Video transcript

Understanding the Victorian Curriculum F–10 Version 2.0, French

Hello and welcome.

Learning a language broadens students’ horizons in relation to the personal, social, cultural, and employment opportunities that an increasingly interconnected and interdependent world can offer.

French is a major world language spoken in more than 24 countries on 5 continents, and as an official language in many countries. 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.

The aim of this video is to familiarise you with the Victorian Curriculum F–10 Version 2.0 French. Let's turn our attention to the key revisions in the French curriculum.

The curriculum has been revised to ensure that it continues to be relevant to Victorian communities and that it is teachable in Victorian schools.

French continues to offer 2 sequences Foundation to Level 10 and Level 7–10. Teachers can use the learning 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 2 overarching strands have been retained and renamed as Communicating Meaning in French and Understanding Language and Culture. The number of sub-strands has been reduced to 5 to remove overlap and duplication and to allow greater focus on the communicative aspects of language teaching and learning.

The sub-strands, socialising, informing, and creating have been refined and repurposed as interacting in French, mediating meaning in and between languages, and creating text in French. The sub-strands translating, reflecting, and language variation and change have been removed.

The curriculum has retained the current 3-level band at Foundation to Level 2. The structure of this band has been strengthened with the inclusion of a third entry level strand called Engaging with French Language and Culture, which is specifically designed to provide an entry point for early language learners.

This strand is intended to help teachers to distribute the Foundation to Level 2 content appropriately in the classroom and to enable them to cater to the needs of their students.

In addition, the revised content in Foundation to Level 2 not only retains but also strengthens the alignment with the Victorian Early Years Learning and Development Framework. It supports the developmental progression of the early years with a strong emphasis on play as students begin to develop their oral language skills.

Revised content in Foundation to Level 2 articulates a learning trajectory that is intended to better support the transition from early year settings to the beginning of formal schooling. It also recognises the importance of identity formation in a child’s learning and development by emphasising the interconnectedness of culture and identity.

As mentioned, the curriculum has a simplified structure with fewer sub-strands and improved progression and improved clarity and coherence. These changes have enhanced the teachability and manageability of the curriculum, making it easier for teachers to plan, assess, and report on student learning.

Achievement standards and content descriptions offer a clear progression of skills set out in a consistent sequence across the Levels as evidenced in the scope and sequence charts.

They support teachers to engage with and track student skill development in French. The achievement standards are also aligned with the content descriptions and provide a coherent progression throughout each band.

The content descriptions give greater clarity about what to teach. They specify the essential knowledge and skills within the French curriculum. They have also been significantly reduced in number to align with the revised 5 sub-strands.

The macro skills of viewing have been strengthened throughout the curriculum supporting students to develop the skills required to respond to viewed texts. These skills will support a stronger articulation into VCE French.

In French Version 2.0, students not only make comparisons between French and English, but may also make these comparisons with other languages. This acknowledges the many multilingual learners in Victorian schools, and more broadly supports the literacy development of all students.

The elaborations unpack the content descriptions providing specific examples of French language and grammatical structures that students learn at each Level. The elaborations related to Aboriginal and Torres Strait Islander histories and cultures were revised in consultation with Victorian experts. This ensures that the learning examples are appropriate to the Victorian context and that they can meaningfully support teachers and schools to implement French Version 2.0.

Now let’s focus on the key features of the Victorian curriculum F–10 Version 2.0, French.

In Levels 3-10, the content is organised under 2 strands with a third strand in Foundation to Level 2. The Engaging with French Language and Culture 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 and engaging with French culture. The 2 strands, Communicating Meaning in French and Understanding Language and Culture can be found in all bands from Foundation to Level 10.

Communicating Meaning in French involves students learning to use language for communicative purposes in interpreting, creating, and exchanging meaning. It has three sub-strands, interacting in French, mediating meaning in and between languages, and creating texts in French.

Understanding Language and Culture involves students learning to analyse and understand language and culture as resources for interpreting and shaping meaning in intercultural exchange. It has two sub-strands, understanding systems of language and understanding the interrelationship of language and culture.

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

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

Learning French broadens students’ horizons in relation to the personal, social, cultural, and employment opportunities that an increasingly interconnected and interdependent world can offer.

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.

For more information, I encourage you to explore the Victorian curriculum F–10 website, which provides easy access to the curriculum and all its supporting resources.

Thank you for watching.