<p>recognising and reproducing rhythms in more complex sentences, for example, <i>Qu'est-ce que tu fais là? Un, deux, trois - voilà</i>, using pauses and intonation to signal clause sequence and emphasis (AC9LF10EU01_E1)</p> <p>using tone and intonation to indicate emphasis or emotion, for example, <i>Elle a fait quoi? Il est tellement doué!</i> (AC9LF10EU01_E2)</p> <p>using words and expressions with more complex syllable combinations such as <i>la magnitude, les augmentations, qu'est-ce que c'est que ça?</i> (AC9LF10EU01_E3)</p> <p>building fluency and accuracy in relation to pitch, stress and rhythm (AC9LF10EU01_E4)</p> <p>understanding the function and patterns of use of liaisons and silent h forms in maintaining speech flow, for example, <i>L'Hôtel Splendide est situé au bord du lac; c'est en effet un hôtel splendide!</i> (AC9LF10EU01_E5)</p>

	<p>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 (AC9LF10EU01_E6)</p> <p>understanding the function of the linking 't' in inverted interrogative phrases and some expressions such as <i>Parle-t-elle le français? Que va-t-elle faire? Va-t-en!</i> (AC9LF10EU01_E7)</p> <p>recording accents from different French-speaking countries (Canada, Belgium, etc.) and French regions (<i>l'accent du Sud, l'accent parisien, etc.</i>) and presenting them in a portfolio, noting the difference in the sound system, accent and vocabulary (AC9LF10EU01_E8)</p>
<p>select and use structures and features of the French grammatical and writing systems to enhance meaning (AC9LF10EU02)</p>	<p>understanding and using additional negative forms such as <i>ne...plus, ne...rien, ne...jamais, ne...que, ne...personne</i> (AC9LF10EU02_E1)</p>
	<p>understanding the function of comparative and superlative forms of adverbs and adjectives such as <i>vite, plus vite, le plus vite; moins jolie, la moins jolie, bon, meilleur, le meilleur</i> (AC9LF10EU02_E2)</p>
	<p>extending knowledge of <i>passé composé</i>, understanding that verbs conjugated with <i>être</i> require agreement of the past participle with the subject, for example, <i>elles sont parties hier soir</i>, and that verbs conjugated with <i>avoir</i> require agreement between the past participle and preceding direct object, for example, <i>les fleurs que tu as achetées sont si belles</i> (AC9LF10EU02_E3)</p>
	<p>using <i>imparfait</i>, and understanding how to distinguish between a completed and a continuing action in the past, for example, <i>nous étions déjà au lit quand il est arrivé</i> (AC9LF10EU02_E4)</p>
	<p>understanding the function and use of relative pronouns (<i>qui, que</i>), emphatic pronouns (<i>moi, elle, eux</i>), direct and indirect object pronouns (<i>le, la, lui, nous, vous, les, leur, y, en</i>) (AC9LF10EU02_E5)</p>
	<p>understanding the form and function of pronominal verbs (<i>se laver, se lever, se présenter</i>), including the use of <i>être</i> and agreements in <i>passé composé</i> (AC9LF10EU02_E6)</p>
	<p>understanding the function of impersonal expressions such as <i>il faut, on peut, on doit...</i> (AC9LF10EU02_E7)</p>
	<p>recognising the subjunctive/<i>subjonctif</i> verb forms in set, modelled phrases, for example, <i>il faut que tu partes, il faut que je finisse mes devoirs</i> (AC9LF10EU02_E8)</p>
<p>use metalanguage to reflect on and evaluate French texts, and to compare language</p>	<p>developing metalanguage in English and French to identify the grammatical differences between the languages such as word order, verb moods, tenses-present perfect/<i>passé composé</i>, possessive pronouns/articles <i>possessifs</i>, agreements of adjectives and participles/<i>accord des adjectifs et du participe passé</i>, auxiliary verbs, direct/indirect object pronouns (AC9LF10EU03_E1)</p>

	<p>structures and features in French and English (AC9LF10EU03)</p>	<p>developing a metalanguage for discussing grammatical structures, for example, using relative clauses, relative pronouns and demonstrative adjectives in order to be able to choose between <i>qui/que/dont</i> (AC9LF10EU03_E2)</p> <p>recognising how grammatical choices shade meaning and establish register such as the use of <i>tu</i> or <i>vous</i> to distinguish relationship; use of <i>nous</i> to suggest inclusivity or shared identity; use of <i>on</i> to suggest distance (AC9LF10EU03_E3)</p> <p>recognising specific French language structures such as the impersonal verb <i> falloir</i> (AC9LF10EU03_E4)</p>
<p>Understanding the interrelationship of language and culture</p>	<p>analyse and explain connections between French language and culture in shaping meaning, values and identity (AC9LF10EU04)</p>	<p>examining how changes to the French language reflect changes in some cultural practices and attitudes, for example, <i>le fastfood, la fin de semaine/le weekend, la pub/le pub</i> (AC9LF10EU04_E1)</p> <p>considering how language marks respect, values and attitudes, for example, the (changing) gendered nature of some professional titles in French such as <i>un médecin, un chef, une professeure, une ministre</i> (AC9LF10EU04_E2)</p> <p>developing language for thinking and talking about cultural representation and expression such as perspectives, values, images, stereotypes, inclusions and exclusions (AC9LF10EU04_E3)</p> <p>exploring the reciprocal nature of communication, the two-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 (AC9LF10EU04_E4)</p> <p>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, <i>Je t'invite! Nous serions très heureux de vous accueillir chez nous</i> (AC9LF10EU04_E5)</p> <p>examining the power of language to influence actions and beliefs, for example, analysing the wording of <i>appels de secours d'urgence: nous sommes de tout cœur avec les communautés dévastées...</i>, and noticing the use of grammatical choices to include or exclude, <i>vous les autres... nous les jeunes...</i> (AC9LF10EU04_E6)</p> <p>analysing and evaluating how identity is expressed across First Nations Australian languages and cultures and French language and culture, such as, the idea of 'belonging' and the importance of cultural group or family membership (AC9LF10EU04_E7)</p>

		<p>recognising how diversity of expression and language forms reflects the diversity of individual and community perspectives and experience (AC9LF10EU04_E8)</p>
	<p>reflect on French culture, beliefs, attitudes and values, identifying differences between these and students' own (AC9LF10EU05)</p>	<p>interviewing or hearing from First Nations Australians about the importance of spirituality, beliefs, kinship structures and cultural obligations and their impact on identity and analysing the extent to which these also impact French-speaking people's identity (AC9LF10EU05_E1)</p>
		<p>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 (AC9LF10EU05_E2)</p>
		<p>using personal journals and group discussions to reflect and evaluate on how learning French has had an impact on their own assumptions about French language, culture and identity (AC9LF10EU05_E3)</p>
		<p>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 (AC9LF10EU05_E4)</p>
		<p>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 (AC9LF10EU05_E5)</p>