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|  | Years 7 and 8 band plan — Australian Curriculum: Languages  Overview for planning with the Australian Curriculum: Languages — French |

This band plan has been developed in consultation with the Curriculum into the Classroom (C2C) project team.

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| School name: | | | | |
| Australian Curriculum: Languages | | | Band: Years 7–8 | Languages subject: French |
| Identify curriculum[[1]](#footnote-1) | **Languages learning area** | The Australian Curriculum: Languages is designed to enable all students to engage in learning a language in addition to English.  The interrelationship of language, culture and learning provides the foundation for the Australian Curriculum: Languages.  In the Languages learning 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 the new language being learnt and their own existing language(s). It is a reciprocal and dynamic process which develops language use within intercultural dimensions of learning experiences. It is not a ‘one plus one’ relationship between two languages and cultures, where each language and culture stay separate and self-contained. Comparison and referencing between (at least) two languages and cultures build understanding of how languages ‘work’, how they relate to each other and how language and culture shape and reflect experience; that is, the experience of language using and language learning. The experience of being in two worlds at once involves noticing, questioning and developing awareness of how language and culture shape identity. | | |
| **Course organisation** | This band plan is for a second language learner pathway using the F(P)–Year 10 sequence of learning.  In the *Australian Curriculum: Languages — French* is banded, with content descriptions indicating the nature and scope of learning over two year spans. Teachers will need to make decisions about what aspects of the content descriptions, will be taught in what year of their program. Year by year, programs can then be used to inform the development of short-term programs (that is, one term/several weeks).  The two strands — Communicating and Understanding — are interrelated in relation to language use for different purposes in different contexts. The strands and sub-strands do not operate in isolation. The relative contribution of each sub-strand differs for described languages, pathways and bands of learning. The sub-strands are further differentiated according to a set of ‘threads’ that support the internal organisation of content in each sub-strand. The ‘threads’ are designed to capture the range and variety in the scope of learning and a means for expressing the progression of content across the learning sequences.  The strands reflect three important aspects of language learning:   * communication * analysis of aspects of language and culture * reflection that involves * reflection on the experience of communicating * reflection on comparative dimensions of the languages available in students’ repertoires (for example, the first language in relation to second language and self in relation to others).   When developing teaching and learning programs teachers should consider:   * the relationship between each of the curriculum components (band descriptions, content descriptions, elaborations and achievement standards) to describe the level/expectations of language teaching and learning at a given moment in time and over time * the level of complexity at which student learning can be pitched * integrating the two strands to ensure holistic learning, including active language use and the development of related knowledge, understandings and reflective capabilities * drawing on the content descriptions from a number of sub-strands and integrating these to create meaningful learning experiences for the learners in their context * developing a variety of learning experiences that are relevant, rigorous and meaningful and allow for different rates of development, in particular for younger students and for those who need extra support * opportunities for integration of learning between Languages and with other learning areas.   This band plan is organised to:   * align with the *Australian Curriculum: Languages — French*, which is organised in band levels for the achievement standard and content descriptions * provide a course structure and content that includes a sequence of teaching and learning and identification of opportunities for assessment and feedback, organised in units according to bands, and developed using the *Australian Curriculum: Languages — French* content descriptions and achievement standards * provide flexibility to enable schools to make decisions about implementation, based on local context and needs of students. The sequence of learning for this band plan is a second language learner pathway F(P)–Year 10 sequence. | | |
