French  
(F–10 Sequence and   
7–10 Sequence)

Victorian Curriculum F–10 Version 2.0

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# Introduction

## Rationale

Communication is a human imperative. Communication in French 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 to reflect on their experience in various aspects of social life, including their own participation and ways of being in the world.

Learning French 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. A capability solely in English, despite its status as a world language, can limit global opportunities. A bilingual or plurilingual capability is the norm in many parts of the world.

Learning French develops learners’:

* communication skills
* literacy skills in their first and additional languages
* intercultural capabilities
* understanding of, and respect for, diversity and difference, and openness to different experiences and perspectives
* understanding and appreciation of how culture shapes worldviews, and extends their understanding of themselves, and their own heritage, values, culture and identity
* critical and creative thinking.

French has been taught in Victorian schools and universities since the 1880s. It is a major world language, spoken as the first language in more than 24 countries on 5 continents, and as an official language in many countries. First-language speakers include the inhabitants of mainland France, New Caledonia, French Polynesia, and the Wallis and Futuna Islands, the majority of the inhabitants of Quebec, and significant communities in Europe and Africa.

French is widely used in diplomacy and is the official language of many international organisations. French speakers and French culture have contributed to the shaping of global movements and influenced the arts, philosophy and cultural theory, as well as fashion, design, food and wine.

Learning French provides opportunities for students to engage socially, culturally and economically in many domains, such as business, trade, science, law, education, tourism, diplomacy, international relations, health and communications. Current links between Australia and the French-speaking world are strong, characterised by bilateral relationships in trade and investment, education, 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.

## Aims

The 4 interrelated aims of the French curriculum are to develop knowledge, understanding and skills to ensure students:

* communicate in French
* understand the relationship between language and culture
* develop intercultural capabilities
* understand themselves as communicators.

## Structure

### Pathways

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

### Sequences

French is presented in 2 sequences that offer different entry points into language learning:

* F–10 Sequence, for students who begin to learn the language in Prep and continue to Year 10
* 7–10 Sequence, for students who begin to learn the language in Year 7 and continue to Year 10.

The VCAA acknowledges that these 2 sequences do not necessarily represent the variety of entry points into the curriculum. Teachers can use the sequences flexibly to meet the needs of their students by making appropriate adjustments to differentiate learning experiences and cater for learners of different backgrounds.

The F–10 Sequence is presented in 5 curriculum bands, beginning with Foundation to Level 2, followed by Levels 3 and 4, Levels 5 and 6, Levels 7 and 8, and Levels 9 and 10. The 7–10 Sequence is presented in 2 bands: Levels 7 and 8, and Levels 9 and 10.

### Strands and sub-strands

Content in French is organised under 3 interrelated strands, each with a number of sub-strands (as shown in Table 1).

Table 1: Strands and sub-strands within the French curriculum

| Strand | **Engaging with French Language and Culture (F–2 only)** | **Communicating Meaning in French** | **Understanding Language and Culture** |
| --- | --- | --- | --- |
| Sub-strands | Engaging with French language  Engaging with French culture | Interacting in French  Mediating meaning in and between languages  Creating text in French | Understanding systems of language  Understanding the interrelationship of language and culture |

#### Engaging with French Language and Culture

This entry-level strand appears in Foundation to Level 2 only. It involves students’ early exploration of and play with language learning. There are 2 sub-strands.

##### Engaging with French language

Developing receptive language skills in the classroom environment; exploring, noticing, listening and recognising, and then progressing to responding and using oral communication.

##### Engaging with French culture

Exploring and noticing connections between language and culture.

#### Communicating Meaning in French

This strand involves students learning to use language for communicative purposes in interpreting, creating and exchanging meaning. There are 3 sub-strands.

##### Interacting in French

Communicating and exchanging ideas, opinions, experiences, thoughts and feelings in non-verbal, spoken and written interactions; participating in planning, negotiating, deciding and taking action.

##### Mediating meaning in and between languages

Locating, obtaining, interpreting and conveying information through a range of spoken, written, viewed and multimodal texts; moving between languages and cultures non-verbally, orally and in writing; recognising different interpretations.

##### Creating text in French

Creating a range of spoken and written texts for specific contexts, purposes and audiences.

#### Understanding Language and Culture

This strand involves students learning to analyse and understand language and culture as resources for interpreting and shaping meaning in intercultural exchange. There are 2 sub-strands.

##### Understanding systems of language

Understanding the linguistic features of the language, including sound, writing, and grammatical and textual conventions.

##### Understanding the interrelationship of language and culture

Analysing and reflecting on the role of language and culture in shaping meaning and identity.

### Achievement standards

Achievement standards describe what students are typically able to understand and do, and they are the basis for reporting student achievement.

In French, students progress along a learning continuum. The learning sequence undertaken by students will determine the number and progression of achievement standards:

* F–10 Sequence – the first achievement standard is provided at Level 2 and then at Levels 4, 6, 8 and 10
* 7–10 Sequence – the first achievement standard is provided at Level 8 and then at Level 10.

### Content descriptions

In French, content descriptions sequence and describe the knowledge, understanding and skills that teachers need to teach and students are expected to learn.

### Elaborations

Elaborations are examples that provide guidance on how the curriculum may be transformed into a classroom activity or learning opportunity. They are provided as advisory material only.

## Learning in French

French is pitched to second and additional language learners, who are the dominant group of French language learners in the current Australian context.

Students of French in Victorian schools come from a range of backgrounds. Most students will be learning French for the first time, while some may have existing connections to French through early learning experiences or as background French speakers.

### French language

French is an Indo-European language and belongs to the family of Romance languages derived from the spoken Latin language of the Roman Empire. It is closely related to English, owing to the shared influence of Latin. Moreover, the use of French as the official language of the English court, administration and culture for 300 years after the Norman Conquest in the 11th century contributed significantly to the development of the English language. There are more than 1700 words that are used in both languages (e.g. danger, saint, magazine, tact). This familiarity supports early stages of learning.

French uses the Roman alphabet, although many of the letters are pronounced differently from English and the use of accents on some letters is an additional complexity for learners. The sound system is usually the main challenge for language learners, as it includes some novel sounds (e.g. the pronunciation of the letters randu), letters that are silent, and unfamiliar liaisons and intonation and rhythm patterns. There are many similarities between the 2 grammatical systems, such as the same basic subject+verb+object sentence order, but also differences, such as in the use of tenses, the gendering of nouns and adjectives, the marking of plural forms of nouns and adjectives, and the use of articles and capital letters.

### Macro skills

The macro skills of listening, speaking, reading, writing and viewing – also known as language modes – are interrelated. The learning of one skill often supports and extends the learning of others. To acknowledge these interrelationships, content in the Languages curriculums incorporates these macro skills in an integrated and interdependent way.

Teaching and learning contexts will necessarily draw from more than one of these skills to support students’ effective learning. For example, students will learn new vocabulary, such as words, phrases and expressions, through listening, reading and viewing. They will apply their knowledge and understanding in their speaking and writing, as well as in their comprehension of spoken, written, viewed and multimodal texts.

The macro skills are strongly aligned to all 3 strands in the French curriculum (as shown in Table 2) and are implicit in the content of the sub-strands and across the content descriptions.

Table 2: The relationship between macro skills and the strands within the French curriculum

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Strand | Macro skills | | | | |
| Listening | Speaking | Reading | Writing | Viewing |
| Engaging with French Language and Culture | ü | ü |  |  | ü |
| Communicating Meaning in French | ü | ü | ü | ü | ü |
| Understanding Language and Culture | ü | ü | ü | ü | ü |

### Texts

Students use a wide range of texts designed for language learning, such as textbooks, teacher-generated materials and online resources. Learning is enriched by exposure to a range of authentic French texts, such as websites, films, stories, songs, television programs, advertisements and magazines.

Texts can be spoken, written, viewed or multimodal, and in print or digital/online forms. They include all forms of augmentative and alternative communication; for example, gestures, real objects, photographs and images. Multimodal texts combine different modes of communication such as images and written or spoken language.

Texts provide important opportunities for learning about languages and cultures. Purposeful activities can be organised around texts to meet the needs of the students in the classroom. Many of the tasks that students undertake in and out of school involve understanding and producing texts in everyday and workplace contexts.

Teachers are best placed to guide the selection of texts for students to listen to, read, view, write and create. The texts and resources will become increasingly sophisticated and varied as students progress through their schooling.

### Intercultural understanding

In the Languages curriculum area the focus is on both language and culture, as students learn to communicate meaningfully across linguistic and cultural systems, and different contexts. This process involves reflection and analysis, as students move between French, English and/or their own existing language(s). It is a reciprocal and dynamic process that develops language use and intercultural awareness and understanding.

### The use of French and English

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

# Curriculum – F–10 Sequence

## Foundation to Level 2

### Band description

In Foundation to Level 2, French language learning builds on the Victorian Early Years Learning and Development Framework and each student’s prior learning and experiences with language. In the early stages, the focus is on engagement through imagination and play-based learning. Students first engage with the language and culture through listening, speaking and action-related learning activities. They participate in shared listening and viewing of multimodal texts that reflect the language and cultures of French-speaking communities.

Students learn to communicate with others, and a focus on play is a strong feature throughout this band. They imitate the sounds, shapes and patterns of spoken French, and receive extensive support through modelling, scaffolding and revisiting their learning as their understanding develops. Learners explore the written language, beginning with reading a variety of texts and progressing to creating their own texts about their personal world as they develop their linguistic skills.

Through engaging with texts of increasing depth and complexity, students are given opportunities to expand their linguistic repertoire. They develop their vocabulary, and identify and explain their understanding of language and grammatical features using simple metalanguage.

Culture and language are intertwined throughout every facet of language learning, and students discover that what is familiar to one person can be new to another.

### Achievement standard

By the end of Level 2, students identify the different sounds and rhythms of the French language by listening to and viewing a variety of texts. They compare these sounds with other languages, noticing how pronunciation changes and discovering how languages are influenced by each other. They explore French through play, first imitating sounds and patterns, then replicating expressions and phrases, before producing responses using formulaic and familiar language. They recognise that French sounds are represented by letters, and they can match these with words, combining them in increasingly complex ways. They develop and expand their vocabulary, from simple sounds to frequently used words and phrases, using the pronunciation and intonation patterns of spoken French. They expand their repertoire of French words and phrases through listening and reading, and then progress to creating simple sentences and responses using modelled language.

Students identify familiar words and phrases to obtain meaning from a variety of multimodal texts relating to their personal world. They begin to explain their understanding of the features and grammatical structures of French using simple metalanguage. They start to develop written competence by copying letters and words, and then produce the language with support. They respond to texts using frequently used words, phrases and sentence patterns in both written and spoken language. They apply their understanding of some of the conventions and features of the written French language. They use common grammatical structures to create their own simple texts, with the support of visual and/or spoken cues.

Students explore and recognise the influence of culture on language and identity. They recognise that French is spoken in communities and regions in Australia and around the world, and relate this to their own language(s) and culture(s).

### Content descriptions and elaborations

#### Strand: Engaging with French Language and Culture

##### Sub-strand: Engaging with French language

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| notice that French looks and sounds different to other languages  VC2LF2E01 | * sharing the word for ‘hello’ in languages known to them * reproducing the sounds and rhythms of French by repeating after and imitating the teacher, through choral repetition or chants * using French versions of spontaneous exclamations or interactions, such as Aïe ! or Ouf !, and the gestures that accompany them * exploring the different languages spoken by members of the class, and listening to the different sounds and ways of saying common expressions such as ‘Good morning’ or ‘My name is …’ * experimenting with sounds that are unique to French, such as un in brun or in in matin*,* imitating the shape of the teacher’s mouth and the sounds they produce * recognising that French uses the Roman alphabet like English but that, unlike English, some French letters use diacritic marks to indicate a change in pronunciation, and then racing each other to point to the letters with a diacritic mark * noticing that the use of diacritic marks can change the sound of letters, for example, noticing that a cedilla on a c (ç) makes it sound like an s, and noticing the use of acute and grave accent marks * performing songs, rhymes and action stories, using non-verbal forms of expression such as gestures, facial expressions and body language to support understanding |
| develop oral language skills through exploring and listening to the sounds and patterns of the language  VC2LF2E02 | * using call-and-response chants and songs to develop question-and-answer responses, for example, the teacher chanting, Est-ce que tout le monde est prêt ?, and the students responding, Oui, Madame/Monsieur, on est prêt ! * engaging with new sets of vocabulary by making concrete associations with them, such as touching and identifying colours in the classroom, or touching and identifying soft-toy animals and naming them * associating actions with common verbs, nouns and adjectives to facilitate vocabulary recall, such as making an eating gesture for Je mange or a happy face for Je suis content * discussing likes and dislikes such as colours, animals, food, sport and hobbies, possibly using images, props or digital prompts * exploring the intonation patterns and understanding the difference between statements, questions and exclamations, for example, Tu as 6 ans. / Tu as 6 ans ! / Tu as 6 ans ? * transforming simple statements into questions by raising their voice at the end, for example, Tu manges une banane. / Tu manges une banane ? * noticing hand gestures, intonation patterns and facial expressions that accompany some expressions of French, for example, noticing shrugs or exclamations (e.g. Bof !; Mais non !; Oh là là !), and practising these expressions and body language with a partner; or responding with the appropriate French expression to the teacher role-playing different scenarios (e.g. the teacher asking whether they attend school during the night, and the students responding, Mais non !) * playing simple games such as ‘go fish’, using colours or numbers, basic question forms, and affirmative and negative responses, for example, Tu as un sept ? Oui, voilà !; Et toi, tu as le jaune ? Non, j’ai le vert * facilitating turn-taking and sharing in play by using French expressions, for example, integrating expressions into aspects of their play with friends, such as À mon/ton tour; C’est à moi/toi; Vas-y !; D’accord; C’est parti ! * integrating French words and expressions spontaneously into their play in the classroom, as well as at recess or other occasions, for example, Voilà; Pardon; Merci; Je suis désolé; Ah bon; S’il te plaît |
| recognise and respond to greetings, instructions and language relating to their personal world using one- or 2-word responses and/or single-idea phrases  VC2LF2E03 | * introducing themselves and responding to greetings, for example, Comment t’appelles-tu ? Je m’appelle …; Ça va, Céline ? Ça va (bien), merci * forming a circle and creating a question-and-answer routine, asking the student next to them and so forth, for example, Je m’appelle Céline. Et toi, comment t’appelles-tu ? * using French songs or rhymes for everyday routines (e.g. roll call, opening and closing lessons), for example, reciting ‘Bonjour, mes amis. / Au revoir, mes amis.’ Or ‘Rangeons la salle de classe’ * responding to instructions or directions through actions, gestures or verbal responses (e.g. On fait un grand cercle; Lève-toi; Regardez-moi), or call-and-response routines (e.g. Un, deux, trois, arrête. Tout le monde met ses mains sur sa tête.) * responding to games or songs with actions, for example, ‘Tête, épaules, genoux et pieds’ * responding to basic classroom instructions using simple imperative verb forms, for example, Viens ici !; Écoutez bien !; Écrivez votre nom.; Fermez la porte * using French phrases for everyday interactions (e.g. Bon appétit !), thanking and apologising (e.g. Merci !; Oh pardon !; De rien !; Excusez-moi.), or special occasions such as birthdays and other celebrations (e.g. Bonne fête !; Bravo !) |

##### Sub-strand: Engaging with French culture

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| explore connections between language and culture through play and/or imagination  VC2LF2E04 | * using gestures, facial expressions and body language through games such as charades, or by incorporating them into stories, plays or songs to enhance meaning * playing simple French games that are similar to Australian ones (e.g. *à la* déli-delo, le fermier dans son pré), and/or playing traditional outdoor French children’s games (e.g. 1, 2, 3 soleil; cache-cache; la marelle; escargot) * playing and engaging with cultural items from French-speaking countries, such as Euros, postcards and authentic items * exchanging ideas, feelings and understandings of language and culture through play-based experiences such as dress-ups, puppets, and pretend cafés and French shops such as la boulangerie and le marché * noticing that different kinds of language (including spoken and body language) are used in different situations with different people, for example, observing exchanges between children and parents (e.g. Un bisous, papa ! Je t’aime ch*é*ri(e).) and exchanges with unfamiliar adults (e.g. Bonjour Madame, comment allez-vous ?) * comparing gestures to convey different messages, such as indicating that they think someone is not telling the truth by pointing to their own eye and saying Mon oeil !, for example, playing the game ‘2 truths and a lie’, using a simple structure such as name, age and favourite colour * recognising that music, dance, food, celebrations and games are connected to culture, such as eating pancakes on Mardi Gras or making la bûche de Noël for Christmas |

