

Years 7–8 (7–10 sequence) French Curriculum and assessment plan

Example

Level description	Context and cohort considerations
<p>In Years 7 and 8, students are beginning their learning of French language, and this will be influenced by prior learning and experiences of language learning. Students use French language to describe their personal world and interact and collaborate with teachers and peers within and beyond the classroom. Listening, speaking, reading and viewing, and writing activities are supported by scaffolding, modelling and feedback.</p> <p>Students access authentic and purpose-developed spoken, written and multimodal resources which may include conversations, audio and video clips, textbooks, advertisements, blogs and magazines. They use their English literacy knowledge of metalanguage to reflect on similarities and differences between French and English language pronunciation, structures and features. They recognise that language choices reflect cultural values, beliefs and identity.</p>	<p>Students learn French and Chinese for a semester in Year 7 for three lessons a week. Some students may have background knowledge from primary school and will require some differentiation. In Year 8, students are required to select one language and continue studying their chosen language for a semester, for three lessons a week.</p>

Unit 1 — À table ! (To the table)	Unit 2 — Bon voyage !	Unit 3 — Vive les ados ! (Long live teens)	Unit 4 — Le lycée de mes rêves (My dream high school)
<p>Timing: Year 7, Term 1 or 3 Duration: 10 weeks</p>	<p>Timing: Year 7, Term 2 or 4 Duration: 10 weeks</p>	<p>Timing: Year 8, Term 1 Duration: 10 weeks</p>	<p>Timing: Year 8, Term 2 Duration: 10 weeks</p>
<p>Effective communication is a vital aspect of human interaction and lies at the heart of the curriculum.</p> <p>In this unit, students are taught meaningful content early on so that they can effectively communicate in French outside the classroom within the first few weeks of their language-learning journey. Throughout this unit, students explore language for food by engaging with menus and supermarket catalogues from different French-speaking countries and creating their own menu. They learn vocabulary and expressions to interact using modelled sentences, and roleplay real-life situations such as ordering at a café and a restaurant, using puppets initially to build confidence. Taking turns, students collaborate to greet, serve and order food in French at the tuckshop. They engage with texts and videos set in cafés and restaurants in Australia and in French-speaking countries, comparing verbal and non-verbal communication. Toward the end of the unit, students organise a visit to a café, where they endeavour to only speak French. In class, they discuss a budget for the class outing and practise inviting each other.</p> <p>To conclude the unit, students apply their knowledge, understanding and skills in a short conversation, using puppets, in which two characters interact at a restaurant.</p>	<p>Collaboration plays a crucial role in language learning.</p> <p>In this unit, students explore France and French-speaking countries and learn vocabulary and expressions relating to travel to collaborate and to practise their language skills in a meaningful way. They interact using modelled sentences to roleplay real-life situations such as using public transport, speaking to venue attendants and asking for directions. Students engage in a range of tasks and activities, including playing treasure hunts to practise directions, and engaging with texts related to holidays and travel — including sustainable options — to develop their ability to interpret meaning in French. Through comparing and contrasting different holiday destinations and experiences, they learn to express their preferences and collaborate with peers to create their ideal travel itinerary. They use metalanguage to comment on the differences in word order and expressions of formality between English and French and discuss situations when using formal language is important in travel contexts. By the end of the unit, students are able to communicate in a variety of situations related to holidays and travel.</p> <p>To conclude the unit, students apply their knowledge, understanding and skills to give and understand directions in French.</p>	<p>Intercultural understanding is important given Australia's cultural and linguistic diversity.</p> <p>In this unit, students extend their intercultural understanding through exploring the lives and interests of young people in different parts of the French-speaking world. They explore francophone pop culture, including music popular among French-speaking teenagers, and learn vocabulary and expressions to communicate effectively about their own interests and routines. Students engage with a range of songs, videos and written texts about the interests, perspectives and challenges of teenagers in France and in French-speaking countries such as Belgium, Canada, New Caledonia, Senegal and Switzerland. Through listening to popular songs, they develop their listening skills and compare their interests and routines with those of French-speaking teenagers. Students identify themes in songs and discuss lyrics using metalanguage. They participate in karaoke activities to develop their listening and pronunciation skills. Students create their ideal francophone playlist and reflect on the significance of music in different cultures and contexts, and the role it plays in shaping identity.</p> <p>To conclude the unit, students apply their knowledge, understanding and skills by responding to questions about interactions between French-speaking teenagers.</p>	<p>Autonomy is a key factor in fostering students' intrinsic motivation.</p> <p>To cultivate autonomy, this unit encourages students to investigate schools in French-speaking countries and use their reflection to design the perfect school. Throughout this unit, students explore the school life and daily routines of students from different French-speaking countries. They learn the vocabulary and expressions to describe and compare these routines to their own. Students engage with a range of audio, audiovisual and written texts about daily routines and schools in French-speaking communities. They locate and demonstrate understanding of information in these texts and engage in group activities to compare likes and dislikes relating to schools and routines. Students create surveys, interview each other and create posters to display their findings. Using these posters, they design their ideal school timetable and school features (e.g. tuckshop, sporting facilities, subjects, timetable, uniform, layout) using the conditional tense.</p> <p>To conclude the unit, students apply their knowledge, understanding and skills in a multimodal presentation in which they present what the perfect school day would be.</p>