| **Band description** | The nature of the learners  These years represent a transition to secondary school. Students in this pathway are continuing to study French, bringing with them an established capability to interact in different situations, to engage with a variety of texts and to communicate with some assistance about their immediate world and that of France and other French-speaking communities. They have experience in analysing the major features of the language system and in reflecting on the nature of intercultural exchanges in which they are involved.  French language learning and use  French is used for classroom interactions and transactions, for explaining and practising language forms and for developing cultural understanding. Additional opportunities for interaction in the target language are provided by purposeful and integrated use of ICT. Learners work both collaboratively and independently, exploring different modes and genres of communication, with particular reference to their own current interests. They pool language knowledge and resources to plan, problem-solve, monitor and reflect. They use modelled and rehearsed language in familiar and unfamiliar contexts and increasingly generate original and personal language. They make cross-curricular connections and explore intercultural perspectives and experience.  Contexts of interaction  The primary context for learning remains the French language class; however, there may be increasing opportunities for interaction with peers in France and other French-speaking communities through technology, partner-school arrangements or community connections. Learners have access to additional French resources through websites, social media and radio streaming.  Features of French language use  Learners expand their range of vocabulary beyond their immediate world. They make clearer distinctions between sounds and intonation patterns. They develop more detailed grammatical knowledge, using additional tenses (*le passé composé, le futur proche*), some reflexive verb forms and additional irregular verbs. They become more familiar with features of different types of text (for example, informative, transactional, expressive), using this understanding to guide their own text production. They create and present more varied texts (such as poems, web pages and brochures), plan events and join in competitions and debates. They use French with increasing accuracy and fluency, drafting and editing texts to improve structure and effect. They make connections more confidently between texts and cultural contexts.  Texts and resources  Learners work with a range of texts specifically designed for learning French in schools, such as textbooks, videos, readers and online resources. They also access materials created for French-speaking communities, such as films (with subtitles), websites, advertisements and magazines. Authentic French-community resources provide access to additional cultural expression and experience.  Level of support  This is a period of review and consolidation and of engaging with new and challenging learning experiences. Continued scaffolding, modelling and material support are required to manage this transitional phase. Learners require modelled language use, particularly at the paragraph and whole text level for written language and for developing fluency and accuracy in spoken French. Focused attention on grammatical and textual features supports learners’ development as text producers. Learners are encouraged to become more autonomous, to self-monitor and to reflect on their learning.  The role of English  French is increasingly used at this level for classroom interactions and routines, for task participation and structured discussions. English continues to be used for more complex elements of instruction, and more substantive discussion, analysis and reflection in relation to abstract concepts. Learners continue to develop a metalanguage for thinking and talking about language, culture, identity and the experience of learning and using French. | | |
| **Phase curriculum focus** | Curriculum focus: Years 7 to 10  In Years 7–10 the Australian Curriculum supports the deepening of knowledge, understanding and skills in all eight learning areas. The curriculum continues to prepare students for civic, social and economic participation and personal health and well-being whilst providing increased opportunities for students to make choices and specialise in learning of particular interest. The curriculum is designed to equip students for senior secondary schooling, including vocational pathways.  The Languages curricula in Years 7–10 provide opportunities for ongoing additional language study for those students who commenced in primary school as well as the opportunity to commence the study of an additional language. | | |
| **Achievement standard** | By the end of Year 8, students use written and spoken French to interact with teachers, peers and others and to exchange experiences, opinions and views. They use descriptive and expressive language to talk and write about immediate environments, personal interests and feelings and technical language to [discuss](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Discuss) issues of wider interest (for example, *les nouvelles téchnologies, les rapports entre les générations, le travail, la musique*). They ask, give and follow directions and instructions, using phrases such as *prenez la deuxième rue à gauche ..., suivez le boulevard jusqu’à ... and choisissez la photo*. They [locate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Locate) and [analyse](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Analyse) information from different sources presenting it in modes and formats suitable for the intended audience. They use strategies such as emphasis, repetition and summary to support fluency and expression in shared reading, performances, discussions and debate. They plan, draft and present imaginative, informative and persuasive texts, using simple and compound sentences to structure arguments and to [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) or [justify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Justify) a position. Students use regular verbs in the *passé composé* form independently as well as high-frequency irregular verbs such as *faire, être and avoir*. They use declarative, imperative and interrogative verbs in affirmative and negative forms. They [interpret](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Interpret) and translate language which has colloquial or cultural associations in either French or Australian English, providing alternative expressions when equivalence is not possible (for example, *à tout à l’heure*, good on ya!). They make appropriate language choices when communicating in French in different contexts and situations.  