#### Strand: Communicating Meaning in French

##### Sub-strand: Interacting in French

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| communicate using formulaic and modelled language relating to aspects of their personal world  VC2LF2C01 | * responding to Comment ça va ? with a variety of expressions such as Ça va bien., Ça va mal. and Je suis content(e)/triste. as they enter the classroom or during a ‘one-minute challenge’ classroom activity (e.g. greeting as many people in French as they can in one minute) * interviewing members of the class, introducing themselves and responding to everyday personal questions such as Quel âge as-tu ?, Où habites-tu ? and As-tu un animal domestique ? * naming family members and friends and noticing the difference between the formal and informal forms, such as mère/maman and grandmère/mamie * interpreting and sharing simple expressions and songs with friends and family, for example, singing ‘Joyeux anniversaire’ and using appropriate greetings (e.g. Salut !; Bonsoir !; Felicitations !) for different times or occasions * using puppets or printouts from popular shows or cartoons to role-play greetings and exchange information, imagining themselves as the character * using formulaic expressions to ask questions related to their needs, for example, Est-ce que je peux aller aux toilettes ?; Est-ce que je peux boire de l’eau ?; Est-ce que je peux avoir une gomme ? * responding to simple questions on topics such as home, school or pets, using supporting intonation and gestures, for example, C’est qui ? C’est Maman.; Qu’est-ce que c’est ? C’est une chaise.; Où est …? Il est …; C’est un chien ? Non, c’est un chat ! * using PowerPoint slides or image flashcards to show different pictures (using taught vocabulary) to elicit responses * using simple descriptive or expressive statements to describe themselves and to express their likes, preferences or feelings (e.g. Moi, j’ai cinq ans; Je suis australien; J’aime le sport; Je préfère la danse; Je suis très content), for example, creating a flipbook (on paper or digitally), drawing/pasting in images to support their sentences |
| participate in a range of guided language activities using formulaic expressions, and visual and spoken cues  VC2LF2C02 | * generating phrases (e.g. Je suis triste; Je suis malade) using props such as images of faces with different expressions, for example, randomly distributing emoji faces attached to an icy pole stick and asking each student, Comment ça va ? * practising vocabulary, for example, practising high-frequency verbs using flashcards with images and/or written words, and using gestures to accompany the verbs where appropriate * playing simple memory games (e.g. Je vais au marché et je vais acheter … to practise vocabulary for fruit and vegetable names), or playing cards to match words or phrases with images * repeating simple sentence patterns such as subject+verb+object and interchanging the words, for example, Elle/Il mange une banane; Je lance/mange une pomme; Je mange une pomme / un sandwich * using a pocket chart with individual words and accompanying images to scaffold sentence building, for example, Je | mange | une ananas / une pomme / une fraise * using a scaffold to interchange sentence content (e.g. Je vais au café/restaurant/musée), and using accompanying images to make concrete connections * using a template to create a longer text, for example, playing a guessing game to guess the name of an animal by asking for clues (e.g. Je suis grand/gris; J’habite dans l’océan; Je mange des poissons) * recognising and using some prepositions in simple sentence structures, for example, using mini-whiteboards to draw prepositional sentences uttered by the teacher (e.g.Le chat est sous la table) |

##### Sub-strand: Mediating meaning in and between languages

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| locate key information in a variety of texts with support, and respond using gestures, images, words and/or formulaic phrases  VC2LF2C03 | * viewing an image and identifying the main idea or event based on images (e.g. l’anniversaire, le zoo, la maison), talking about their understanding with a partner, and then sharing with the class * identifying words in a variety of texts by matching images with words, for example, reading texts with pictograms to facilitate understanding of difficult or previously unseen words * recognising words and phrases in French texts that look, sound and have the same meaning in English, for example, examining a word collage of places in a town and identifying the similarities, such as banque/bank and poste/ post office * recognising and assigning symbols, titles, words and labels to classroom items and resources or personal possessions, such as la table, le livre, l’ordinateur and la carte * highlighting keywords and points in a variety of texts, such as stories (e.g. ‘Les Trois Petits Cochons’; Le Petit Chaperon rouge’; ‘Les Amis de la ferme’), rhymes and songs, and adding them to a word wall in their classroom * viewing images in catalogues, naming toys and games such as jouets pour les tout-petits, and selecting and listing items and prices * viewing video clips with subtitles in either French or English to make connections to meaning and/or pronunciation; or viewing a silent animated film or a video with no sound, and then imagining what the characters are saying and/or describing the action or scene * reading a story such as ‘La Chenille qui fait des trous' and watching the video, pausing to reiterate known words and/or make observations, and miming, drawing, pointing, clicking or dragging to show their understanding of key points * responding to texts by sequencing pictures and simple text in the order that events occurred, or by creating a storyboard to retell a story or information * reading a ‘Big Book’ or viewing a PowerPoint of a known text such as ‘Les Trois Petits Cochons’, and making informed guesses for words that have been covered up or blanked out |
| explore and make meaning from sounds, words and phrases for familiar objects or terms in French through play, and discover how languages influence each other  VC2LF2C04 | * practising simple number concepts such as quatre, using charts and counters * grouping vocabulary (e.g. classroom objects, animals) into sets by using word cards and/or images, and playing games (e.g. ‘buzz’, ‘around the world’) to practise numbers or other vocabulary sets * using and manipulating classroom aids such as coloured shapes to create understanding of number, adjectives and word order, for example, J’ai trois cercles rouges et deux rectangles bleus * exploring and comparing familiar onomatopoeia in French and English, such as ouaf ouaf (woof woof) and groin groin (oink oink), and then making the relevant noise when their teacher says the name of the animal, or listening to recordings of animals and saying their names in French * recognising that languages have loan words and that many French words are used in English (e.g. croissant, restaurant, menu, ballet) by creating a categories chart to list words from different languages, or playing a sorting game to sort words into their language of origin * noticing that many English words are used in French (e.g. le week-end, le parking, le cowboy) * playing physical or digital board games (e.g. 4 in a row, concentration, snakes and ladders, bingo) that have been modified to help students learn vocabulary or practise question-and-answer exchanges * using cognates to make informed guesses about the meaning of French words such as l’hôpital (hospital) and un tigre (tiger)*,* for example, reading a story about a family who can’t decide what pet to buy at a pet store and identifying words such as une tortue and un lézard * playing ‘hide-and-seek’ with classroom objects, for example, Où est le crayon ? Sous la table. / Dans la trousse. * performing role-plays, such as buying fruits and vegetables, or acting as a character from a story that is familiar to the class |

##### Sub-strand: Creating text in French

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| create spoken and written texts using words, familiar phrases and modelled language  VC2LF2C05 | * to form letters of simple words such as rouge, or tracing letters to write simple words or phrases, for example, tracing J’ai cinq ans, and putting 5 candles on the image of a cake * labelling images with words or short phrases, such as Il y a trois crayons * expressing information about themselves using modelled language (e.g. J’ai … ans; J’aime la couleur …; J’habite à …; Mon anniversaire, c’est le …), and recording role-plays of greetings or other everyday interactions * creating a mini-autobiography or a family album using simple text and photographs, pictures or drawings, for example, writing Voici ma mère, and drawing a picture to match * creating a print or digital glossary of new French words and phrases with accompanying drawings, pictures or photos, for example, creating a collage or booklet of fruits and labelling them * performing poems, rhymes or simple stories (e.g. ‘Le Navet géant’; *‘*Boucles d’or et les trois ours’) that include repeated phrases and rhythms to emphasise key points, for example, chanting Au loup ! * making simple evaluative statements about their favourite characters in stories, rhymes or songs, for example, Il est magnifique !; J’adore Minou !; Elle est sympa ! * creating stories, rhymes and songs with drawings or digital tools, using simple or complex sentences and captions, or using puppets, gestures and props to retell stories * using simple questions to interview a member of the class and then creating a student profile about them with simple sentences, for example, Tu t’appelles comment ?; Tu as un animal chez toi ?; Tu aimes les fraises ?; Tu es grand ? * creating a survey or tally about members of the class (e.g. what fruits they like/dislike or their birthday month) and then creating a display wall with pictures and captions |

#### Strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| imitate the pronunciation and intonation of spoken French, and understand how sounds are produced  VC2LF2U01 | * reciting the French alphabet and/or singing alphabet rhymes/songs, and noticing that the French and English alphabets are both based on the Roman alphabet, but that the letters have different names in French and represent different sounds * practising the facial movements involved with making sound blends in French, especially with vowel sounds (e.g. eu in fleur) * saying and comparing the feeling of different vocal movements when practising sounds such as ou and eu * noticing letters at the end of certain French words that are silent (e.g. chat/chats, riz, deux, cahier), for example, playing a ‘wrong word’ pronunciation game, where they circle the mispronounced words in a wordlist, focusing on the endings * recognising that diacritic marks can change the pronunciation of letters in words such as français (cedilla) and marché (accent mark) * building phonic awareness by experimenting with sounds, focusing on those that are initially difficult (e.g. u in tu, r in très rapide and ion in Attention !) and listening closely to distinguish between sounds such as bon/bien/beau or chien/chat/champ * understanding that spoken French uses liaisons and that each word within a phrase may not necessarily be heard as a discrete, individual word, for example, vous‿allez; deux‿amis; trois‿heures |
| identify sound combinations to produce simple words, and then an increasing number of frequently used words and phrases  VC2LF2U02 | * recognising basic sound combinations in French and how these may differ from English, such as ch in chat, qu in quel(le) and in in matin, by using snappy chants such as ‘Never chat with your chat!’ or ‘Don’t be so quick to say “kwuh” in quel!’ * recognising the nasal sounds in French, such as on in mon and an in dans * recognising the differences between how phonograms are pronounced in English and French (e.g. oi in English ‘coin’ vs. French trois) * recognising the sounds of more complex combinations such as ille in famille or eau in cadeau * using common adjectives for colour and size in various contexts, such as classroom items (e.g. une petite trousse rouge) and animals (e.g. un grand cheval brun) * using high-frequency verbs in a variety of contexts * underlining rhyming words or graphemes in short texts or poems |
| recognise and explore how the Roman alphabet and features of language are used to construct meaning in French  VC2LF2U03 | * becoming familiar with the French alphabet, noticing similarities to and differences from English, for example, double-v (pronounced ‘dooble-vé’) and i-grec (pronounced ‘ee-grec’), by singing the alphabet, and discussing similarities and differences in the sounds * noticing the possible confusion between how the letters g and j are pronounced in English and French, providing examples such as girafe, gentil, joli and jaune, and practising the correct pronunciation when playing ‘snap’ with words or images featuring these sounds * noticing how the letter h in French is always silent (e.g. ‘hibou never says “whoo”’), and practising the pronunciation of words such as hôpital, hôtel and hockey |
| identify that written and spoken French has grammatical structures and other language features that may be similar to or different from English and/or other languages  VC2LF2U04 | * noticing that French and English use punctuation conventions such as full stops, capital letters, commas and question marks * exploring the similarities between the English and French subject+verb+object structure (e.g. Je mange la pomme; Tu as le cahier), using vocabulary cards to arrange sentences following this structure, reading similar sentences and noticing that adjectives are used to describe people, animals, objects or places and are usually placed after the noun, and brainstorming a rule for using adjectives in sentences, for example, colour goes after a noun (e.g. le chien noir; le papillon rose) * becoming aware of grammatical gender, noticing and using masculine or feminine forms of nouns and adjectives such as le chien, la maison, le copain, la copine, le petit garçon and la petite fille * developing number knowledge, and identifying the similarities and differences between the use of cardinal and ordinal numbers in English and French, for example, using ordinals for days of the month in English but only for the first day of each month in French (e.g. le premier mars; le 2 juin) * becoming aware of adjective agreement with masculine and feminine (and then plural) nouns, and noticing that the feminine adjective necessitates a change (e.g. une pomme verte), for example, using a pocket chart with colour-coded articles and nouns (to indicate gender), and ‘matching’ them with the appropriate masculine or feminine adjectives |

##### Sub-strand: Understanding the interrelationship of language and culture

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| reflect on how language, culture and identity are interconnected and discuss how French-speaking communities are similar to or different from others  VC2LF2U05 | * noticing their own use of words, expressions or behaviours that make them who they are, including words from different languages known to the class and ways of celebrating or talking that may not be familiar to other people * watching a short video and noticing formalities in French-speaking communities such as handshakes, la bise or standing up to greet a visitor to the classroom * reading a French children’s book about school and family life, and comparing aspects of Australian and French children’s lifestyles, such as school canteen meals or daily greetings between family members or friends * understanding that learning French involves ways of using language that may be unfamiliar (e.g. using merci when refusing an offer), and some ways of behaving and thinking that may be unfamiliar (e.g. the importance of food/meals in some families and regional traditions, different ways of expressing or describing feelings or relationships, and the more formal relationship between teacher and student) * noticing cultural meanings in expressions such as le goûter, la rentrée and la bise by making comparisons to their own context, for example, What do they consider to be le goûter compared to French children? |
| identify where French is used around the world and recognise that there are many different languages spoken in communities throughout Australia  VC2LF2U06 | * researching the countries where different languages are spoken and discussing why the world has many different languages * researching symbols and colours used by Aboriginal and Torres Strait Islander Peoples and by French-speaking communities in a range of contexts, for example, identifying the colours on a range of flags from different countries and communities in French, and discussing what the colours represent in English * noticing that many languages from different parts of the world are spoken in Australia and may be represented in their classroom, and creating a speech bubble that introduces them and the language(s) they speak * recognising that languages and communities have different protocols regarding the use of terms of respect, for example, there are ways of addressing Aboriginal and Torres Strait Islander Peoples using familial terms (e.g. ‘Uncle’ or ‘Aunty’) depending on the relationship, and comparing these terms with those in French and/or other languages * noticing how local names of streets, places and landmarks can have their origins in language(s) of Aboriginal and Torres Strait Islander Peoples, identifying the meanings of these place names, for example, ‘You Yangs’ comes from the Wadawurrung words Wurdi Youang, meaning ‘big hill’, and then discussing the names of French landforms that also denote physical characteristics, such as Mont Blanc * noticing that French is spoken in many different places in the world apart from mainland France, and using a globe or a printed/digital world map to highlight francophone countries or places (and imagining why French is spoken there) * showing examples of how gestures and body language are similar to or different in French to the language(s) they speak at home |

## Levels 3 and 4

### Band description

In Levels 3 and 4, French language learning builds on each student’s prior learning and experiences with language. Students communicate and work in collaboration with their peers and teachers through purposeful and creative play in structured activities that involve listening, speaking, reading, writing and viewing. They use French to interact with their peers and teachers and to participate in activities in familiar settings that reflect their interests and capabilities. They use local and digital resources to explore French-speaking communities. They continue to receive extensive support through modelling, scaffolding and repetition, as well as the use of targeted resources.

Students develop active listening skills and use gestures, words and modelled expressions, imitating the sounds, pronunciation and intonation of French. They locate information, and respond to and create texts using written and spoken French. They access authentic and purpose-developed French-language texts such as picture books, stories, songs, digital and animated games, timetables, recipes and advertisements. They recognise the interconnected nature of language, culture and identity.

### Achievement standard

By the end of Level 4, students use French to initiate structured interactions and share information related to the classroom and their personal worlds. They use modelled language to participate in spoken and written activities. 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 grammatical structures to create texts.

Students imitate the sound combinations and rhythms of spoken French. They demonstrate their understanding that French has non-verbal, spoken and written language conventions and rules to convey meaning. They recognise that some terms have cultural meanings. They identify patterns in French and make comparisons between French and English, using simple metalanguage. They understand how aspects of language and culture contribute to their own and others’ identity.