	Unit 1 — À table ! (To the table)		Unit 2 — Bon voyage !		Unit 3 — Vive les ados ! (Long live teens)		Unit 4 — Le lycée de mes rêves (My dream high school)	
	Assessment 1 — At the restaurant	Term/ week	Assessment 2 — Directions	Term/ week	Assessment 3 — Teenagers	Term/ week	Assessment 4 — Ideal school day	Term/ week
Assessment	<p>Description: Using puppets, students create, perform and record themselves playing the role of a French server and a French-speaking Australian customer at a restaurant, in a French conversation. In English, they then explain a French expression used in the conversation and its equivalent in the student’s culture.</p> <p>Technique: Short response</p> <p>Mode: Multimodal</p> <p>Conditions:</p> <ul style="list-style-type: none"> • conversation: up to 1 minute in French • English explanation: up to 1 minute 	Term 1 or 3 Week 8	<p>Description: In pairs, students are given a map of a French-speaking destination, on which places of interest are identified in French. In a video, they take turns giving directions to a selected place of interest to each other in French. Students submit the video and their script.</p> <p>Technique: Extended response</p> <p>Mode: Multimodal</p> <p>Conditions:</p> <ul style="list-style-type: none"> • up to 2 minutes per student in French 	Term 2 or 4 Week 8	<p>Description: Students watch a short video about French-speaking teenagers interacting and demonstrate their understanding of the video in French. Students then respond to questions about context, purpose and audience in English and justify their responses using references to the video, such as quotations in French and references to non-verbal cues. In English, they use metalanguage to comment on aspects of the language used in the video and compare these aspects to English.</p> <p>Technique: Examination</p> <p>Mode: Written</p> <p>Conditions:</p> <ul style="list-style-type: none"> • 50 minutes with 10 minutes planning time • up to 100 words in French • up to 300 words in English 	Term 1 Week 7	<p>Description: In a video in French, students present their ideal school day, based on the Australian and French-speaking schools studied in class. Their video includes examples such as favourite mode of transport, subjects and lunch, and a short explanation for each choice in French. In English, they explain why their ideal school day would suit their personality and reflect on a word or expression from their presentation explaining what this reveals about francophone culture and identity.</p> <p>Technique: Extended response</p> <p>Mode: Multimodal</p> <p>Conditions:</p> <ul style="list-style-type: none"> • up to 2 minutes in French • English reflection: up to 300 words 	Term 2 Week 8
Achievement standard	<p>By the end of Year 8, students use French language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others’ contributions, and recognise familiar gestures, questions and instructions in exchanges. They recognise relationships between spoken and written forms. They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning. They respond in French or English, and demonstrate understanding of context, purpose and audience in texts. They use familiar language, and modelled sentence and grammatical structures to create texts, and demonstrate understanding of how some language reflects cultural practices.</p> <p>Students approximate French sound patterns, intonation and rhythms, and demonstrate understanding that French has conventions and rules for non-verbal, spoken and written communication. They comment on aspects of French and English language structures and features, using metalanguage. They demonstrate awareness that the French language is connected with culture and identity, and that this is reflected in their own language(s), culture(s) and identity.</p>		<p>By the end of Year 8, students use French language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others’ contributions, and recognise familiar gestures, questions and instructions in exchanges. They recognise relationships between spoken and written forms. They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning. They respond in French or English, and demonstrate understanding of context, purpose and audience in texts. They use familiar language, and modelled sentence and grammatical structures to create texts, and demonstrate understanding of how some language reflects cultural practices.</p> <p>Students approximate French sound patterns, intonation and rhythms, and demonstrate understanding that French has conventions and rules for non-verbal, spoken and written communication. They comment on aspects of French and English language structures and features, using metalanguage. They demonstrate awareness that the French language is connected with culture and identity, and that this is reflected in their own language(s), culture(s) and identity.</p>		<p>By the end of Year 8, students use French language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others’ contributions, and recognise familiar gestures, questions and instructions in exchanges. They recognise relationships between spoken and written forms. They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning. They respond in French or English, and demonstrate understanding of context, purpose and audience in texts. They use familiar language, and modelled sentence and grammatical structures to create texts, and demonstrate understanding of how some language reflects cultural practices.</p> <p>Students approximate French sound patterns, intonation and rhythms, and demonstrate understanding that French has conventions and rules for non-verbal, spoken and written communication. They comment on aspects of French and English language structures and features, using metalanguage. They demonstrate awareness that the French language is connected with culture and identity, and that this is reflected in their own language(s), culture(s) and identity.</p>		<p>By the end of Year 8, students use French language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others’ contributions, and recognise familiar gestures, questions and instructions in exchanges. They recognise relationships between spoken and written forms. They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning. They respond in French or English, and demonstrate understanding of context, purpose and audience in texts. They use familiar language, and modelled sentence and grammatical structures to create texts, and demonstrate understanding of how some language reflects cultural practices.</p> <p>Students approximate French sound patterns, intonation and rhythms, and demonstrate understanding that French has conventions and rules for non-verbal, spoken and written communication. They comment on aspects of French and English language structures and features, using metalanguage. They demonstrate awareness that the French language is connected with culture and identity, and that this is reflected in their own language(s), culture(s) and identity.</p>	
Moderation	<p>Consensus: Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the subject.</p>		<p>Consensus: Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the subject.</p>		<p>Calibration: Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the subject.</p>		<p>Consensus: Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the subject.</p>	