Students use metalanguage to [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) language features and elements, using appropriate grammatical terms (such as tenses, genres, agreement). They [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) how language features such as vocabulary, tenor and register serve different purposes in different modes. They make connections between texts and contexts, comparing expression and representation in similar texts from different cultural contexts (for example, invitations to celebrations or ceremonies, postcards or letters between friends). Students [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) the relationship between language and culture, understanding that personal and community identity are expressed through cultural expression and language use. They reflect on their own ways of communicating, discussing how these might be interpreted by others. | | |

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| Teaching and learning | Unit overview  The Australian Curriculum assumes that all students will study one language in addition to English from Prep Year (Foundation) to the end of Year 8 and that the curriculum will provide for continued learning in different pathways through to the senior secondary years.  Schools decide which units of study to complete, and how and when. This band plan provides eight potential units.  The Australian Curriculum: Languages have been developed across bands spanning two years.  Units 1–4 have been written for the lower year and  Units 5–8 have been written for the upper year. | Unit 1 — What are memorable places? | Unit 2 — What are oral traditions? | | | Unit 3 — What is community? | | | | Unit 4 — How do I express my self-identity | | | | | |
| Students use language to explore memorable places around the French-speaking world. They will:   * engage with a range of spoken and written texts about iconic and memorable places * identify the iconic locations and features of places * describe the significance of memorable places * participate in intercultural experiences to notice, compare and reflect on language and culture. | Students understand how language and culture influence the representation of cultural values in traditional stories. They will:   * encounter authentic language in a range of spoken and written imaginative texts analysing ideas, values and cultural elements * process, analyse and compare techniques, including storytelling practices, used to engage and entertain audiences * apply understandings of language in use to recreate aesthetic or emotional effects in ways that reflect cultural influences * participate in intercultural experiences to notice, compare and reflect on the importance of traditional stories. | | | Students explore the concept of community in French-speaking countries and Australia. They will:   * describe characteristics of communities in Australia and French-speaking countries * engage with a range of texts about communities in French-speaking countries * plan, draft and present information about community events * reflect on the culture of communities. | | | | Students will explore the concept of self-identity and use language to communicate ideas about interest and influences on self-identity. They will:   * interact with others to share ideas about self, interests and influences on self-identity * engage with a range of texts to obtain and convey information relating to influences on self-identity * create and translate identity maps * participate in intercultural experiences to notice, compare and reflect on language use and self-identity. | | | | | |
| Unit 5 — What is friendship? | Unit 6 — What’s in a time capsule? | | | Unit 7 — What’s for dinner? | | | | Unit 8 — How do we celebrate community? | | | | | |
| Students explore the concept of friendship and how it is expressed across cultures. They will:   * discuss experiences of making new friends * explore strategies for making and developing friends * notice the language required for Australian students to grow friendships in France * consider how friendship norms in Australia might be interpreted by others. | Students understand how language and culture influence presentation of a museum exhibit. They will:   * encounter authentic language in a range of spoken and written texts to explore the way museum exhibits represent a perspective on a nation or community’s story * access, summarise and analyse information from different sources about the artefact’s significance * apply understandings of language in use to compose an oral presentation, attending to purpose, audience and word knowledge * participate in intercultural experiences to notice, compare and reflect on how communities talk about the past. | | | Students explore the cultural values and practices relating to eating in the target culture and Australia. They will:   * discuss their eating practices with one another * create connected texts about cultural dishes * translate recipes, considering words that carry cultural meaning * reflect on cultural food experiences and consider the relationship between language and culture. | | | | Students will explore language and cultural values relating to community and ways of celebrating community identity. They will:   * interact with others to share ideas about community celebrations * engage with a range of texts to obtain information about community and events that celebrate community identity * create connected texts conveying information relating to personal experience and community celebrations * participate in intercultural experiences to notice, compare and reflect on how cultures celebrate community identity. | | | | | |