### Content descriptions and elaborations

#### Strand: Communicating Meaning in French

##### Sub-strand: Interacting in French

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| initiate exchanges and respond to modelled questions about themselves, others and the classroom environment, using formulaic expressions  VC2LF4C01 | * initiating and exchanging greetings, offering wishes for particular occasions, situations or times of day in formal and informal contexts (e.g. Bonjour, Madame Patou. Comment allez-vous ?; Salut, Nicole, ça va ? Pas mal, et toi ?; Bonne nuit, Papa !; Bonne fête !; À demain, Mademoiselle; À bientôt !; Joyeux anniversaire !; Bon courage !), for example, viewing images of a birthday party, and deciding which expression would be appropriate for the situation or role-playing an interaction in that scenario * using common responses to frequently asked questions or comments, imitating modelled intonation and stress patterns (e.g. Très bien; Voilà; Oui, bien sûr; D’accord; Hein; Bah … oui !) * responding to instructions, or asking for help or clarification, for example, Encore une fois; Montre-moi; Chantez plus fort; Regarde les photos; Écoutez/Écrivez/Tapez la phrase; Pardon/Excusez-moi Madame/Monsieur, je ne comprends pas; Répétez, s’il vous plaȋt; J’ai une question; J’ai besoin d’aide * practising responses to everyday questions, for example, selecting random questions written on icy pole sticks or generated by a digital program (e.g. Où habites-tu ?; Quel âge as-tu ?; As-tu un animal chez toi ?), and replying to them using a variety of answers * participating in a ‘Find someone who …’ activity, expressing likes and dislikes as members of the class ask a question, for example, J’aime le chocolat, mais je déteste le fromage; Il aime la classe de musique, mais il n’aime pas le cours de sciences * exchanging simple correspondence with peers, such as notes, invitations or birthday cards in print or digital form * using print or digital photographs, short videos or recordings to exchange and respond to information about themselves and their family, friends or interests, for example, J’ai deux sœurs et j’ai un frère; Je suis fils/fille unique; J’aime le sport, mais j’adore la musique !; Et toi, parle-moi de ta famille … * using cohesive devices (e.g. the conjunctions et, mais and ou) or interjections as fillers (e.g. ah bon; voilà; eh bien; alors) to enhance interactions when completing a role-play using modelled language |
| participate in activities that involve expressing interests and exchanging information, using a range of familiar phrases and modelled structures  VC2LF4C02 | * completing a ‘broken sentences’ activity, asking and answering questions relating to concepts such as time, place or number, including days of the week, months, dates and seasons, based on the information on their worksheet, and asking questions to fill any gaps, for example, 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 l’hiver. Il fait très froid. * responding to est-ce que questions and recognising the difference between oui/non questions and ou questions, for example, knowing to useoui or non in response to Est-ce que le ciel est bleu ?, and knowing to select between 2 choices in Est-ce qu’un chef travaille dans un restaurant ou dans un garage ? * introducing the French currency (Euros) to buy items (e.g. magazines, fruit, vegetables) at an imagined market or shop, for example, Ça coute combien ? C’est cinq euros.; Le vélo noir / La bicyclette noire, c’est combien ?; 1 kilo en plus, s’il vous plaȋt.; Vingt grammes de moins … * playing games that involve active listening, memory, information exchange and negotiating turns, for example, pige dans le lac (with vocabulary or image cards) or le jeu de sept familles, using language such as C’est à toi ? Oui, c’est à moi.; C’est ton/mon tour * praising each other (e.g. Pas mal !; Bon travail !; Super !; Excellent !; Bravo !) when working collaboratively with the class on tasks that require following instructions such as cooking or other step-based activities such as crafts or drawing tasks * designing a poster for a specific event or creating a picture book or word wall, and collaboratively sharing decisions about content, vocabulary and design, for example, Ceci ou cela ?; Qu’est-ce que tu préfères ?; Là ou là ?; Petit ou grand ? |

##### Sub-strand: Mediating meaning in and between languages

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| locate and respond to key information related to familiar content obtained from spoken, written, viewed and multimodal texts  VC2LF4C03 | * reading simple narratives, responding to images that evoke positive or negative emotions (e.g. affection, sadness, anger), and making connections with their own experiences by using stem statements, for example, Je suis fou/folle quand …; Je suis content(e) si …; J’ai peur de … * viewing a text that presents 2 distinct points of view on a familiar topic, listening for key arguments and generating a PMI chart or other similar mind map * writing simple notes, invitations and birthday cards, giving these to another student in the class, and then responding to their correspondence in print or digital form * viewing thought-provoking images and responding to prompts, for example, Je vois …; Je pense …; J’imagine … * collecting and using favourite exclamations, words or expressions from texts (e.g. Terrible !; Ça y est !; Pas vrai !; Quoi de neuf ?), and incorporating them into speech or thought bubbles in a comic strip * listening to short spoken texts with some unfamiliar language and identifying points of information, for example, the name and phone number left in a voicemail, the age of a child being interviewed, items on a shopping list, or information in a weather report from a French-speaking location * collecting information from print or digital sources about topics of interest, such as les animaux domestiques/sauvages, and creating a display with names and appropriate adjectives * responding to a story, song, cartoon, comic or simple narrative by retelling or re-enacting the main events, taking on the role of a character or matching pictures with descriptive statements * viewing short videos and extrapolating details, for example, watching the daily routine of a student and inferring the time (e.g. À sept heures et quart, elle mange son petit déjeuner) * locating information about activities in a French school (e.g. l’emploi du temps; la lecture; l’orthographe; le vocabulaire; les mathématiques), comparing this with their own daily schedule, and noting any differences and similarities |
| develop strategies to comprehend and produce French, adjusting language to convey meaning and/or intercultural understanding in familiar contexts  VC2LF4C04 | * learning to use a dictionary to find and understand unknown words in texts * building their vocabulary for describing actions or feelings by accessing multimodal resources and presenting information of interest, such as les fêtes d’anniversaires, les vacances and les copains * strengthening vocabulary knowledge by making connections with known words such as le marché, le supermarché and le marchand * 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 * collecting and using French words and expressions that do not translate easily into English, for example, Bon appétit !; Bon voyage; Voilà !; Chic ! * engaging with a familiar story, writing or acting out a plausible different ending, and using new words, expressions and gestures to convey the key messages of the story * practising inviting a partner to do something and refusing each other’s invitation politely, using formulaic and modelled expressions, for example, Je voudrais bien, mais …; Désolé(e); Malheureusement |

##### Sub-strand: Creating text in French

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| create and present spoken and written texts using formulaic expressions, simple phrases and sentences, and modelled textual conventions  VC2LF4C05 | * creating personal profiles using simple words and expressions selected from word banks and modelled statements, highlighting key characteristics and features, for example, Je suis australien et grec. Je suis sportif. J’ai les yeux bleus. Je suis grand. Je suis courageux. Je parle anglais et grec. J’ai beaucoup de cousins. * 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 * creating a class profile, chart or database about likes, dislikes and interests (e.g. les sports préférés, les plats de choix), using multimodal resources, checklists, surveys or question cues (e.g. Tu préfères le brie ou le camembert ?; Combien de …?; À quelle heure …?) * creating digital infographics or presentations to provide a combination of written and spoken information, for example, describing different jobs and including information about the workplace and tasks (e.g. Voici un médecin. Il travaille dans un hôpital. Il soigne les gens malades.) * describing the scene of a classroom or home using prepositional sentences, for example, La trousse verte est à côté du crayon jaune sur la table * using a map of France or a French-speaking country or region and props to record and present la météo, for example, À Paris, il fait chaud. À Nouméa, il pleut. Prends un parapluie aujourd’hui * giving a visual presentation with captions about their daily routine using formulaic reflexive verbs (e.g. Le lundi, je me lève à sept heures) * creating a simple instructional or procedural text, such as designing treasure hunts (e.g. Où se cache le trésor ?), or creating a recipe such as les crêpes by making a list of the ingredients and quantities (e.g. 200 grammes de farine, un verre de lait) and using imperative verb forms (e.g. ajoutez, mélangez, versez, servez) * creating short imaginative texts designed to amuse or entertain, for example, stories featuring imaginary creatures with names created out of 2 or more real animal names such as le chevaloon, le lapinat or les moutaches * recognising and using different text types (e.g. postcards, emails), styles of writing (e.g. informative, persuasive, imaginative) and the specific language conventions associated with them |

#### Strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| recognise sound combinations, and use patterns of pronunciation and intonation to form words, phrases and simple sentences  VC2LF4U01 | * creating an alphabet bank, collecting words that begin with each letter (e.g. l’hiver / l’homme / l’hôtel; mai / mardi / le mouchoir; le pain / Papa / le poisson) * understanding how changes in voice and body language can change the meaning of words, for example, Tu aimes les devoirs ? (simple question) vs. Tu aimes les devoirs ! (expressing surprise, disbelief); C’est mon petit frère. (statement) vs. C’est mon petit frère ! (pride); Tu peux commencer. (permission) vs. Commence ! (instruction) * recognising and practising the most common vowel sounds (e.g. ou in vous/jour; oi in toi/voiture; on in bonbon/mon; ai in aimer/j’ai; ain in train/demain and eau in château/beau), for example, repeating tongue twisters such as Si mon tonton tond ton tonton, ton tonton sera tondu * observing differences in the pronunciation of word endings shared with English such as -tion (e.g. attention, situation) and -ent (e.g. commencement, accident), for example, playing a pronunciation game where they place hands on hips for -ent endings and hands on head for -ion endings * recognising that some final consonants in French words are usually silent (e.g. le rat, le tapis, vert, chez) and some are usually pronounced (e.g. chic, actif), for example, listening to the teacher read a text aloud and underlining the silent letters * recognising that certain French letters, accented vowels and combinations of letters produce the same sound (e.g. é, ez and er; ç and s), creating a bank of rhyming words, and then as a class using those words to create a limerick or a rap * noticing that the letters k and w are rarely used in French and usually occur in loan words |
| recognise and use modelled language, formulaic phrases, simple grammatical structures and language conventions to convey meaning  VC2LF4U02 | * using an increasing range of adjectives (e.g. bizarre, magnifique, formidable) and additional gender forms and agreements (e.g. blanc/blanche; gros/grosse; le chat blanc; la souris blanche), for example, creating a superhero avatar and describing their qualities and/or their outfit * recognising word patterns and building word clusters (e.g. number knowledge from 60 to 100; ordinal numbers) * recognising the differences between definite and indefinite articles, and how to refer to a specific or non-specific person, animal, place or object (e.g. Tu manges la pomme; le climat français; J’achète un livre; une vache énorme), for example, writing sentences that contrast and illustrate both the definite and indefinite articles (e.g. Il y a une gomme blanche sur un pupitre noir / La gomme blanche est sur le pupitre noir) * recognising and beginning to use common verb conjugations such as regular -er verbs, for example, using the correct conjugation in cloze exercises such as Elle chante (sings), or by matching pronoun to verb in digital apps and using the click-and-drag option to move the conjugated verb to the correct pronoun * expressing negation in simple sentence structures and colloquial expressions (e.g. Je ne sais pas; Elle ne mange pas; Tu ne viens pas ?; Pas du tout !), understanding that the ne and pas ‘sandwich’ the verb, and practising this negative formation by transforming positive sentences into negative sentences, for example, transforming Je lave la voiture to Je ne lave pas la voiture on mini-whiteboards * using prepositions to indicate direction or location (e.g. à gauche, à droite, à côté de), for example, giving instructions to a partner to draw furniture on a bedroom template (e.g. Il y a une lampe sur la commode) * observing the relationship between subject pronouns (e.g. je/tu/il/elle) and the present tense endings of verbs associated with familiar actions and environments, for example, Il chante bien; Je suis fatigué; Tu aimes le yaourt; Elle est en classe * using modelled common irregular verbs (e.g. être, avoir, aller, faire), for example, Je suis intelligent(e); Tu as quel âge ?; Comment allez-vous ?; Il va à la plage; Je fais le petit déjeuner, and choosing between them in cloze exercises such as Il \_\_\_\_ un gâteau. (est, fait, va) * developing an awareness of verb tenses and reflexive verbs with modelled support, for example, J’ai fini !; Je me lève; Je me brosse les dents * using some adverbs to elaborate on simple statements, for example, Elle mange lentement; Je chante doucement; Il parle très vite |
| recognise and compare familiar French language structures and features with those of English and/or other languages, using simple metalanguage  VC2LF4U03 | * discovering French words used in English (e.g. restaurant, café, chauffeur, ballet, croissant) and English words used by French speakers (e.g. le coach, le blog, l’internet, le football, le burger, le sandwich, le denim), comparing how they are pronounced differently by looking at a collection of English words used in French, and then competing with a partner to be the first person to point out the word the teacher says * understanding that French has close connections to other languages that have shared histories and many similar words, for example, ‘bank’ (English), la banque (French), la banca (Italian) and el banco (Spanish); ‘art’ (English), l’art (French), l’arte (Italian) and el arte (Spanish) * identifying and comparing keywords in French and English versions of favourite stories such as ‘La chenille qui fait des trous' or ‘La Vieille Dame qui avala une mouche’, and considering the rhythms and vocal effects in each version * noticing and applying features of familiar types of texts (e.g. greetings, requests, weather reports, postcards, recipes); recognising how different textual elements combine to make meaning (e.g. the images, font and script of a webpage; the layout, title and illustrations in a picture book; the highlighting of names, dates and times in an invitation); and creating visual displays to exhibit in the classroom, which present the text types taken from real examples in French magazines, websites, children’s books or newspapers * recognising features of a simple spoken or written text in French (e.g. a verbal greeting or a written message), for example, noting terms of address and ways of signing off, and comparing them with similar texts in English * investigating examples of shortened noun forms in colloquial French (e.g. le resto, le frigo, le foot, le prof) from websites, guessing their meaning and comparing them with abbreviations in Australian English (e.g. brekkie, arvo) * comparing parts of a sentence using metalanguage (e.g. noun, verb, adverb, adjective) to describe words, and noticing the word order and patterns, for example, the suffix -ment is usually used in adverbs and those adverbs usually follow the verb, which is similar to -ly adverbs in English |

##### Sub-strand: Understanding the interrelationship of language and culture

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| identify connections between personal identity, language and aspects of culture  VC2LF4U04 | * discovering and exploring print or digital maps of Australia to identify historical names or places with a French connection, such as Recherche Bay in Tasmania, Esperance in Western Australia, and La Perouse in New South Wales * recognising that there are many different variations of French spoken in different cultural contexts in countries and regions of the world such as le Québec, le Sénégal, le Maroc, la Suisse, la Réunion and la Nouvelle-Calédonie, involving different accents and vocabulary (e.g. un pain au chocolat is une chocolatine in the south of France), by viewing videos of speakers from these places and discussing their observations of the different accents with their peers * identifying elements of the French language that feel most similar to or different from their own language (e.g. pronunciation of some sounds, gestures such as la bise, facial expressions), and describing what they are confident in, what they feel unsure of and what they most enjoy * creating a ‘language portrait’ of themselves through the use of a whole-body silhouette, where students represent their personal experiences of language and culture by adding colours, shapes and words within and around the outline * noticing how they communicate with each other, their families and their teachers, understanding that language carries information about the people who use it, and that common expressions often reflect cultural values, for example, that French terms of affection for children often relate to food or animals (e.g. mon petit chou, mon lapin, ma puce) * becoming aware of the variety of ways in which people can be addressed, including making the feminine form more visible (Salut à toutes et tous) and using non-gendered alternatives (Bonjour tout le monde; Bienvenue !) * creating an Acknowledgement of Country in French and addressing what elements should be included and why * identifying ways in which French language and culture (e.g. cuisine, fashion) influence life in Australia, for example, by participating in an online scavenger hunt to find French restaurants, clothing shops, cars, pets or technology that are available in their local area * viewing a map that shows Aboriginal and Torres Strait Islander languages, noticing how many languages are represented in Victoria, and then learning about the diversity of languages that students in the classroom have a connection to * identifying the Aboriginal or Torres Strait Islander Country or Place on which they live and incorporating this into their self-introduction in French |

## Levels 5 and 6

### Band description

In Levels 5 and 6, French language learning builds on each student’s prior learning and experiences with language. Students communicate and work in collaboration with their peers and teachers in purposeful, creative and structured activities that involve listening, speaking, reading, writing and viewing. They interact in French to exchange information and ideas within their school and local environment, and engage with French-speaking communities. They work independently and in groups, with ongoing support from modelling and from digital and print resources.

Students engage with a range of spoken, written, viewed and multimodal texts that may include stories, posters, images, notes, invitations, video clips and procedural texts. They identify language structures and features of French, and use simple metalanguage to reflect on their understanding. They recognise that some words and expressions are not easily translated, and reflect on how diverse cultural practices, behaviours and values influence communication and identity.

### Achievement standard

By the end of Level 6, students initiate and use strategies to maintain interactions in French that are related to their immediate environment. They use appropriate sound combinations, intonation and rhythm in spoken texts. They collaborate in spoken and written activities to share information, preferences and ideas. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in French or English, adjusting their responses to context, purpose and audience.

Students use modelled structures when creating and responding in French. They create texts, selecting and using a variety of vocabulary and sentence structures to suit different contexts. They use conventions appropriate to text type. They apply rules for pronunciation and intonation in spoken language, and apply conventions of spelling and punctuation in written language. They compare language structures and features in French and English, using familiar metalanguage. They show understanding of how language and culture are interconnected and consider how this is reflected in their own language(s), culture(s) and identity.