Content descriptions	Units				Content descriptions	Units			
	1	2	3	4		1	2	3	4
Communicating meaning in French					Understanding language and culture				
Interacting in French interact with others using modelled language to exchange information in familiar contexts about self and personal world AC9LF8EC01	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Understanding systems of language recognise and use features of the French sound system, including pitch, rhythm, stress, pronunciation and intonation, and demonstrate understanding of how these are represented in familiar contexts AC9LF8EU01	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
develop language to interact in exchanges, routines, tasks and responsibilities related to classroom and interests AC9LF8EC02	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	develop knowledge of, and use structures and features of, the French grammatical and writing systems, to understand and create spoken, written and multimodal texts AC9LF8EU02	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
engage in modelled non-verbal, spoken and written exchanges with peers to organise activities relating to daily life and school environment AC9LF8EC03	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	compare French language structures and features with English, using familiar metalanguage AC9LF8EU03	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mediating meaning in and between languages locate and process information and ideas in familiar spoken, written and multimodal texts, responding in ways appropriate to cultural context, purpose and audience AC9LF8EC04	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Understanding the interrelationship of language and culture recognise how identity is shaped by language(s), culture(s), beliefs, attitudes and values AC9LF8EU04	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
develop and begin to apply strategies to interpret, translate and convey meaning in French in familiar contexts AC9LF8EC05	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>					
Creating text in French create spoken, written and multimodal, informative and imaginative texts using appropriate vocabulary, expressions, grammatical structures, and some textual conventions AC9LF8EC06	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>					

General capabilities	Units			
	1	2	3	4
Critical and creative thinking	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Digital literacy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Ethical understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intercultural understanding	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Literacy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Numeracy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Personal and social capability	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Cross-curriculum priorities	Units			
	1	2	3	4
Aboriginal and Torres Strait Islander histories and cultures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asia and Australia's engagement with Asia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sustainability	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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