| **Content descriptions** | Communicating | | | | | | | | | | | | | |
| Socialising | | | | | Unit 1 | Unit 2 | Unit 3 | | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Unit 8 |
| Participate in a range of spoken and written interactions, for example, exchanging views or experiences, apologising or excusing, inviting or congratulating [Key concepts: friendship, respect, [communication](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Communication); Key processes: responding, expressing, connecting] [(ACLFRC055)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLFRC055) | | | | | ✓ | ✓ |  | | ✓ | ✓ | ✓ | ✓ |  |
| Engage in tasks and activities that involve negotiation and problem-solving [Key concepts: value, design, [audience](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Audience), purpose; Key processes: negotiating, considering, reflecting, evaluating] [(ACLFRC056)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLFRC056) | | | | |  |  | ✓ | |  |  |  |  | ✓ |
| Interact in classroom activities and discussions through asking and responding to open-ended questions, offering opinions and explaining positions [Key concepts: exploratory [talk](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Talk), discussion, exchange; Key processes: eliciting, prompting, responding, explaining] [(ACLFRC057)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLFRC057) | | | | | ✓ |  |  | |  |  | ✓ | ✓ | ✓ |
| Informing | | | | | Unit 1 | Unit 2 | Unit 3 | | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Unit 8 |
| Access, summarise and analyse information from different sources relating to contemporary community and lifestyle issues [Key concepts: values, generation, [culture](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Culture); Key processes: researching, comparing, evaluating, reflecting] [(ACLFRC058)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLFRC058) | | | | | ✓ |  | ✓ | | ✓ | ✓ | ✓ | ✓ |  |
| Organise and present information and ideas on different topics, issues or events, comparing perspectives and experiences [Key concepts: perspective, engagement, action, debate; Key processes: managing information, shaping [text](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Text), engaging] [(ACLFRC059)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLFRC059) | | | | | ✓ |  | ✓ | |  | ✓ | ✓ | ✓ | ✓ |
| Creating | | | | | Unit 1 | Unit 2 | Unit 3 | | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Unit 8 |
| Respond to a variety of imaginative texts, analysing ideas, themes, values and techniques used to engage and entertain audiences [Key concepts: [audience](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Audience), engagement, themes; Key processes: responding, analysing, contextualising, explaining] [(ACLFRC060)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLFRC060) | | | | |  | ✓ |  | |  | ✓ |  |  |  |
| [Create](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Create) simple songs, plays or stories to entertain others, involving imagined contexts and [characters](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Characters) [Key concepts: mood, drama, effect, [audience](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Audience); Key processes: character and [context](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Context) building, creating] [(ACLFRC061)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLFRC061) | | | | |  | ✓ |  | | ✓ | ✓ |  |  |  |
| Translating | | | | | Unit 1 | Unit 2 | Unit 3 | | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Unit 8 |
| Translate and [interpret](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Interpret) texts, compare own [translation](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Translation) to classmates’, and consider why there might be differences in interpretation and how [language](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Language) reflects elements of [culture](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Culture) [Key concepts: [culture](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Culture), equivalence, idiom; Key processes: translating, interpreting, mediating] [(ACLFRC062)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLFRC062) | | | | | ✓ |  |  | |  |  |  |  | ✓ |
| [Create](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Create) bilingual texts such as glossaries, menus, captions or brochures, identifying words or expressions that carry specific cultural meaning in either [language](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Language) [Key concepts: [language](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Language), [culture](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Culture), meaning; Key processes: selecting, identifying, explaining, comparing] [(ACLFRC063)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLFRC063) | | | | |  |  | ✓ | | ✓ |  |  | ✓ |  |
| Reflecting | | | | | Unit 1 | Unit 2 | Unit 3 | | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Unit 8 |
| Reflect on cultural differences between French and English communicative styles and on how these affect intercultural interactions [Key concepts: values, perspective, respect; Key processes: reflecting, analysing, comparing] [(ACLFRC064)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLFRC064) | | | | | ✓ | ✓ |  | |  |  |  |  |  |