### Content descriptions and elaborations

#### Strand: Communicating Meaning in French

##### Sub-strand: Interacting in French

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
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| initiate and sustain modelled exchanges in familiar contexts related to their personal worlds and school environment  VC2LF6C01 | * communicating with their teacher and other students regarding activities, for example, Tu as fini ?/ C’est fini ? Fini !; Tu comprends ? / Tu comprends, toi ? Madame/Monsieur, je ne comprends pas. Pas encore, bientôt * using communication strategies such as active listening skills and turn-taking cues to support the exchange of ideas and information, for example, supporting a conversation using Ah oui ?; C’est vrai ?; C’est intéressant; Dis-moi …; Pardon !; Mon pauvre !; Désolé(e) ! * participating in dialogues using modelled language, exchanging personal information and opinions with other students, for example, Excuse-moi, Sophie, mais … à mon avis; Selon moi …; Je pense que …; Bien sûr / D’accord; Au contraire …; Et toi, que penses-tu ? * sharing information about routines, interests and favourite activities by creating diary entries, an agenda or online calendar using language associated with time, sequence and location, for example, J’arrive à l’école à 8h30; Le samedi, je fais du cheval; Le soir, je fais mes devoirs et je joue aux jeux vidéos, après je me brosse les dents * exchanging information about friends or family members by sharing a real or digital photobook with the class using simple descriptive and expressive language, for example, C’est mon frère, il est sympa ! C’est ma tante Lilianne, je l’adore ! C’est mon grand-père, il est très vieux * participating in a ‘Find someone who …’ activity, for example, a ‘speed dating circle’ to exchange personal information such as likes/dislikes, leisure or sporting activities, and favourite foods, TV series or video games * practising expressing concern, sympathy, apologies or gratitude to friends and family members using a bingo board with the relevant expressions recorded, and crossing off each expression as they use it appropriately in the classroom, for example, Fais bien attention !; Mon pauvre ami; Pardon, excuse-moi. Je suis désolé(e); Merci pour le merveilleux cadeau; Merci à vous tous pour la fête surprise * presenting information about their local area or school environment as a video blog, such as a virtual school tour, and accompanying spoken texts with appropriate gestures, facial expressions, body language and formulaic expressions that are culturally based, for example, *Dans* mon quartier … il y a un court de tennis, de grands parcs …; En Australie les écoles ont des espaces verts * creating and participating in role-plays that replicate everyday situations such as purchasing pastries in a bakery, requesting information about train or bus schedules, or asking directions for a place in town * exchanging print or digital greeting cards for significant occasions such as anniversaries, or responding to an email from a new penfriend in a French-speaking country |
| participate in activities that involve discussion with others, using language that expresses information, preferences and ideas  VC2LF6C02 | * organising displays, presentations or performances for family, friends or the school community to showcase their progress in learning and using French * allocating roles and organising class or school activities (e.g. appeal or fundraiser), and creating timelines, schedules or programs * inventing a questionnaire to create a spotlight or profile of a fellow student or teacher and then recording the interview as a video or a written article for the school newspaper or website * negotiating tasks and shared activities, working out preferences, for example, Tu préfères lire ou écrire ? Moi, je préfère travailler sur l’ordinateur.; C’est juste ? Montre-moi ! Comme ça ?; Moi, je fais ça et toi, tu prépares ça * discussing and planning collaboratively with peers to promote a French cultural day to the school community, parents and friends by, for example, making a print or digital poster/brochure or using the school website to post a video * planning and organising activities (e.g. outings, performances), using expressions related to place, time and numbers, for example, Quelle date ?; Où ?; Quand ?; À quelle heure ?; Combien de …? * budgeting for imagined shopping expeditions, consulting online catalogues and websites, comparing prices and values, and discussing intended purchases, for example, Je vais acheter …; J’espère trouver …; Qu’est-ce que tu cherches ? * consulting each other when completing individual or group activities, for example, indicating understanding or asking for help using comments such as Oui, je comprends.; Non, je ne comprends pas. C’est trop compliqué !; C’est difficile !; Montre-moi …; or asking C’est quoi ça ?; C’est juste ?; Comme ça ?; Comment ça s’écrit ? |

##### Sub-strand: Mediating meaning in and between languages

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
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| locate information and ideas in a range of spoken, written, viewed and multimodal texts, and respond in different ways to suit purpose  VC2LF6C03 | * identifying the purpose, context and audience of a range of familiar texts (e.g. phone messages, sports reports and takeaway food orders), recognising differences between spoken and written texts, and noting that some texts (e.g. emails, text messages) combine elements of both * viewing an image, completing a think-wonder-learn chart using information from the image, and then discussing their notes with a partner, for example, students eating lunch in a cafeteria at a French school * drawing from a range of informative texts (e.g. videos, books, magazines, advertisements, websites) to collect and compare information on topics (e.g. family life, housing, schooling) in different cultural contexts, such as la campagne, les villes, les appartements and en francophonie * viewing different types of texts (debates, documentaries, short animated films, news stories) and then using graphic organisers to process the content, main ideas and/or characters that were shown * accessing information about important French celebrations and festivities by extracting points of information from sources such as websites, books and magazines, and providing a summary of the key messages of the texts * writing a critique of an artwork, having learned about the artist’s life and influences and the era in which the work was created, for example, watching a documentary about the life of Monet, reading articles about impressionism and examining a collection of his works such as Les Meules * recognising and describing key features of familiar texts (e.g. advertisements, reports, letters) from sources such as Astrapi, Le Petit Quotidien and Images Doc, and comparing them with similar texts from Australian sources * engaging with spoken, written and viewed texts about the school routine, leisure time and/or lifestyle of young people in France or French-speaking communities around the world, and presenting the findings in a multimodal presentation * conducting surveys with their peers and family members to report on social behaviours and preferred modes of communication (e.g. le téléphone, le courriel, les conversations face à face, les textos) * watching different types of imaginative texts (e.g. puppet shows, animated stories, films) and then interviewing members of the class about the characters, events, sets and costumes, using modelled language to express ideas and reactions, for example, Il est comment ? Il est fou !; Pourquoi elle porte un panier ? Parce que sa mamie est malade |
| apply strategies to interpret and convey meaning and/or intercultural understanding in French in familiar non-verbal, spoken and written contexts  VC2LF6C04 | * interpreting and explaining the meaning of words and expressions associated with celebrations in French-speaking regions of the world, such as le poisson d’avril, la bûche de Noël, la Toussaint and la Fête de la Musique * 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 * viewing francophone movies, TV series or film clips and using subtitles to interpret meaning, for example, using French subtitles to make connections between the written word and pronunciation, or English subtitles to facilitate understanding between French expressions and the English equivalent * creating a word bank or glossary for French words and expressions that do not easily translate into English, such as Quelle porcherie ! and C’est la pagaille ta chambre ! * 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 or signs in public places * creating French versions of Australian school signs and notices, considering why some words or expressions (e.g. swimming pool, sports oval, canteen, library, office) require a freer translation than others |

##### Sub-strand: Creating text in French

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
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| create and present spoken and written texts, using a variety of vocabulary, modelled sentence structures and conventions appropriate to text type  VC2LF6C05 | * using photo stills from a football match or the Tour de France to write and record some commentary about what is taking place, for example, Il donne un coup de pied au ballon. Aïe ! Il tombe ! Ça fait mal ! * introducing, adapting and illustrating new elements or alternative versions of familiar stories, traditional tales and songs, for example, the character Nicolas in the series Le Petit Nicolas or a different ending to ‘Les Trois Petits Cochons’ * 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 * creating a poster or infographic using il faut + infinitive to advocate for environmentally friendly actions and create awareness of global issues * compiling lists of informal French and English expressions for everyday interactions with friends and family, for example, À tout à l’heure (See you later); Génial (Cool); Salut, ça va ?/! (Hi, how are you?/ Hi, things are OK!); Amuse-toi bien (Have fun); Bisous (Kiss/Love) at the end of an informal letter * creating a postcard or travel blog written in present tense about an imaginary holiday to a different country, and including mode of transport, accommodation, length of stay, weather, leisure activities and cultural sites or writing the script for a fashion show to share with others, for example, Je vous présente Émilie. Elle porte une belle jupe bleue. Très chic, alors ! * creating texts that reflect the use of colloquial or abbreviated language by young people in informal, written and technologically mediated contexts (e.g. G for j’ai; pa for pas in text messages), and the use of loan words (e.g. ciao, cool, super), hybrid terms (e.g. Allez-bye !) and verb contractions (e.g. Chais pas for Je ne sais pas) in informal spoken language * giving, following and planning directions (e.g. À gauche !; Tout droit !; Prends la première rue), for example, listening to instructions and driving a toy car along the streets on a map, demonstrating understanding of a range of prepositions (e.g. à gauche, à droite,à côté de) to indicate direction or location, and then creating a script of directions for an interactive GPS experience (e.g. TomTom, Siri), for example, Siri, où est la gendarmerie ? À cent mètres, tournez à droite.; Siri, je veux aller au cinéma.; Siri, est-ce qu'il y a une toilette près d’ici ? * composing a spoken, written or multimodal text for a virtual tour of the ideal French village or dream home using words such as devant, à côté de, à 500 mètres and trois étages; or making a list for the ingredients and quantities for a simple recipe such as crêpes(e.g. 200 grammes de farine, un verre de lait), using the imperative verb forms ajoutez, mélangez, versez and servez for the recipe * using digital tools (e.g. word processing software) to create information for a known contact group of French-speaking students, curating information about their own interests and experiences (e.g. les vacances, les amis, les sports, les médias), and using resources such as audio, video or graphics to highlight elements that may be unfamiliar to French students |

#### Strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
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| apply combinations of sounds, syllables, pronunciation and intonation patterns to develop fluency in words, phrases and sentences  VC2LF6U01 | * recognising how pitch, stress and rhythm help to convey meaning even if individual words are unfamiliar, for example, J’ai eu très, très peur !; d-o-u-c-e-m-e-n-t * recognising words involving 2 or more distinct vowel sounds (e.g. la voiture, important, le pompier, l’aspirateur, la ceinture) and playing vowel sound ‘bingo’ to practise recognising the different vowel sounds * using exclamations to indicate agreement, disagreement, intention or understanding (e.g. D’accord !; Mais non !; Bien sûr !; Voilà !), for example, calling out the expressions in the classroom as the teacher makes statements about various leisure activities * distinguishing between similar vowel combinations such as u and ou*,* understanding that u is pronounced with protruding, tightly pursed lips (e.g. pull/poule, rue/roue) by playing minimal pairs ‘bingo’ or the ‘odd one out’ listening activity * applying phonic and grammatical knowledge to spelling and writing unfamiliar words, for example, applying letter combinations for word endings such as -eau, -eur or -ette by referring to words they already know, for example, chaleur has the same ending as fleur, and recettehas the same ending as bicyclette * reciting poems that exemplify a certain vowel pronunciation or grapheme, such as ‘Le soleil aime la terre’, and practising the word endings of -ille, -eil and -elle * developing intonation and fluency of set phrases in a shadow speaking activity, for example, listening and then speaking along to a recording of a native speaker, gradually reducing the sound until only their own voices can be heard, such as Si on allait au cinéma demain soir vers neuf heures ? * understanding that l’accent aigu on an e (é) at the end of a word changes the pronunciation (e.g. compare je passe / le passé; je souffle / le soufflé) for example, playing a game of mâcher la moustique and using fly swatters to hit the word said by the teacher on a grid * understanding that other diacritic marks also change the sound of a letter, for example, la cédille on a c (ç) softens the c sound to an s sound in words (e.g. le garçon, la façon, le français) * recognising and using liaisons such as les‿élèves, les petits enfants or Joyeux anniversaire when appropriate, for example, by underlining them in a short text or paragraph and then reading them aloud |
| recognise and use a range of modelled grammatical structures to respond to and create simple texts using conventions appropriate to text type  VC2LF6U02 | * beginning to use all forms of the present tense of regular -er, -ir and -re verbs and of high-frequency irregular verbs such as avoir, être, aller and faire * playing games such as ‘matching pairs’ to reinforce grammatical rules, for example, matching nouns and subject pronouns (e.g. Jean travaille / Il travaille; Marianne aime le fromage / Elle aime le fromage); pairing the subject with a conjugated verb (e.g. Nous parlons; Tu manges; Il finit) * using a range of nouns, including more unusual plural forms (e.g. les bureaux, les choux-fleurs, mes grands-parents), as well as more complex adjectives (e.g. beau/belle/beaux/belles) and possessive forms (e.g. mon/ma/mes; ton/ta/tes; son/sa/ses) * using possessive forms (e.g. mon/ma/mes; ton/ta/tes*;* son/sa/ses), for example, when completing a family logic puzzle such as La sœur de ta mère est \_\_\_\_ (ta tante) * using an increasing range of noun–adjective agreements with support, including adjectives of beauty, age, goodness, size (BAGS), which come before the noun, for example, Elle porte une belle jupe violette, when describing the outfits of favourite celebrities * formulating questions using Est-ce que …, the inverted form of the verb or changed intonation (e.g. Est-ce que tu as un chien ? / As-tu un chien ? / Tu as un chien ?), and changing simple statements into questions (e.g. Jean aime les fraises ?) * understanding and using negative constructions such as Tu ne viens pas ce soir ?, including recognition of the use of de after a negative verb form (e.g. Je n’ai pas de photos; Je ne mange jamais de choux de Bruxelles), and practising the negative construction by doing a ‘spot the error’ exercise and writing the corrections of grammatically incorrect sentences on whiteboards * using their knowledge of suffixes and prefixes to assist comprehension of texts (e.g. agréable, désagréable, venir, revenir, cuisine, cuisinier, trembler, tremblement) * developing a range of adverbs to elaborate or accentuate meaning using sentence builder charts, for example, Il parle si doucement; Moi j’écoute attentivement * becoming familiar with and using, with support, the present perfect tense (le passé composé) in limited conditions, for example, with the use of -er verbs, J’ai mangé trois biscuits; Elle a dormi sous les étoiles * recognising that the imperfect tense (l’imparfait) denotes the past when encountered in familiar expressions and scaffolded language contexts, for example, Il était une fois …; C’était …; Il faisait chaud; Il avait 60 ans, using the indicative plus the infinitive (e.g. J’aime jouer au tennis; Il sait conduire) and the near future tense (e.g. Je vais partir) |
| compare French language structures and features with those of English and/or other languages, using familiar metalanguage  VC2LF6U03 | * comparing verb conjugations in English, French and other known languages and identifying patterns in conjugation, for example, understanding that regular verbs in English with a third-person singular subject pronoun (he/she/it) end with an ‘s’; but French verb endings (e.g. -er verbs) follow a pattern and change according to the subject pronoun, for example, j’écoute; tu écoutes; il/elle/on écoute; nous écoutons; vous écoutez; ils/elles écoutent * recognising false friends (les faux amis) and how they can lead to difficulty when learning French, such as coin (corner), journée (day), actuellement (currently), joli (pretty), pain (bread) and bras (arm), using modals plus the infinitive (e.g. J’aime jouer au tennis; Il peut conduire) and the near future tense (e.g. Je vais partir) * talking about grammar, using metalanguage such as ‘tenses’ and ‘personal pronouns’, identifying language elements, and talking about how they are used * using metalanguage to discuss the features of familiar texts, for example, a shopping list serves as a reminder, a role-play at a market involves interaction and negotiation, and an email or text message to a friend involves interaction and an exchange of information * providing feedback to support their peers using metalanguage, for example, editing each other’s written or spoken texts and work samples and justifying their reasons * understanding that some words originate from Aboriginal languages from different areas around Australia, for example, le koala (koala) from the Dharug word gula, meaning ‘no water’, or le kangourou (kangaroo) from the Guugu Yimidhirr word gangurru, and comparing these words to English and/or other languages and discussing their historical context |

##### Sub-strand: Understanding the interrelationship of language and culture

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
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| recognise that language reflects cultural practices, values and identity, and that this has an impact on verbal and non-verbal communication  VC2LF6U04 | * exploring the idea of generalisations 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 * thinking about how family and community impact on identity and communication (e.g. using more than one language, celebrating or expressing feelings in various ways) * explaining Australian English vocabulary, expressions and practices (e.g. the bush, fair go, she’ll be right) to speakers of French and other languages * examining the artworks of artists from French-speaking communities, historically or contemporarily, and discussing the influences of the society and culture on their work * exploring examples of traditional and contemporary images or texts in print and online, and discussing how identity and gender are represented in the language * discussing traditional methods that French speakers use to preserve language and culture; comparing these with examples of cultural artefacts such as dance, songs, artwork, artefacts or traditions, from a range of different cultures; and identifying how they strengthen connections to values and identity, for example, discussing the significance of a possum-skin coat for some Aboriginal Peoples and sharing similarities and differences between cultural artefacts in other languages and cultures represented in the classroom * exploring the lifestyles of people in francophone countries through movies, film clips or music videos, and considering the influence of French on their cultural practices, such as food and celebrations, for example, by creating a brochure or social media post about a particular country and including a glossary of vernacular words * using models such as the Oops & Ohlala series, which involve one English-speaking and one French-speaking character, and reflecting on instances of possible intercultural miscommunication * noticing how children from French-speaking communities around the world use different words and expressions, and considering why such variations exist, for example, tchop for manger, chamboul for la chambre, and n’damba for le football in Cameroon; le chum/tchomme for le copain, and l’avant-midi for le matin in Quebec |

## Levels 7 and 8

### Band description

In Levels 7 and 8, French language learning builds on each student’s prior learning and experiences. Students use French to interact and collaborate, in person or virtually, within and beyond the classroom. They listen, speak, read, write and view to exchange information, ideas and opinions about their world. They work independently and in groups, and continue to receive feedback and support from their peers and teachers.

Students access a range of spoken, written, viewed and multimodal texts from a variety of authentic sources, which may include audio and video clips, magazines, advertisements, images, stories and articles. They use their knowledge of metalanguage in an increasing range of contexts to reflect on similarities and differences between French, English and/or other language structures and features. They recognise that language choices reflect cultural values, beliefs and identity.

### Achievement standard

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

Students apply the conventions of spoken French and continue to enhance their fluency. They demonstrate understanding that spoken, written, viewed and multimodal texts use different conventions, structures and features to convey meaning. They comment on structures and features of French text, using some metalanguage. They reflect on how the French language, culture and identity are interconnected, and compare this with their own language(s), culture(s) and identity.

### Content descriptions and elaborations

#### Strand: Communicating Meaning in French

##### Sub-strand: Interacting in French

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| initiate and sustain exchanges in familiar and some unfamiliar contexts related to their experiences, feelings and views, adjusting their language in response to others  VC2LF8C01 | * using the appropriate register when exchanging greetings, and using a wider range of expressions in spoken and written interactions, for example, 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 ! * making and responding to requests or commands and asking for permission or clarification, for example, Est-ce que je peux / Puis-je aller aux toilettes ?; Choisissez la forme négative !; Copiez !; Répondez aux questions !; Cliquez sur l’image du / de l’ / de la/ des … * viewing photographs or images and brainstorming useful descriptive and expressive language to talk about familiar topics, for example, Je suis fils unique, et toi ? * using connectives, and simple and compound sentences to structure arguments, and to explain or justify a position, for example, D’abord … et puis … et après; ensuite …; en plus …; finalement …; Ce qui est intéressant c’est que …; Ce que je trouve … * participating in role-plays to share their experiences and feelings about familiar topics, for example, Mes frères m’énervent parce que …; C’est bien/dur d’être ado car …; Ce que je déteste / j’adore, c’est la musique / l’informatique / les maths; S’il faut redoubler … * inviting, accepting or declining invitations in spoken or written exchanges, for example, Tu es libre samedi prochain ? Tu veux aller au / à la / aux / à l’ …? Je t’invite. Je suis ravi(e) de t’inviter … Je ne suis pas libre. C’est possible dimanche ? |
| use language to negotiate and problem-solve collaboratively to plan projects and events  VC2LF8C02 | * collaborating to create designs such as an ideal school or leisure centre and negotiating over different elements and priorities, for example, Moi, je voudrais une salle média immense. Ah non, moi, je préfère un grand parc * organising class events such as *un* vide-grenier / marché aux puces, preparing labels and prices, and using transactional language, for example, C’est combien ? Un très bon prix, vente flash ! Non, c’est trop cher.; Un échange ? * issuing, accepting and declining invitations, adjusting their language to suit formal or informal contexts, for example, Es-tu libre samedi prochain ? Je t’invite. Je ne suis pas libre – c’est possible dimanche ?; J’ai le grand plaisir de vous inviter … * organising social or sports events and planning the location, date and time, for example, Rendez-vous au Stade Central à midi; à 19 h chez ma cousine; N’oublie pas ton sac de couchage; Nous allons partir à sept heures * making arrangements (e.g. lists, phone calls, letters, emails) to cater for events such as celebrations or outings, and estimating quantities, numbers and prices, for example, Ça coûte combien ? * discussing and planning promotional materials for a real or imagined excursion, exhibition, festival or performance celebrating French language and culture, and proposing and justifying their ideas, for example, Selon moi, …; Je suis d’accord. Et toi, tu es d’accord ?; Et vous ? * asking, giving and following directions to real or virtual locations, using electronic information devices, apps, street maps or directories, for example, Continuez jusqu’à …; Prenez le métro jusqu’au Musée du Louvre; Prenez la troisième rue à gauche; En face de … |

##### Sub-strand: Mediating meaning in and between languages

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
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| interpret information, ideas and opinions in a range of spoken, written, viewed and multimodal texts, and respond appropriately to context, purpose and audience  VC2LF8C03 | * using a range of sources such as text, videos or audio files to access and collate information (e.g. la musique, la télévision, les sports, l’environnement), and classifying the findings to present them either orally or in written form * listening to or viewing informative texts such as television news reports or feature articles, and noting the keywords, terminology or key information to reuse in their own newsflash, photo story or roman-photo, for example, en direct; les dernières nouvelles; l’information continue; la météo * researching the similarities and differences between teen lifestyles in French-speaking countries and presenting the findings * viewing/gathering information from French online sources to inform their understanding of similarities and differences of teen lifestyles in French-speaking countries, and then presenting the findings * viewing or listening to texts, such as songs, comics, cartoons, films and video clips, and responding to questions about characters, events and ideas * comparing information about French music, movies and sporting events, and then sharing the results, for example, La chanson numéro 1 en France est …, mais en Australie, c’est … * creating a survey to collect information from members of their class or other French speakers and presenting information to the class * collecting memes and cartoons from social media that illustrate cultural elements of humour that can lead to misunderstandings, and then providing an explanation using modelled expressions * viewing an advertisement on a familiar topic; identifying the context, purpose and audience; brainstorming the vocabulary needed to discuss the image; and then writing a text using information from the advertisement, for example, viewing a travel advertisement and then writing a journal entry about their holiday in that location * discussing the ways words can be misinterpreted, for example, the naming of the Barwon River in English (Wadawurrung word Parwan for ‘magpie’), or the Yarra River (Wurundjeri term Yarro Yarro, meaning ‘it flows’), and identifying false friends or commonly misunderstood terms and phrases in French that can cause miscommunication |
| apply strategies to comprehend and produce non-verbal, spoken and written language to convey meaning and intercultural understanding in familiar and some unfamiliar contexts  VC2LF8C04 | * brainstorming useful strategies to use when listening to audio texts, such as listening for keywords or using a guided note-taking sheet to identify different types of language in authentic French texts (e.g. French podcasts, radio, television shows and advertisements), and producing a written or verbal response * identifying text-type features and language conventions in written texts using language conventions such as paragraphing to help identify the main points discussed in a written text and replicate this style in their own writing * applying reading strategies when reading texts, for example, identifying keywords in a sentence to interpret meaning, or identifying keywords to look up in a dictionary to help establish the meaning quickly * consolidating and using dictionary skills to locate vocabulary and improve grammatical accuracy when creating texts, for example, using the verb tables and grammar sections in a bilingual dictionary * showing their knowledge of key expressions that do not directly translate from English into French, and finding their French equivalent based on the meaning that the expression wishes to convey * analysing translations of familiar texts such as children’s stories or advertisements, and identifying the effectiveness of the translations (literal translation, non-translation, adapted translation) * interpreting signs, texts messages, advertisements in French, and identifying phrases and expressions that do not translate literally (e.g. à tout à l’heure, pas de quoi, courage), recognising similar English expressions and considering possible consequences of the lack of equivalence in terms of intercultural communication * creating a glossary of examples of faux amis (e.g. assister à, demander, un médecin, extra, sympathique), for example, glossing the terms and commenting on misinterpretations in English * interpreting idioms in French and English, such as il pleut des cordes (it’s raining cats and dogs) and un château en Espagne (pipe dreams), for example, translating the idiom with an online translation tool and matching it up with the intended meaning from a provided list, and comparing the differences * understanding a text and conveying the information in a different format for a different audience, for example, reading a menu and discussing the order with the waiter and asking to exclude some ingredients; seeing a poster for a gym and writing an email to a friend to suggest working there; looking at a cinema program with siblings and negotiating what to see |

##### Sub-strand: Creating text in French

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| create and present spoken and written texts, sequencing information and ideas, selecting vocabulary, expressions and grammatical structures appropriate to text type and context  VC2LF8C05 | * using appropriate digital tools to create and present an informative oral or written history of a significant older French-speaking person in their family or community * writing an informative email to a real or imagined penfriend describing their personal worlds (e.g. family/house/school) and including relevant text-type conventions; or creating tourist brochures for young Australian travellers to French-speaking countries (e.g. Visitez le Vanuatu !; Bienvenue au Canada / en Belgique !), and supplying useful keywords, phrases and cultural protocols to assist travellers, for example, Encore une fois, s’il vous plaȋt.; Je vais prendre ceci, ça coûte combien ?; Où sont les toilettes ?; Je vous remercie, Madame.; Je vous en prie, Madame * composing a script for a role-play or short film with subtitles, depicting an aspect of contemporary teenage life from a French or Australian perspective * creating menus or programs for French-themed events, including footnotes in English to explain key terms or items (e.g. le plat du jour; service compris; l’entracte; la mise en scène) * describing past and present events, and considering that French and English express concepts across time in different ways, for example, giving a presentation or writing a blog post comparing the typical family holiday and an unusual family holiday * writing a blog post for learners of French in English-speaking communities around the world, making choices about when to use French or English depending on the context, topic and nature of the interaction * applying the main features of familiar text types in French when writing a letter or an email to a friend, a narrative about an imagined event or an article for a newsletter in French * producing an informative text introducing an aspect of their immediate environment or personal worlds, for example, creating a tour of their school, a guide to their favourite place, an explanation of Aboriginal and Torres Strait Islander place names, or a history of their town |

#### Strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| apply conventions of spoken French to enhance fluency, and to respond to and create texts in familiar and some unfamiliar contexts  VC2LF8U01 | * identifying and explaining the different levels of formality in both spoken and written language (e.g. on/nous; Je peux pas / Je ne peux pas.; eh ben / eh bien; ouais/oui; Qu’est-ce que je vais me mettre sur le dos ? / Comment vais-je m’habiller ?), and then creating a list of the language used in a person’s interactions at various places during their day, at home with family, at school or buying something at the shops, creating a table of different word forms to show changes of the stem word (e.g. noun: la pluie; verb: il pleut; adjective: pluvieux), using vocabulary based on familiar topics * applying phonic knowledge and grammatical knowledge to spelling and writing unfamiliar words, for example, using letter combinations such as -eau, -eur or -ette, and words involving 2 or more distinct vowel sounds (e.g. le bateau, l’aspirateur, la baguette), practising identifying the sounds when playing ‘bingo’, and then moving to saying the sounds, words and sentences containing the letter combinations * practising French syllable emphasis on words that are the same in English and French (e.g. imagination), for example, saying the English with a French accent to help identify the change in syllable emphasis, and then applying this syllable emphasis to phrases they have learnt in French |
| apply understanding of grammatical structures to respond to and create a range of texts using conventions appropriate to audience and text type  VC2LF8U02 | * extending their knowledge of negative constructions such as ne … plus, ne … rien, ne … jamais and ne … que, by collecting question cards, and then moving around the room and asking other students a question, who must then answer using a negative construction * understanding and using infinitive verb forms, for example, recognising conjugated verbs; identifying the infinitive form and looking up the meaning in the dictionary; using dictionary skills to look up the meaning of phrasal verbs (e.g. avoir besoin de faire …; commencer à faire …) * using the present perfect (le passé composé) and the near future (le futur proche) in spoken and written French, for example, writing a journal entry while on holiday describing what they have done and what they are going to do; playing the ‘I went shopping and I bought’ memory game, using the present perfect to list items others have bought them and the near future to say what they are going to buy * consolidating their conjugation skills of regular verbs in the present tense (le présent) and the present perfect (le passé composé) and of high-frequency irregular verbs (e.g. avoir, être, aller, faire, venir, pouvoir, vouloir, mettre, devoir), using online games or the ‘fly swatter’ game * recognising and using avoir expressions appropriately (e.g. avoir soif; avoir sommeil; avoir peur) in modelled phrases, and using them appropriately when reading and creating texts * understanding the form and use of reflexive verbs (e.g. Il se lève très tard; Nous nous promenons chaque soir; Je veux m’asseoir à côté de toi), for example, writing the reflexive verbs around the image of a mirror and remembering that reflexive verbs reflect on the subject * using known vocabulary and modal verb forms to express possibility, obligation and ability (e.g. Je peux m’imaginer …; Il doit partir demain), and impersonal expressions (e.g. il faut + infinitive; on doit + infinitive), for example, talking about what they want to do but are not able to because they are obliged to do something else (e.g. I want to eat popcorn at the movies, but I’m not able to go to the movies because I must wash the dishes) * introducing the use of direct object pronouns in conjunction with the present tense using cloze exercises with expressions and sentences, for example, Je m’appelle …; Je t’écoute; Elle les mange tous les jours; Je t’aime * consolidating their knowledge of adjective agreement due to noun gender and number in spoken and written French with cloze activities or by correcting adjective agreements in a supplied text * demonstrating understanding of grammar rules such as adjectives that precede the noun, adjectives vs. adverbs (e.g. bon vs. bien), and negation through the creation of texts on a familiar topic, for example, writing an email to a friend describing leisure activities |
| reflect on the structures and features of French, and compare them with English and/or other languages, using some metalanguage  VC2LF8U03 | * continuing to expand their use of metalanguage to describe grammatical concepts in English and French, using learning resources such as sentence builders, verb charts and vocabulary lists with groups of pronouns, adverbs and adjectives * explaining self-corrections and editing choices, using metalanguage * using metalanguage to talk about grammar and vocabulary (e.g. les formes négatives; interrogatives; masculin; féminin; singulier; pluriel), and comparing them with the equivalent English terms or terms used in other languages they know * comparing the diversity of accents, dialects and vocabulary in French-speaking communities with similar examples of diversity in other countries * highlighting, annotating and discussing aspects of grammar in a text (e.g. noun/nom, verb/verbe, adjective/adjectif, pronoun/pronom, article/article, subject/sujet, object/objet, tense/temps*)*, and using strategies to avoid repeating sentence starters, for example, using pronouns to replace the name of a person in subsequent sentences to avoid repetition |

##### Sub-strand: Understanding the interrelationship of language and culture

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes and values  VC2LF8U04 | * comparing the cultures of members of the class to the cultures in French-speaking communities by looking at attitudes towards public holidays and leisure activities, and the importance of sports * explaining the multicultural differences and similarities in Australia and the French-speaking world, for example, religious beliefs, music (e.g. techno, hip-hop, rap), body art (e.g. tattoos, piercing) and fashion (e.g. *BCBG*, hippie, school uniforms) * reflecting on how their own cultural etiquette 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 * reflecting on how their cultural perspectives may have changed since learning French and discussing how this has influenced their sense of identity * analysing examples of traditional and contemporary images or texts in print and online, and comparing how representations of identity and gender in the language have changed over time * explaining their own tastes, interests and language use that have been shaped by intercultural influences (e.g. social media, fusion food) and especially by learning about the French language, beliefs and attitudes * exploring the idea of having another identity when using French, English or another language, discussing the use of gestures in one language and not in another, or how they may communicate differently in the same situation in different languages * understanding the French secular concept laïcité by analysing the different beliefs, attitudes and values, and how they change over time, for example, les vacances de Pâques / les vacances de printemps * discussing and reflecting on diversity and how generalisations and stereotypes can affect communication and sense of identity |

## Levels 9 and 10

### Band description

In Levels 9 and 10, French language learning builds on each student’s prior learning and experiences. Students use French to initiate and sustain interactions that communicate their own and others’ experiences of the world. They listen, speak, read, write and view to communicate with speakers of French locally and globally through authentic community and online events. They access and create spoken and written texts, increasingly of their own choosing. They continue to receive guidance, feedback and support from their peers and teachers.

Students access an increasing range of authentic and purpose-developed resources, which may include textbooks, audio and video clips, feature articles, television programs, social media and other multimodal texts. They expand their knowledge of spoken and written French language structures and features. They acknowledge that there are diverse influences on ways of communication and cultural identity, and that these influences can shape their own behaviours, values and beliefs.

### Achievement standard

By the end of Level 10, students contribute to and extend interactions in French in increasingly unfamiliar contexts related to a wide range of interests and issues. They interpret texts by identifying and evaluating information, ideas and perspectives. They show understanding of how features of language can be used to influence audience response. They create texts, selecting and manipulating language for a range of contexts, purposes and audiences. They apply and use complex sentences and structures to create and respond to spoken and written texts. They use a variety of tenses to sequence events and use language structures and features to enhance meaning and cohesion.

Students incorporate the features and conventions of spoken French to enhance and extend fluency. They demonstrate understanding of the conventions of spoken and written texts, in both formal and informal contexts, and the connections between them. They apply knowledge of language structures and features to make and predict meaning. They analyse French texts using metalanguage. They reflect on their own cultural perspectives and identity, and draw on their experience of learning French to evaluate how this learning influences their ideas and ways of communicating.

### Content descriptions and elaborations

#### Strand: Communicating Meaning in French

##### Sub-strand: Interacting in French

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| initiate, sustain and extend exchanges in familiar and unfamiliar contexts related to their own and others’ experiences of the world, adjusting their language in response to others  VC2LF10C01 | * initiating and sustaining conversation by introducing topics, inviting contributions or asking for clarification, for example, Qu’est-ce que vous en pensez ?; Je n’ai pas bien compris …; Si on parlait de …? * initiating and sustaining exchanges with others by acknowledging, asking and expanding questions, making excuses and apologising, using forms of politeness and respect, for example, Pouvez-vous parler plus lentement, s’il vous plaȋt ?; Je n’ai pas compris.; J’ai oublié.; Je ne me souviens pas.; Je vous en prie.; Pourriez-vous m’excuser ? * participating in discussions about young people in French-speaking contexts, sharing aspects of school and home life (e.g. le stress, le sport, l’étude des langues, les droits, les tâches ménagères, la vie quotidienne, habiter à la campagne ou en ville, les responsabilités civiques) * explaining or justifying a position in relation to personal and social issues (e.g. les études, la santé, l’avenir, les passe-temps) * building topic-specific vocabulary and rhetorical strategies such as emphasis and repetition, for example, Au contraire ! À mon avis …; Je ne suis pas d’accord.; Après tout …; Il faut le dire …; Encore une fois … * using descriptive and expressive language to exchange views on global issues (e.g. *la diversit*é, le changement climatique, les médias sociaux, l’avenir des jeunes, la pollution) * building fluency in speech by responding to sets of questions on familiar topics over multiple occasions, each time either adding more content into their response or adding sentence starters and connecters (e.g. normalement, de plus, en fait, en effet) * using modelled strategies and phrases to allow thinking time to help formulate their responses to spontaneous questions, for example, repeating the question aloud and using phrases such as C’est un bon question, qu’est-ce que j’en pense ? * using strategies to sustain interactions such as asking for clarification or confirmation, or providing suggestions, for example, Vraiment ? / C’est vrai ?; Pardon ?; Comment ?; Quand ?; Avec qui ?; Pourquoi ?; Vous disiez ?; Qu’est-ce que tu veux dire ?; Tu as raison ! Je suis d’accord.; Que penses-tu ? Je te conseille de …; Selon moi, c’est une idée géniale. * accepting an invitation, or responding with reasons for declining or negotiating alternative arrangements, adjusting language to suit formal or informal contexts, for example, Je suis ravi(e) de vous rencontrer / d’accepter / l’invitation à la fête. Désolé(e) mais je dois dire non … C’est dommage.; Ça te va dimanche ? Je ne peux pas samedi. Malheureusement … |
| contribute to discussions that involve diverse views to negotiate outcomes, address issues and compare experiences  VC2LF10C02 | * using digital communication (e.g. email, group chats, SMS, texts, community websites), implementing safe and ethical protocols, including responsible engagement with the audience, to plan real or imaged events or activities such as la Fête de la Musique or cahier/guide de recommandations pour visiter un pays francophone * organising real or simulated forums, to raise awareness of environmental, social or ethical issues (e.g. le réchauffement de la planète; les droits des populations indigènes; le développement durable; les préjugés; la discrimination) * creating a news segment, for school or a community television or radio station, using appropriate terms to introduce, identify and summarise, for example, En direct de …; Notre envoyé spécial …; L’enquête de …; Les titres / en tête / à la une de cette édition … * negotiating for goods and services, considering concepts of value for money, availability, competition and ethics of production * organising and planning an occasion, for example, 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. * 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, or conducting guided tours of the school * negotiating the elements of an ideal home with team members (e.g. how many bedrooms, types of shared spaces, outdoor areas, number of bathrooms) and using digital tools to design it, for example, Moi, je voudrais un jardin immense; Ah moi, je préfère une salle de bains à moi * viewing a news clip or part of an informative video and using what was introduced in the clip as a prompt for discussion, starting with summarising, and then providing their own opinion and justifying this opinion |