| Consider how own [biography](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Biography) including family origins, traditions, interests and experience, impacts on [identity](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Identity) and [communication](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Communication) [Key concepts: [culture](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Culture), community, [communication](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Communication), [identity](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Identity); Key processes: reflecting, analysing, explaining] [(ACLFRC065)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLFRC065) | | | | |  |  | ✓ | |  |  |  |  |  |
| Understanding | | | | | | | | | | | | | |
| Systems of language | | | | | Unit 1 | Unit 2 | Unit 3 | | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Unit 8 |
| Recognise individual elements of spoken and written words, phrases and non-verbal forms of expression, and notice how they combine to make or to change meaning [Key concepts: word parts, idioms, expression; Key processes: listening, reading, identifying, describing] [(ACLFRU066)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLFRU066) | | | | |  |  |  | |  |  | ✓ |  |  |
| Understand and control additional elements of French grammar such as compound tenses, irregular and reflexive [verb](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Verb) forms, [verb](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Verb) moods and modalities [Key concepts: tenses, parts of speech, moods, modalities, [metalanguage](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Metalanguage); Key processes: analysing, categorising, distinguishing] [(ACLFRU067)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLFRU067) | | | | |  | ✓ | ✓ | |  | ✓ | ✓ |  |  |
| Analyse the structure and organisation of a range of texts created for purposes such as information exchange or social interaction [Key concepts: tenor, lexical and rhetorical resources; Key processes: experimenting, reflecting, comparing] [(ACLFRU068)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLFRU068) | | | | | ✓ | ✓ |  | |  |  | ✓ |  |  |
| Language variation and change | | | | | Unit 1 | Unit 2 | Unit 3 | | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Unit 8 |
| Examine how elements of [communication](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Communication) such as gestures, facial expressions and choice of [language](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Language) vary according to [context](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Context) and situation [Key concepts: body [language](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Language), personal space, expression; Key processes: observing, comparing, analysing] [(ACLFRU069)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLFRU069) | | | | |  | ✓ | ✓ | |  |  | ✓ |  | ✓ |
|  |  | Reflect on changes in their own use of [language](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Language)(s) over time, noticing how and when new ways are adopted or existing ways adapted [Key concepts: change, influence, [communication](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Communication), [identity](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Identity); Key processes: observing, reflecting, explaining] [(ACLFRU070)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLFRU070) | | | | |  |  |  | | ✓ |  |  |  |  |
| Investigate the nature and extent of French [language](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Language) use in both Australian and global contexts [Key concepts: community, arts, fashion, music, cuisine; Key processes: researching, analysing, classifying] [(ACLFRU071)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLFRU071) | | | | | ✓ |  | ✓ | |  |  |  | ✓ |  |
| Role of language and culture | | | | | Unit 1 | Unit 2 | Unit 3 | | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Unit 8 |
| Reflect on different aspects of the cultural dimension of learning and using French [Key concepts: cultural expression, representation, difference, diversity; Key processes: reflecting, comparing, analysing] [(ACLFRU072)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLFRU072" \o "View additional details of ACLFRU072) | | | | |  |  |  | |  | ✓ | ✓ | ✓ | ✓ |
| **General capabilities** | Literacy    Numeracy    ICT capability    Critical and creative thinking    Personal and social capability    Ethical understanding    Intercultural understanding | | | | | | | | | | | | | |
| **Cross‑curriculum priorities** | Aboriginal and Torres Strait Islander histories and cultures    Asia and Australia’s engagement with Asia   Description: Description: cc_sust Sustainability | | | | | | | | | | | | | |
| Develop assessment | **Assessment**  *The Years 7 to 10 Languages: Australian Curriculum in Queensland — assessment and reporting advice and guidelines* brings together advice about assessment, making judgments and reporting in a single document available from:   * [www.qcaa.qld.edu.au/p-10/aciq/p-10-languages/year-7-languages](https://www.qcaa.qld.edu.au/p-10/aciq/p-10-languages/year-7-languages) * [www.qcaa.qld.edu.au/p-10/aciq/p-10-languages/year-8-languages](https://www.qcaa.qld.edu.au/p-10/aciq/p-10-languages/year-8-languages). | Unit 1 — What are memorable places? | | Unit 2 — What are oral traditions? | Unit 3 — What is community? | | | | | Unit 4 — How do I express my self-identity? | | | | | |