##### Sub-strand: Mediating meaning in and between languages

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| interpret and evaluate information, ideas and perspectives in a broad range of spoken, written, viewed and multimodal texts and respond appropriately to context, purpose and audience  VC2LF10C03 | * summarising information from spoken, written or visual texts that reflect different aspects of culture related to topics such as entertainment, special occasions, health and lifestyle or fashion * comparing lyrics, themes and styles of popular French- and English-language songs, and tracking similarities and differences in ideas, referring to Eurovision or *Victoires de la Musique* / ARIA * listening to, reading or viewing extracts from expressive contemporary texts (e.g. tales, poems, songs, dance, street art, performances), including influences from minority groups and subcultures, and identifying and comparing elements of cultural traditions in Australia and the French-speaking world * listening to or reading an article or interview of a well-known Aboriginal or Torres Strait Islander person, discussing their opinions and ideas in French, and creating and presenting their personal profile to the class * obtaining information from a range of viewed texts, including photographs, maps, illustrations and weather reports; using the ‘see, think, wonder’ thinking routine to identify and extract information; summarising the main points; and presenting the key information in their own words * summarising the key points from a range of texts such as social media and interviews * identifying underlying values and cultural references in different texts, such as an advertisement or article, and evaluating their effect on audiences * examining graphs, a table of statistics or pictures, and using the information gained from the texts to respond orally or in written form, for example, writing a formal letter to a member of parliament, requesting change based on evidence from the texts |
| apply strategies to respond to non-verbal, spoken and written interactions and produce texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts  VC2LF10C04 | * identifying vocabulary and expressions associated with particular elements of French lifestyles (e.g. la cuisine, la mode, les loisirs, la famille) in film or television clips, noting how the vocabulary changes according to audience and context, for example, les recettes de grands chefs / la cuisine en cinq minutes; la famille traditionnelle/recomposée … la belle mère / le beau père * examining information obtained from different sources to compare how young people are represented in the media (e.g. comparing letters to the editor about young people with blog posts written by young people), and responding in either oral or written form; for example, creating their own letter to the editor based on the opinions they have formed after obtaining information on the topic * listening to and viewing short informative texts (e.g. documentary excerpts or news reports), and responding in written or oral form, for example, creating a speech to inform people about school stress or the dangers of climate change * conducting surveys or structured interviews with members of the class or online French-speaking contacts, comparing their opinions and perspectives on community or personal issues, identifying social or cultural variations, and reporting the findings back to the class * listening to, reading or viewing excerpts from interviews with public figures (e.g. politicians, sports stars, musicians, actors), noting how vocabulary, phrases or gestures are used to emphasise or clarify key information, and collating a list of new phrases and expressions * listening to popular French songs or viewing French music videos, summarising key ideas or messages, and comparing these with songs and music videos that appeal to young people in Australia * interpreting cultural differences, protocols and conventions in genres such as selection criteria for job applications, lettre de motivation and formules de politesse, for example, responding to a job advertisement from a French website or newspaper * interpreting textual conventions popular with young French speakers, such as contractions, abbreviations and acronyms used in text messaging, for example, writing and responding to a series of text messages using acronyms such as bjr = bonjour, A+ = à plus, biz = bisous, and 12C4 = un de ces quatre |

##### Sub-strand: Creating text in French

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| create and present texts for diverse contexts and purposes, selecting vocabulary, expressions, grammatical structures and a range of textual conventions to engage different audiences  VC2LF10C05 | * presenting information in different text types (e.g. email, article, blog post, script of a speech) for different audiences (e.g. potential consumers, voters), identifying and using relevant textual conventions to create specific types of texts, using appropriate styles of writing (e.g. imaginative, informative, persuasive, personal, evaluative) * composing and illustrating a children’s storybook and reading it to younger children within the school or the community, using expressive French intonation, rhythm, pitch and appropriate gestures * reading an instruction manual such as mode d’emploi pour l’installation d’un logiciel, and using plain French to rephrase the instructions for a partner to follow * writing a journal entry or a contribution for a school newsletter in French, reflecting on a visit to an Aboriginal or Torres Strait Islander Country or Place, and, with permission, referring to cultural knowledge of the site’s significance * creating a print or digital advertisement or travel brochure in French for travel to an Aboriginal or Torres Strait Islander Country or Place, including what to see and do, traditional and/or cultural considerations, means of travel, best time of year to visit, what to bring and what to wear * writing a letter to the council regarding an issue about the environment, for example, informing them about an environmental concern, evaluating a service or persuading them to improve a service to help the environment * viewing artwork from a local Aboriginal or Torres Strait Islander artist, and then writing a script of a speech to present to a group of French speakers introducing the artist * creating a role-play using language for buying and selling goods and services, for example, ordering in a bakery; selling second-hand clothes; organising travel; considering the use of planes or trains to reduce their carbon footprint; raising money for charities * making language choices that indicate values and attitudes when creating texts, for example, the placement of nouns and adjectives in C’est un bon à rien; C’est un brave jeune homme / C’est un jeune homme brave; Ce sont des sans-papiers / Ce sont des réfugiés * using emotive language and images when creating texts such as reports or speeches on current issues, for example, C’est émouvant; C’est troublant; C’est déraisonnable |

#### Strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| apply features and conventions of spoken French to extend fluency, and to respond to and create a range of texts in familiar and unfamiliar contexts  VC2LF10U01 | * increasing their fluency and accuracy in spoken French by using appropriate rhythm, pitch, intonation and liaisons, and adding in the extra t if needed * using tone and intonation to indicate emphasis or emotion, for example, Elle a fait quoi ?; Il est tellement doué ! * applying correct pronunciation to more complex syllable combinations, for example, la magnitude; les augmentations * using sentence starters and connectors to increase the complexity of their responses, for example, Normalement je me lève à six heures du matin, mais ce matin, j’ai fait une grosse matinée et je me suis levé(e) à dix heures, car c’est le week-end ! * constructing discussion points in an argument by using sentence starters and connectors (e.g. premièrement, deuxièmement, ensuite, de plus, en revanche) * applying appropriate pauses and pace of delivery to convey meaning, emphasis, feelings and emotion, and to create effects in spoken texts, for example, recording themselves presenting a speech or participating in a conversation, and reflecting on how they could improve or adjust the delivery of the information * adjusting the tone of spoken or written French to reflect the formality of the context, for example, using tu and vous correctly, and conjugating the accompanying verb * responding to spontaneous questions from their teachers or peers on a range of topics, for example, answering questions such as Qu’est-ce que tu as fait pendant le week-end ?; Qu’est-ce que tu vas faire ce week-end ?; Pourquoi tu étudies le français ?; Qu’est-ce que tu aimes faire normalement ? * recognising the fluid nature of spoken language, identifying features such as interactivity and the use of repetition, pauses and interruptions; contractions such as the dropping of ne in negative structures(e.g. Je sais pas trop); incomplete sentences and reliance on non-verbal elements and vocal expression such as Dis donc, t’es là ? Je suis déjà là – t’es où, toi ? |
| apply understanding of context and grammatical structures to predict meaning, and to respond to and create a range of texts that include some complex structures, ideas and conventions appropriate to formality and text type  VC2LF10U02 | * noticing how grammatical choices indicate meaning, determine perspective and establish relationships, for example, how imperative verbs are used to show authority or enthusiasm, Arrêtez !; Allons-y !; Donnez-moi votre billet, Mademoiselle * understanding the comparative and superlative forms of adverbs and adjectives (e.g. plus vite / le plus vite; moins jolie / la moins jolie; meilleur / le meilleur), for example, reading a text and highlighting the positive, comparative and superlative adjectives in different colours, before creating a table that reflects each adjective in the different forms, and then playing a speaking game where each person adapts the sentence before by changing the adjective * recognising and using multiple tenses (e.g. le présent, le futur proche, le futur, le passé composé, l’imparfait) and le conditionnel in both written and spoken French, for example, writing a series of short diary entries about a holiday, including details about what they did during a previous day, what their family is doing now and what they are planning to do on an upcoming day * recognising that verbs conjugated in the present perfect (le passé composé) with the auxiliary être (intransitive verbs, pronominal verbs and passive voice) require agreement of the past participle with the subject (e.g. Elles sont parties hier soir; Je me suis levée à sept heures; Nous nous sommes amusés; La pomme a été mangée par Pierre), as do verbs conjugated in the present perfect with the auxiliary verb avoir when preceded by the direct object pronoun (e.g. J’ai acheté des fleurs, et je les ai données à ma mère) * using the imperfect (l’imparfait), and understanding how to distinguish between a completed and a continuing action in the past, for example, Nous étions déjà au lit quand il est arrivé * understanding the use of relative pronouns (qui, que), emphatic pronouns (e.g. moi, elle, eux), and direct and indirect object pronouns (le, la, lui, nous, vous, les, leur), and having exposure to y and en * understanding the form and function of pronominal verbs (e.g. se laver, se lever, se présenter), including the use of être and agreements when conjugating in the present perfect, for example, writing an email to a friend about what they did on a typical day last week * using impersonal expressions such as il faut, on peut and on doit * using modal verbs (vouloir, pouvoir, devoir) to add complexity to spoken and written French, for example, writing the script for or participating in a conversation about what they must, should and want to do at home during the week * recognising the subjunctive (le subjonctif) verb forms in set, modelled phrases, for example, Il faut que tu partes; Il faut que je finisse mes devoirs * using the prepositions à and de in phrases, and being aware of the change of meaning with verbs that use both prepositions, for example, parler à quelqu’un vs. parler de quelque choses * recognising and using the gerund (le gérondif) as another method of talking about what occurred while something else was happening to show more complexity in their use of French, for example, Je suis tombé(e) en descendant l’escalier |
| reflect on and evaluate French texts, using metalanguage to analyse language structures and features  VC2LF10U03 | * using metalanguage in English or French to identify the grammatical differences between languages or between their own first language and other languages they know, such as word order, verb moods and tenses, for example, the present perfect (le passé composé), possessive pronouns (*les* articles possessifs), agreements of adjectives and participles (*l’*accord des adjectifs et du participe passé), auxiliary verbs, and direct/indirect object pronouns * discussing grammatical structures using metalanguage, for example, using relative clauses, relative pronouns and demonstrative adjectives to choose between qui, que and dont * understanding when to use le passé composé and l’imparfait, comparing them with the equivalent terms in English * comparing spoken and written texts such as apologies or invitations to identify how differences in grammar and text type determine the nature of formal and informal interactions, for example, Je t’invite ! Nous serions très heureux de vous accueillir chez nous * recognising how grammatical choices shade meaning and establish register, for example, the use of tu/vous to distinguish relationships; nous to suggest inclusivity or shared identity; on to suggest distance * comparing sentence structures in French to English or other languages they know, and recognising the use of different clauses and tenses used to get the meaning across * discussing the use of personal pronouns, imperative/interrogative verb moods and emotive language in advertisements, identifying how grammatical choices, words and images combine in a text to achieve a particular purpose and effect |

##### Sub-strand: Understanding the interrelationship of language and culture

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| reflect on and evaluate how identity is shaped by language(s), culture(s), beliefs, attitudes and values, and how these affect ways of communicating  VC2LF10U04 | * recognising the diversity of spoken forms of French from region to region (e.g. les accents du Midi; l’accent parisien*,* toulousain*,* picard) and between different French-speaking communities around the world (e.g. le Québecois, la Réunion), considering how language variation can both reflect and shape social and cultural processes, with concepts such as la norme*,* la diversité*,* l’intelligibilité and les élites * explaining to non-French speakers the expressions and cultural allusions encountered in French texts associated with historical, religious or civic events or traditions (e.g. la Marianne, le tricolore, la Toussaint, le 1er mai) * exploring intercultural communication, considering how their own cultural ways of thinking and behaving influence their own attitudes and other people’s responses or interpretations, and how attitudes can change over time * considering how the experience of learning a new language has had an impact on their awareness of their own communicative and cultural behaviours, and how these may be interpreted by others * interpreting gestures used by French speakers to signal meanings, such as Parfait ! and C’est fini, comparing these with gestures used in Australian English and other known languages, and using appropriate gestures when speaking French * understanding how language variation can reflect cultural and social identity, inclusion or exclusion, for example, reading speeches or advertisements and analysing the language used, identifying persuasive devices such as inclusive or emotive language * exploring the ways in which linguistic choices can vary to reflect diversity, for example, through the use of the point médian (e.g. un∙e étudiant∙e) and typical features of *le* langage épicène, such as non-gendered adjectives (e.g. aimable/sympa vs. gentil.le) and formulations (e.g. iel est une personne intéressante; iel est quelqu’un de patient) * analysing and discussing the interconnected nature of the linguistic and cultural diversity of French-speaking communities, and how this is also relevant to the linguistic and cultural diversity in Australia, including that of Aboriginal and Torres Strait Islander Peoples * listening to and/or reading examples of an Acknowledgement of Country in French, and creating their own version that names the local Country for a French-speaking audience |

# Curriculum – 7–10 Sequence

## 7–10 Sequence: Levels 7 and 8

### Band description

In Levels 7 and 8, students are beginning their learning of French language, and this will be influenced by their prior experiences of language learning. Students use French to describe their personal worlds and to interact and collaborate with their teachers and peers within and beyond the classroom. Listening, speaking, reading, writing and viewing activities are supported by scaffolding, modelling and feedback.

Students access authentic and purpose-developed spoken, written, viewed and multimodal resources, which may include conversations, audio and video clips, textbooks, advertisements, images, blogs and magazines. They use their knowledge of metalanguage to reflect on similarities and differences in language structures and features between French, English and/or other languages. They recognise that language choices reflect cultural values, beliefs and identity.

### Achievement standard

By the end of Level 8, students use French to interact and collaborate with others, and to share information and plan activities in familiar contexts. They recognise and respond to familiar gestures, questions and instructions when interacting with others. They locate and respond to information in texts and use visual and contextual cues to help make meaning. They respond in French or English, and demonstrate their understanding of context, purpose and audience in texts. They use familiar language, modelled sentences and grammatical structures to create texts appropriate to audience.

Students begin to use pronunciation, intonation and rhythm in spoken French to develop fluency. They demonstrate understanding that French has conventions for non-verbal, spoken and written communication. They comment on aspects of French and English language structures and features, using some metalanguage. They understand how aspects of language and culture contribute to their own and others’ identity.

### Content descriptions and elaborations

#### 7–10 Sequence strand: Communicating Meaning in French

##### 7–10 Sequence sub-strand: Interacting in French

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| interact with others using modelled language to exchange information in familiar contexts about themselves and their personal worlds  VC2LF8CM01 | * using appropriate familiar or formal language for greetings, introducing themselves, expressing state of health and wellbeing, appreciation and good wishes, and leave-taking, for example, students creating scripts for an introductory conversation between a teacher and a student (showing the use of formal or informal language) or using spontaneous conversation of familiar vocabulary between peers, or between a teacher and a student * sharing information about themselves, such as family, friends, pets, hobbies and past experiences, including negative expressions, either spontaneously or using pre-prepared responses, for example, Je m’appelle Marc; Je te présente mon oncle; Voici ma petite sœur, Eliane; Je m’appelle Sophie; J’ai les yeux bleus; J’aime le sport * describing the layout of a room in their house or school, and what activities they do in the room, and giving their opinion about those activities, for example, Dans le salon il y a un canapé. À côté du canapé il y a une télévision. J’adore regarder la télé chaque soir, parce que c’est relaxant * interviewing members of the class about themselves, their family, pets, likes and dislikes, hobbies and leisure activities; creating a graph representing the information they collected; and using the graph to make simple remarks about the class, for example, 25 % de la classe regarde la télé |
| develop language to interact in exchanges, routines and tasks related to their classroom and interests  VC2LF8CM02 | * replying to their name called out on the roll with Présent(e) or, for extra oral practice, replying with a phrase learnt in the previous lesson * asking and answering questions for further clarification using set phrases given by the teacher (e.g. Qu’est-ce que c’est ? C’est / Ce sont …), and requesting clarification or permission (e.g. J’ai une question, comment dit-on …?; Comment ça s’écrit …?) * responding to directions or requests, for example, Repetez après moi …; Cliquez sur l’image du château; Choisissez la forme négative * using set phrases given by the teacher as repair strategies, for example, Je ne comprends pas. Pouvez-vous répéter la question s’il vous plaît ?; Pouvez-vous répéter plus lentement, s’il vous plaȋt ?; Qu’est-ce que ça veut dire ?; Je peux recommencer ? * discussing aspects of school and social life, as well as the behaviour expected in French-speaking classrooms (e.g. Je peux vous aider ? Est-ce que je peux aller aux toilettes, Madame/Monsieur ?), and responding respectfully to others’ contributions, for example, C’est génial !; C’est une bonne idée.; Ah non, je ne suis pas d’accord |
| engage in modelled spoken and written exchanges with peers to organise activities relating to daily life and school environment  VC2LF8CM03 | * using active listening and turn-taking strategies such as Et toi, tu es d’accord ?; À moi, maintenant ! * watching a video of people speaking French, identifying commonly used gestures and discussing their meaning and use * explaining where la bise is appropriate and using this in a conversation * creating a role-play to exchange information on familiar topics such as buying clothes in a shop or discussing what outfits they are wearing as they get ready to go to a party * collaborating to create designs and negotiating with each other in relation to different elements and priorities, for example, designing an ideal school or leisure centre, using relevant phrases such as Moi, je voudrais une salle média immense or Ah non, moi, je préfère un grand parc * organising class events such as *un* vide-grenier / marché aux puces, preparing labels and prices, and using transactional language, for example, C’est combien ?; Un très bon prix, vente flash !; Non, c’est trop cher; Un échange ? * issuing, accepting and declining invitations, adjusting language to suit formal or informal contexts, for example, Es-tu libre samedi prochain ? Je t’invite; Je ne suis pas libre – c’est possible dimanche ? J’ai le grand plaisir de vous inviter … * organising social or sports events and planning location, date and time, for example, Rendez-vous au Stade Central à midi; à 19 h chez ma cousine; N’oublie pas ton sac de couchage; Nous allons partir à sept heures * making arrangements (e.g. lists, phone calls, letters, emails) to cater for events such as celebrations or outings, and estimating quantities, numbers and prices (e.g. Ça coûte combien ?) * creating a visual organisation board, including pictures, symbols or icons to represent different elements of a topic, and then explaining their choices to peers using spoken language or written descriptions, with the teacher using connecting words to sequence and link ideas |

##### 7–10 Sequence sub-strand: Mediating meaning in and between languages

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| locate information and ideas in familiar spoken, written, viewed and multimodal texts, responding appropriately to context, purpose and audience  VC2LF8CM04 | * creating a graph based on a class survey, interpreting the data, and presenting the findings by creating a verbal or written text for a specific audience, reflecting relevant text-type conventions, for example, completing a survey on favourite books, music, apps, films, the types of pets class members have or their opinion on leisure activities), and then using the graph to discuss the results, for example, Dans cette classe, dix élèves ont un chien; Dans cette classe, huit élèves préfèrent Harry Potter * collecting vocabulary and expressions from a range of informative texts (e.g. posters, websites, brochures, menus) for use in their own short reports on topics such as les voyages, manger sain and les médias, and identifying the correct audience and text type * 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 * researching places, people or events in French-speaking communities’ contexts and cultures, using this information to build timelines, itineraries or profiles, and then incorporating the details in a conversation or a written text * listening to or viewing texts (e.g. songs, raps, film and video clips), noticing ideas and comparing aspects that may be similar or different across cultures * viewing an image and using thinking routines to identify information and ideas, for example, viewing an image of schools and classrooms in French-speaking countries, and identifying what they see, think and wonder about the image * noticing how local names of streets, places and landmarks can have their origins in the language(s) of Aboriginal and Torres Strait Islander Peoples, investigating the meanings of these place names, for example, ‘You Yangs’ comes from the Wadawurrung words Wurdi Youang, meaning ‘big hill’, and then discussing the names of French landforms that also denote physical characteristics, such as Mont Blanc * understanding information from a text and conveying the information in a different format to a different audience, for example, reading a menu, asking the waiter questions about some ingredients and then placing an order; seeing a poster for a gym opening and writing an email to ask a friend to go with them; looking at a cinema program, and negotiating with a sibling about when to go and what to see * discussing the ways words can be misinterpreted, for example, the naming of the Barwon River in English (Wadawurrung word Parwan for ‘magpie’), or the Yarra River (Wurundjeri term Yarro Yarro, meaning ‘it flows’), and identifying false friends or commonly misunderstood terms and phrases in French that can cause miscommunication |
| develop and apply strategies to interpret and respond to French texts, and to convey meaning and intercultural understanding in French in familiar contexts  VC2LF8CM05 | * using skills that promote reading for understanding by, for example, identifying all the words they understand in a French sentence or words that are similar in French and English to help make an ‘educated guess’ about the meaning of the sentence * participating in ‘dictionary races’ to practise finding information in the dictionary quickly and accurately * using a bilingual dictionary to find definitions, the gender of nouns, and abbreviations used in the dictionary for word classifications (e.g. n., adj., adv., v.). * identifying keywords in a sentence, using a dictionary to look up the words and making an educated guess about the meaning of the sentence based on their findings, before discussing the suggestions as a class * using comprehension questions about an audio text to identify and listen for keywords and the topic, creating a guided listening task sheet together as a class, using this to practise listening for and recording keywords and relevant information, and then responding to the listening comprehension questions * using modelled French phrases as repair strategies during a conversation, for example, Je ne comprends pas. Pouvez-vous répéter la question s’il vous plaît ?; Pouvez-vous répéter plus lentement, s’il vous plaȋt ?; Qu’est-ce que ça veut dire ?; Je peux recommencer ? * explaining the meaning of words or expressions associated with celebrations in French-speaking communities around the world (e.g. le poisson d’avril, la bûche de Noël, le ramadan, l’Aïd al-Fitr, la Fête de la Musique, la Toussaint, Yom Kippour, le Nouvel An Chinois), and considering how they reflect significant cultural experiences |

##### 7–10 Sequence sub-strand: Creating text in French

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| create spoken and written texts using appropriate vocabulary, expressions and grammatical structures, and some textual conventions  VC2LF8CM06 | * using keywords or expressions to compose a description of characters or events in different types of texts, for example, writing a blog post about their favourite character, creating a profile about the protagonist, or creating a storyboard of the main events in the text * using modelled language to create simple texts about familiar topics, for example, responding to an email from a French penfriend, using it as a model for the layout and structure of their response, and describing their family or the layout of their house or their hobbies * producing an informative text introducing an aspect of their immediate environment or personal worlds, for example, creating a tour of their school, a guide to their favourite place, an explanation of Aboriginal and Torres Strait Islander place names, or a history of their town; or reading a text and highlighting the text-type features they can see, before completing a jigsaw puzzle task with a similar text, placing all the elements of the text in the correct order using the text-type features as support * completing a fill-the-gap activity filling in the relevant text-type features that might be included, for example, an addressee, subject line, greeting, introductory section, body, closing comments and a sign-off in an email * looking at an image and, in pairs, brainstorming the words they would need to describe what they see, and then changing partners and using simple sentences to describe the image * having a conversation with their peer(s) or teacher based on a set of questions they have prepared answers for, or responding to questions on an image (e.g. people, animals, rooms) * creating resources (e.g. posters, pamphlets, websites, journals) to present topics related to lifestyles, events or causes such as le Jour de la Terre or le World Clean Up Day * using formulaic expressions to create bilingual texts (e.g. rhymes, stories, songs), for specific audiences (e.g. younger learners), for example, invitations to a class event, posters or library displays for the school or local community, considering how to represent meaning for different audiences * corresponding with a group of English-language 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 * creating a multimodal text to share with a French-speaking audience, for example, a video or digital presentation of a tour describing their school |

#### 7–10 Sequence strand: Understanding Language and Culture

##### 7–10 Sequence sub-strand: Understanding systems of language

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| recognise and apply the sounds and conventions of spoken French to develop fluency, and to respond to and create simple texts in familiar and some unfamiliar contexts  VC2LF8UL01 | * using the French alphabet to spell out names or expressions, and using the correct terminology for diacritic marks (l’accent aigu, l’accent grave, l’accent circonflexe, l’accent tréma, la cédille) * listening to the teacher pronounce words with nasal vowel sounds (e.g. cinq, sympa, entre), writing down what they hear and correcting the spelling as a class * practising rolling their rs by purring like a cat and then applying that sound to French words with rs in them * practising French syllable emphasis on words that are the same in English and French (e.g. imagination), for example, saying the English words with a French accent to help identify the differences and then applying this syllable emphasis on phrases they have learnt in French * developing awareness of French sounds, rhythms and intonation patterns, including those with no English equivalents, for example, -u (tu), -r (très vite) and -ion (attention) * experimenting with pronunciation of consonant-vowel combinations, for example, using virelangues such as Un chasseur sachant chasser …*;* Six cent six saucissons suisses … * using appropriate intonation for common fillers, interjections and responses such as Hein ?; Ah bon; Eh beh …; n’est-ce pas ?; Oh là là !; Aïe !; Youpi !; Ça alors … * recognising the impact of non-verbal elements of French expression such as hand gestures for C’est nul.; Ça suffit ! and Quoi encore ? to replace words or sounds (Oh là là ! Aïe !; T’as fait quoi ?) and facial expressions to reinforce spoken language * practising using formal or informal greetings appropriate to context and audience, for example, participating in a role-play activity, greeting members of the class using language appropriate to the role they have adopted (e.g. teacher, classmate, older neighbour, shop owner, cousin) |
| apply understanding of grammatical structures to respond to and create a range of texts using conventions appropriate to audience and text type  VC2LF8UL02 | * understanding and using masculine and feminine nouns (the grammatical gender) as core elements of sentence structure * using modelled sentences with a masculine subject and rewriting them to change the subject to a masculine plural or feminine singular/plural subject and make the necessary agreement changes, for example, changing Le chapeau est bleu to Les chapeaux sont bleus / La jupe est bleue / Les jupes sont bleues * rewording sentences that repeat a person’s name by using the subject pronouns je*,* tu*,* il*,* elle*,* nous*,* vous*,* ilsand elles (e.g. Voilà le frère de Michel. Il est beau, n’est-ce pas ?), and showing how they determine verb conjugations * using cloze activities to change the indefinite (un, une, des) and definite articles (le, la, l’, les) in modelled phrases and explaining how this changes the meaning of the phrase (e.g. la mère / une mère), including the regular plural forms (e.g. le chien / les chiens; une femme / des femmes) * unjumbling sentences and then changing indefinite/definite articles to possessive adjectives (e.g. mon, ma, mes) in modelled phrases and explaining how this changes the meaning of the phrase (e.g. la mère / ma mère); or using a modelled text to identify and annotate changes in possessive adjectives due to gender and number and explain why these changes occurred * participating in a sentence-swapping activity, greeting other students in French and reading a positive sentence on their card, and then substituting the indefinite article with de in negative sentences to change the modelled phrases from the positive to the negative and swapping cards, for example, changing Oui, j’ai un frère. to Non, je n’ai pas de frère. J’ai une sœur. * identifying the main conjugations for present tense regular -er verbs and the irregular present tense conjugations of commonly used irregular verbs (être*,* avoir*,* aller*,* faire*,* venir and sortir), practising using the correct conjugations during team-based spelling games, and then using the conjugated words to create simple sentences * making adjectives agree in number and gender with the noun in a phrase (e.g. des élèves intelligents; de bonnes étudiantes), knowing that des changes to de if the adjective precedes the noun, and playing a phrase-writing game to practise * discussing the location of adjectives in French sentences and then playing a sentence unjumble activity in small groups, practising word order with adjectives, showing their knowledge that most adjectives in French follow the noun (e.g. un élève intelligent; un match extraordinaire) but beauty, age, goodness, size (BAGS) adjectives precede the noun (e.g. une bonne étudiante; une grande maison) * using the correct locative prepositions (à, en, au, aux, dans) when describing where people live, and practising this by playing classroom games or viewing and describing images, for example, Jean-François habite à Montréal au Canada; Ma copine Juliette habite aux Philippines; La famille Maréchal habite dans une ferme; J’habite en Australie * adjusting modelled phrases from positive to negative and creating their own phrases using the negative ne … pas in simple statements, questions and commands, for example, Je n’aime pas l’histoire, tu n’aimes pas le bifteck ? Ne recommence pas ! * using the 3 ways of forming a question in writing and conversation depending on the formality of the setting: a simple declarative sentence with rising intonation (e.g. Tu as un animal chez toi ?), inverting the verb form (e.g. As-tu un animal chez toi ?) and using est-ce que before a declarative sentence (e.g. Est-ce que tu as un animal chez toi ?) * understanding that if 2 verbs are used in a sentence directly after each other, the second verb is always in the infinitive form, for example, Je fais du sport vs. J’aime faire du sport in a modelled text, where both verbs in each sentence are in the infinitive form; identifying which verb is to be conjugated; and conjugating the verb correctly * creating a table of different word forms on familiar topics to show changes of the stem word, for example, noun: la pluie; verb: il pleut; adjective: pluvieux * using the imperative mood, for example, Mes enfants, soyez sages ! Va demander à ta mèr. |
| compare the structures and features of French with English and/or other languages using some metalanguage  VC2LF8UL03 | * discussing aspects of grammar using metalanguage in English or French (e.g. noun/nom, verb/verbe, adjective/adjectif, pronoun/pronom, article/article, subject/sujet, object/objet, tense/temps), and highlighting and annotating these in texts * annotating texts with coloured highlighters to identify grammatical points such as adjective agreement due to the gender and number of a noun or the use of pronouns to replace the name of a person in subsequent sentences to avoid repetition * showing understanding that set phrases may not directly translate into English by using the modelled phrase correctly, for example, J’ai faim (‘I have hunger’); Il fait beau (‘It makes beautiful’); J’ai 12 ans (‘I have 12 years’) * comparing the differences in word order between French, English and/or other languages, using the correct grammatical terms (inverted word order for questions, placement of adjectives, subject+verb+object) and reflecting on the similarities and differences * comparing expressions of formality in French and English, such as names, titles, and familiar or formal terms of address (e.g. Salut, Leila, ça va ?; Bonjour, Madame Michou, comment allez-vous ?), and using the phrase Est-ce que je peux te tutoyer ? to consider the cultural context when formal or informal language is required, and the need to ask permission to speak to some people informally |

##### 7–10 Sequence sub-strand: Understanding the interrelationship of language and culture

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| recognise how identity is shaped by language(s), culture(s), beliefs, attitudes and values  VC2LF8UL04 | * examining cultural aspects of communication such as the use of la bise in French greetings, discussing as a class the number of kisses given in different regions of France, how French men perform la bise with each other, and whether la bise as it is in France could be adopted in Australian society * reflecting on gestures or other non-verbal communication in French and other languages they know that would not be used in English, and whether using different languages assists them to navigate different identities * studying the history of different cultural festivals in France, comparing them to Australian festivals and considering the different ways of celebrating certain festivals that are common to both Australia and France (e.g. the Yule log at Christmas; church bells rather than the Easter Bunny bringing Easter eggs to children) * including aspects of how people think and talk about themselves and others into role-plays, for example, how respect and perceived status are reflected in greetings (e.g. Madame la Directrice; Monsieur le Président; Merci, Docteur; Bonjour, Madame), and discussing the impact of values on language * creating a ‘language portrait’ of themselves through the use of a whole-body silhouette, where students represent their personal experiences of language and culture by adding colours, shapes and words within and around the outline * identifying the Aboriginal or Torres Strait Islander Country or Place on which they live and incorporating this into their self-introduction in French * analysing examples of traditional and contemporary images or texts in print and online, and comparing how representations of identity and gender in the language have changed over time * identifying that different regions of France and/or French-speaking countries have different pronunciation, and examining different words, phrases or idiomatic expressions that are used * discussing the different cultures in various French-speaking countries and communities, reflecting on how and why the differences may have developed |

## 7–10 Sequence: Levels 9 and 10

### Band description

In Levels 9 and 10, French language learning builds on each student’s prior learning and experiences. Students use French to initiate and sustain interactions while sharing their own and others’ experiences of the world. They listen, speak, read, write and view to communicate with other speakers of French in local and global settings through authentic community and online events. They continue to receive guidance, modelling, feedback and support from their peers and teachers.

Students use authentic and purpose-developed resources, increasingly of their own choice, to access and/or create a range of spoken, written, viewed and multimodal texts, which may include textbooks, audio and video clips, magazines and images, online and print articles, and social media. They acknowledge that there are diverse influences on communication and cultural identity, and that these influences can shape their own behaviours, values and beliefs.

### Achievement standard

By the end of Level 10, students initiate and sustain French to exchange and compare ideas and experiences about their own and others’ personal worlds. They communicate using spoken and written language to collaborate, plan and reflect on activities and events. They interpret and analyse information and ideas in texts and demonstrate their understanding of different perspectives. They identify and evaluate information and respond in French or English, adjusting their language to convey meaning and to suit context, purpose and audience. They use structures and features of non-verbal, spoken and written French to create texts.

Students apply features and conventions of spoken French to enhance fluency. They select and apply knowledge of language conventions, structures and features to interact, make meaning from, and create spoken and written texts appropriate to different levels of formality. They discuss the structures and features of French texts using metalanguage. They reflect on their own language use and cultural identity, and draw on their experience of learning French, to discuss how this influences their ideas and ways of communicating.