| Collection of work  Skills assessed: Reading, Listening, Analysing, Writing  The assessment will gather evidence of the student’s ability to:   * use descriptive and expressive language * locate and analyse information from different sources * plan, draft and present informative texts, using simple and compound sentences * use declarative verbs in affirmative and negative forms * make appropriate language choices when communicating in French in different contexts and situations * use metalanguage to explain language features and elements, using appropriate grammatical terms * make connections between texts and contexts, comparing expression and representation in similar texts from different cultural contexts. | | Collection of work  Skills assessed: Writing, Speaking  The assessment will gather evidence of the student’s ability to:   * plan, draft and present imaginative texts, using simple and compound sentences * use declarative, imperative and interrogative verbs in affirmative and negative forms * identify the relationship between language and culture, understanding that personal and community identity are expressed through cultural expression and language use. | Composition  Skills assessed: Speaking  The assessment will gather evidence of the student’s ability to:   * plan, draft and present informative and persuasive texts, using simple and compound sentences to structure arguments and to explain or justify a position * use declarative and imperative verbs in affirmative and negative forms * use metalanguage to explain language features and elements, using appropriate grammatical terms * identify how language features serve different purposes. | | | | | Collection of work  Skills assessed: Writing, Reflecting  The assessment will gather evidence of the student’s ability to:   * interpret and translate language which has colloquial or cultural associations in either French or Australian English, providing alternative expressions when equivalence is not possible * reflect on their own ways of communicating. | | | | | |
| Unit 5 — What is friendship? | | Unit 6 — What’s in a time capsule? | Unit 7 — What’s for dinner? | | | | | Unit 8 — How do we celebrate community? | | | | | |
| Collection of work  Skills assessed: Writing, Reflecting  The assessment will gather evidence of the student’s ability to:   * give instructions * plan, draft and present informative texts * use declarative and imperative verbs in affirmative and negative forms * interpret and translate language which has colloquial or cultural associations in French, providing alternative expressions when equivalence is not possible * identify the relationship between language and culture, understanding that personal and community identity are expressed through cultural expression and language use * reflect on their own ways of communicating, discussing how these might be interpreted by others. | | Collection of work  Skills assessed: Reading, Writing, Speaking, Reflecting  The assessment will gather evidence of the student’s ability to:   * use descriptive language to talk and write about immediate environments, personal interests and feelings and technical language to discuss issues of wider interest * give directions and instructions, using phrases * locate and analyse information from different sources presenting it in modes and formats suitable for the intended audience * plan, draft and present informative texts using simple and compound sentences * use regular verbs in the *passé composé* form independently as well as high-frequency irregular verbs * identify how language features such as vocabulary, tenor and register serve different purposes in different modes * identify the relationship between language and culture, understanding that personal and community identity are expressed through cultural expression and language use. | Collection of work  Skills assessed: Speaking, Writing, Reflecting  The assessment will gather evidence of the student’s ability to:   * use spoken French to interact with peers to exchange experiences, opinions and views * use descriptive and expressive language to talk about immediate environments, personal interests and feelings; and technical language to discuss issues of wider interest * identify the relationship between language and culture, understanding that personal and community identity are expressed through cultural expression and language use. | | | | | Collection of work  Skills assessed: Speaking, Reflecting  The assessment will gather evidence of the student’s ability to:   * use descriptive and expressive language to talk and write about immediate environments, personal interests and feelings * plan, draft and present informative texts, using simple and compound sentences to structure arguments and to explain or justify a position * use declarative verbs in affirmative and negative forms * identify the relationship between language and culture, understanding that personal and community identity are expressed through cultural expression and language use * reflect on their own ways of communicating, discussing how these might be interpreted by others. | | | | | |
| All unit assessment tasks provide evidence of student learning and provide opportunities for teachers to make judgments about whether students have met the *Australian Curriculum: Languages — French Years 7 and 8 Achievement Standard*. | | | | | | | | | | | | | |
| Make judgments  and use feedback | **Consistency of teacher judgments** | Identify opportunities to moderate samples of student work at a school or cluster level to reach consensus and consistency. | | | | | | | | | | | | | |

1. Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum: Languages*: [www.australiancurriculum.edu.au/languages/introduction](http://www.australiancurriculum.edu.au/languages/introduction) [↑](#footnote-ref-1)