### Content descriptions and elaborations

#### 7–10 Sequence strand: Communicating Meaning in French

##### 7–10 Sequence sub-strand: Interacting in French

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| initiate and sustain interactions in familiar and some unfamiliar contexts to exchange ideas, experiences and opinions about their own and others’ personal worlds  VC2LF10CM01 | * participating in discussions about young people in French-speaking contexts, comparing aspects of school and home life (e.g. le stress, le sport, l’étude des langues) * explaining or justifying a position in relation to personal and social issues (e.g. les études, la santé, l’avenir, les passe-temps) * building topic-specific vocabulary and rhetorical strategies such as emphasis and repetition, for example, Au contraire !; À mon avis, …; Je ne suis pas d’accord.; Après tout …; Il faut le dire …; Encore une fois … * using descriptive and expressive language to exchange views on global issues (e.g. le changement climatique, les médias sociaux, l’avenir des jeunes, la pollution) * building fluency in speech by responding to questions on familiar topics developing the complexity of responses, for example, using sentence starters and connecters (e.g. normalement, de plus, en fait, en effet) * using modelled repair strategies when participating in conversations, role-plays and/or providing responses in class discussions, for example, repeating the question aloud and using phrases such as C’est un bon question, qu’est-ce que j’en pense ? * using strategies to sustain interactions such as asking for clarification or confirmation, or providing suggestions, for example, Vraiment ? / C’est vrai ?; Pardon ?; Comment ?; Quand ?; Avec qui ?; Pourquoi ?; Vous disiez ?; Qu’est-ce que tu veux dire ?; Tu as raison ! Je suis d’accord.; Que penses-tu ? Je te conseille de …; Selon moi, c’est une idée geniale. * using descriptive and expressive language to participate in role-plays such as job interviews, conversations giving advice about health-related topics, discussing and expressing opinions about the environment or interviewing a celebrity, and justifying personal positions on these matters |
| use French language in exchanges to question, offer ideas and opinions, negotiate, compare and discuss  VC2LF10CM02 | * organising a class forum to raise awareness of environmental, social or ethical issues (e.g. le réchauffement de la planète; les droits des populations indigènes; le développement durable; les préjugés; la discrimination) * creating a news segment for school or a community television or radio station, using appropriate terms to introduce, identify and summarise, for example, En direct de …; Notre envoyé spécial …; L’enquête de …; Les titres / En tête / À la une de cette édition … * negotiating for goods and services, considering concepts of value for money, availability, competition and ethics of production * organising and planning an occasion, for example, 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. * preparing print or digital information in French for real or imagined French visitors to the school, for example, preparing welcome speeches, filming an introduction to the school or conducting guided tours of the school * negotiating differences between personal opinions, for example, designing the ideal home (e.g. types of shared spaces, outdoor areas, number of bedrooms/bathrooms) or creating a debate on the advantages and disadvantages of participating in team sports |
| use spoken and written exchanges to discuss, plan and reflect on activities, events and experiences with peers  VC2LF10CM03 | * participating in a French immersion class, using modelled phrases such as Comment dit-on …to request clarification, and asking questions in 3 different ways (i.e. raising inflection; inversion; adding Est-ce queto the start of a phrase) * planning and making shared arrangements for real or imagined French visitors to the school or a homestay, for example, preparing print or digital informative materials, preparing welcome speeches or conducting school tours * researching a local celebrity or significant person from a French-speaking community and discussing with peers the appropriate questions to ask, before organising an interview participating in visites virtuelles, for example, virtually visiting le musée du quai Branly, the Tour de France, la Martinique or la Nouvelle-Calédonie, and sharing responsibility for individual elements of a report that highlights key features of the experience * sharing reflections on their experience of learning French, discussing progress, challenges and achievements, for example, Je sais compter/écrire/communiquer en français; J’ai un bon accent; Je parle assez couramment; J’aime bien les gestes; Je trouve que le meilleur … |

##### 7–10 Sequence sub-strand: Mediating meaning in and between languages

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| interpret and evaluate information, ideas and perspectives in a range of spoken, written, viewed and multimodal texts and respond appropriately to context, purpose and audience  VC2LF10CM04 | * examining information obtained from different sources to compare how young people are represented in the media and producing a spoken or written response, for example, comparing letters to the editor about young people with blog posts by young people, and writing a letter to the editor based on their own opinion of the topic * listening to or viewing short informative texts (e.g. documentary excerpts, news reports), and responding, for example, creating an informative speech about the dangers of climate change or student stress, using appropriate language for the audience * examining graphs, a table of statistics or pictures, and using the information obtained from the texts to respond orally or in written form, for example, writing a formal letter to a member of parliament requesting change based on evidence from the texts * conducting surveys or structured interviews with members of the class or online French-speaking contacts, comparing opinions and perspectives on community or personal issues, identifying social or cultural variations, and reporting the findings back to the class * listening to, reading or viewing excerpts from interviews with public figures (e.g. politicians, sports stars, musicians, actors), noting how vocabulary, phrases or gestures are used to emphasise or clarify key points of information, and collating new phrases and expressions * listening to or reading an article or interview of a well-known Aboriginal or Torres Strait Islander person, discussing their opinions and ideas in French, and creating and presenting their personal profile to the class * listening to popular French songs or viewing music videos, summarising key ideas or messages, and comparing these with songs and music videos that appeal to young people in Australia |
| apply strategies to interpret and respond to non-verbal, spoken and written interactions and produce texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts  VC2LF10CM05 | * practising listening strategies such as listening for keywords or using a guided note-taking sheet identifying text-type features and language conventions in different text types, and using this knowledge to replicate these structures in their own writing * consolidating reading for understanding skills when reading texts, for example, identifying keywords in a sentence to create meaning, and using a dictionary to look up new words * using comprehension questions to identify hints about topics and key information in written, listening or audio/visual texts using a bilingual dictionary to locate information, including vocabulary, gender of words, word classifications and grammar sections * interpreting meaning from key expressions that don’t directly translate from English to French, and finding their French equivalent based on the intended meaning * experimenting with various resources (e.g. bilingual and monolingual dictionaries, electronic translators, encyclopedias and other reference materials) to assist in translation, for example, comparing translations or back-translating * 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 * viewing excerpts of French- or English-subtitled films and identifying the effectiveness of the translations, taking into consideration intercultural understanding (e.g. literal translation, non-translation, adapted translation) * interpreting signs, text messages or advertisements in French, identifying language structures and features that are not easily translated and may cause misunderstandings, and writing simple explanations of meaning * interpreting phrases and expressions that do not translate literally (e.g. à tout à l’heure, pas de quoi, courage), identifying similar English expressions and considering possible consequences of the lack of equivalence in terms of intercultural communication * creating a glossary of examples of faux amis (e.g. assister à, demander, un médecin, extra, sympathique) and commenting on misinterpretations in English |

##### 7–10 Sequence sub-strand: Creating text in French

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| create and present spoken and written texts, selecting vocabulary, expressions, grammatical structures and textual conventions for familiar and some unfamiliar contexts and purposes, to engage different audiences  VC2LF10CM06 | * using vocabulary and expressions learnt in class to present information in different text types/formats for different audiences (e.g. potential consumers, voters), matching language and structure to context and content, for example, creating the text for a website for young French travellers looking for work in Australia, indicating different regional employment possibilities and providing key points of information about each region (e.g. les vendanges, au pair à la ferme, l’intérieur du pays, la côte) * identifying and using relevant text-type conventions to create specific types of texts, for example creating a blog (following safety and privacy guidelines) with a group of French-speaking students, posting news items, comments and questions in both French and English * designing posters or presentations that include images and expressions to invite concern or support for social or environmental issues (e.g. le commerce équitable, le développement durable) * creating an imaginary persona or avatar in a French-speaking fantasy world, incorporating the communicative styles and social behaviours observed in French texts; or creating a storyboard outline that transposes familiar characters to French-speaking contexts (e.g. Harry Potter débarque à Paris), providing a glossary of key vocabulary and expressions * explaining to others a procedure, game or practice, using simple language and supporting graphics, materials and gestures, for example, how to play la pétanque, cook a crêpe, house-train a puppy, or play an online game * providing vocabulary lists and annotated cultural explanations for French-speaking visitors at events such as Australian sports days, swimming carnivals or family barbecues, explaining elements such as abbreviated language or team barracking * creating a print or digital advertisement or travel brochure in French for travel to an Aboriginal or Torres Strait Islander Country or Place, including what to see and do, traditional and/or cultural considerations, means of travel, best time of year to visit, what to bring and what to wear * reading a letter from a French student, describing their daily routine, highlighting the text-type features required for a letter, discussing the different text-type features required for an interview, and then rereading the letter and using the information provided to write the transcript of an interview * working in small groups to collect a set of cards containing a range of phrases or expressions, organising these according to the text type in which they would feature, and then creating and presenting a workshop activity in small groups about grammatical structures required for different text types * collecting a sentence, rewriting it for a different audience (e.g. student, teacher, parent, shop assistant) and then finding others in the class who have rewritten the same sentence and comparing their responses |

#### 7–10 Sequence strand: Understanding Language and Culture

##### 7–10 Sequence sub-strand: Understanding systems of language

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
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| apply features and conventions of spoken French to enhance and extend fluency, and to respond to and create a range of texts in familiar and unfamiliar contexts  VC2LF10UL01 | * reproducing rhythms in more complex sentences (e.g. Qu’est-ce que tu fais là ?; Un, deux, trois – voilà), using pauses and intonation to signal clause sequence and emphasis * using tone and intonation to indicate emphasis or emotion (e.g. Elle a fait quoi ?; Il est tellement doué !), and practising these in small groups * using words and expressions with more complex syllable combinations (e.g. la magnitude; les augmentations; Qu’est-ce que c’est que ça ?)when writing texts or responses * building fluency and accuracy of speech in relation to pitch, stress and rhythm by practising tongue twisters or challenging sentences or by recording themselves speaking French and reflecting on this when listening to it played back * using liaisons and silent h forms in maintaining speech flow, for example, L’Hôtel Splendide est situé au bord du lac. C’est en effet un hôtel splendide ! * using the linking t in inverted interrogative phrases and some expressions such as Parle-t-elle le français ?; Que va-t-elle faire ?; Va-t-en ! * using correct question structures depending on the formality of the context, for example, using a simple declarative sentence with rising intonation, Tu vas au cinéma ce week-end ?; inverting the verb form, Allez-vous au cinéma ce week-end ?; and using Est-ce que before a declarative sentence, Est-ce que tu vas au cinéma ce week-end ? * adjusting the tone, register and word choice of spoken or written French to reflect the formality of the context, for example, using the pronouns tu and vous and correctly conjugating the accompanying verb * responding spontaneously to questions from their teacher or peers on familiar topics, for example, Qu’est-ce que tu as fait pendant le week-end ?; Qu’est-ce que tu vas faire ce week-end ?; Pourquoi tu étudies le français ?; Qu’est-ce que tu aimes faire normalement ? * using sentence starters and connectors to increase the complexity of responses, for example, Normalement je me lève à six heures du matin, mais ce matin, j’ai fait une grosse matinée et je me suis levé(e) à dix heures, car c’est le week-end ! |
| apply understanding of context and grammatical structures to respond to and create a range of texts that include some complex structures, ideas and conventions appropriate to formality and text type  VC2LF10UL02 | * understanding and using additional negative forms such as ne … plus, ne … rien, ne … jamais, ne … que and ne … personne, for example, playing ‘bingo’ using a ‘bingo’ mat with the negative forms, by creating a sentence with the negative form, crossing this off when the teacher calls the appropriate form, and then checking their sentences with their teacher when they call ‘bingo’ * understanding comparative and superlative forms of adverbs and adjectives (e.g. plus vite / le plus vite; moins jolie / la moins jolie; meilleur / le meilleur), and revising these by playing the ‘fly swatter’ game or online revision * using tenses in both written and spoken French (e.g. le présent, le futur proche, le futur, le conditionnel, le passé composé, l’imparfait), recognising the tense of each verb or mood and changing it as needed by changing the verb conjugation, for example, playing games such as adopting the persona of a character in a game and writing their alibi for when an incident occurred; or writing an application letter to a university expressing what they would like to do after they finish school, using relevant text-type conventions and level of formality * understanding that verbs conjugated in the present perfect (*le* passé composé) with être require agreement of the past participle with the subject (e.g. Elles sont parties hier soir), and that verbs conjugated with avoir require agreement between the past participle and preceding direct object (e.g. Les fleurs que tu as achetées sont si belles), for example, correcting a supplied text to ensure all relevant agreements have been made * using the imperfect (l’imparfait), and understanding how to distinguish between a completed action and a continuing action in the past, for example, Nous étions déjà au lit quand il est arrivé * using relative pronouns (qui, que) to create more complex descriptions in a journal or a formal letter (e.g. le vélo qui est bleu et que je viens d’acheter est casé) or using emphatic pronouns (e.g. moi, elle, eux) in a personal journal to add emphasis * using direct and indirect object pronouns (e.g. le, la, lui, nous, vous, les, leur) to enhance writing, for example, rewriting supplied sentences to use the pronouns instead of the object (e.g. Je l’ai acheté; Je lui a parlé) * recognising y and en in modelled sentences, and changing supplied sentences to use them in place of indirect objects * showing correct use of pronominal verbs (e.g. se laver, se lever, se présenter), including the use of the reflexive pronoun and the use of être and agreements when conjugating in the present perfect in a text written about the past, for example, a letter or postcard describing holiday events * using impersonal expressions such as il faut, on peut and on doit to give instructions, for example, giving steps in a cooking demonstration * using modal verbs (vouloir, pouvoir, devoir) to add complexity to spoken and written French, for example, participating in a role-play to discuss what they want to, must or should do (e.g. Je veux aller au cinéma, mais je ne peux pas car je dois faire mes devoirs) * recognising and using the subjunctive (le subjonctif) verb forms in set, modelled phrases, for example, using Il faut que tu partes or Il faut que je finisse mes devoirs when giving instructions as part of a role-play * using the prepositions à and de in phrases, noticing the change of meaning with verbs that use both prepositions (e.g. parler à quelqu’un vs. parler de quelque choses), and using these when participating in a translation race where they translate sentences into French using a dictionary and practise identifying the different meanings with the change of preposition * recognising and using the gerund (le gérondif) as another method of talking about what occurred while something else was happening to show more complexity in their use of French (e.g. Je suis tombé(e) en descendant l’escalier) in written and spoken texts |
| reflect on and evaluate French texts, using metalanguage to discuss language structures and features  VC2LF10UL03 | * discussing grammatical structures using metalanguage such as word order, verb moods and tenses, present perfect, possessive pronouns, agreement of adjectives and participles, auxiliary verbs and direct/indirect object pronouns * using relative clauses, relative pronouns and demonstrative adjectives to be able to choose between qui, que and dont * understanding when to use the present perfect (le passé composé) and the imperfect (l’imparfait), comparing them with the equivalent English terms * comparing spoken and written texts such as apologies or invitations to identify how differences in grammar and text-type features determine the nature of formal and informal interactions (e.g. Je t’invite ! Nous serions très heureux de vous accueillir chez nous.), for example, reading or viewing texts, and discussing the differences as a class * recognising how grammatical choices shade meaning and establish register (e.g. the use of tu or vous to distinguish relationships; the use of nous to suggest inclusivity or shared identity; the use of on to suggest distance or informality), and annotating a supplied text, reflecting on and discussing the changes in meaning * comparing sentence structures in French, English and/or other languages they know, and recognising the use of different clauses and tenses used to convey meaning |

##### 7–10 Sequence sub-strand: Understanding the interrelationship of language and culture

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes and values, and how these affect ways of communicating  VC2LF10UL04 | * recognising the diversity of spoken forms of French from region to region (e.g. les accents du Midi, l’accent parisien, toulousain, picard) and between different French-speaking communities around the world (e.g. le Québecois, la Réunion), considering how language variation can both reflect and shape social and cultural processes, with concepts such as la norme, la diversité, l’intelligibilité and les élites * identifying and explaining the expressions and cultural references encountered in French texts associated with historical, religious or civic events or traditions, such as la Marianne, le tricolore, la Toussaint and le 1er mai * 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, for example, examining texts (e.g. school timetables, videos, interviews) and identifying the different emphasis on the lunch break between France and Australia * considering how the experience of learning a language has had an impact on the awareness of their own communicative and cultural behaviours, and how these may be interpreted by others * analysing and discussing the interconnected nature of the linguistic and cultural diversity of French-speaking communities, and how this is also relevant to the linguistic and cultural diversity in Australia, including that of Aboriginal and Torres Strait Islander Peoples * examining the *Académie Française* website and identifying how changes to the French language reflect changes in some cultural practices and attitudes (e.g. le fastfood; la fin de semaine / le week-end; la pub / le pub) and how the French are attempting to protect their language in a globalised world by creating French words rather than borrowing words from English (e.g. l’ordinateur rather than le computer) * considering how linguistic innovations in French mark identity, respect, values and attitudes, for example, changes to the gendered nature of some professional titles in French such as un médecin, un chef, une professeure and une ministre * exploring the ways in which linguistic choices can vary to reflect diversity, for example, through the use of the point médian (e.g. un∙e étudiant∙e) as well as of typical features of *l*e langage épicène, such as non-gendered adjectives (e.g. aimable/sympa vs. gentil.le) and formulations (e.g. iel est une personne intéressante; iel est quelqu’un de patient) * writing personal journal entries and participating in group discussions to reflect on and evaluate how learning French has had an impact on their own assumptions about French language, culture and identity * listening to and/or reading examples of an Acknowledgement of Country in French and creating their own version that names the local Country for a French-speaking audience |