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|  | Years 9 and 10 band plan — Australian Curriculum: LanguagesOverview 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 9–10  | 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. 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.
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| **Band description** | The nature of the learners At this level, students bring existing knowledge of French language and culture and a range of learning strategies to their learning. They are increasingly aware of the world beyond their own and are engaging with youth-related and social and environmental issues. They require continued guidance and mentoring, but are increasingly independent in terms of analysis, reflection and monitoring of their language learning and intercultural experiences. They are considering future pathways and options, including the possible role of French in these. French language learning and use This is a period of language exploration, vocabulary expansion and experimentation with different modes of communication (for example, digital and hypermedia, collaborative performance and group discussions). Learners become more confident in communicating in a wider range of contexts through greater control of language structures and increased understanding of the variability of language use. They use French to communicate and interact; to access and exchange information; to express feelings and opinions; to participate in imaginative and creative experiences; and to create, interpret and analyse a wider range of texts and experiences. They use French more fluently, with a greater degree of self-correction and repair. They reference the accuracy of their language use against a stronger frame of grammatical knowledge. They demonstrate understanding of language variation and change and of how intercultural experience, technology, media and globalisation influence communication. Contexts of interaction Learners interact with peers, teachers and other French speakers in immediate and local contexts, and with wider communities and cultural resources via virtual and online environments. They may access additional French experience through community events such as film festivals, interschool events or cultural performances.Texts and resources Learners use texts designed for language learning such as textbooks, teacher-generated materials and online resources. Learning is enriched by exposure to a range of authentic materials designed for or generated by young French speakers in France and other francophone regions, such as video clips, magazine features, television programs or advertisements. Students take some responsibility for sourcing additional materials to support their own learning. Features of French language use Learners expand their knowledge and control of grammatical elements such as verb tenses (*l’imparfait, le futur simple, le conditionnel*) and emphatic, direct and indirect object pronouns. They extend their knowledge of text types and language functions by maintaining a balance between form-focused activities and communicative tasks and performance. Task characteristics and conditions involve collaborative as well as independent language planning and performance, and strategic use of language and cultural resources. Tasks involve interpreting, creating, evaluating and performing. Learners engage in critical analysis of texts such as posters, advertisements or news reports, identifying how language choices reflect perspectives and shape meaning. Learners examine the processes involved in learning and using a different language, recognising them as cognitive, cultural and personal as well as linguistic. They explore the reciprocal nature of intercultural communication: how moving between different languages and cultural systems impacts on ways of thinking and behaving; and how successful communication requires flexibility, awareness and openness to alternative ways. They develop the capacity to ‘decentre’ from normative ways of thinking and communicating, to consider themselves through the eyes of others, and to communicate in interculturally appropriate ways. Level of support Support at this level of learning includes provision of rich and varied stimulus materials, continued scaffolding and modelling of language functions and communicative tasks, and explicit instruction and explanation of the grammatical system, with opportunities for learners to discuss, clarify, practise and apply their knowledge. Critical and constructive teacher feedback combines with peer support and self-review to monitor and evaluate learning outcomes (for example, portfolios, peer review, e-journalling).The role of English English continues to be used for substantive discussion, explanation and analysis. This allows learners to talk in depth and detail about their experience of learning French, and about their thoughts on culture, identity and intercultural experience. English is the language of analysis and critique, supporting discussion of concepts such as ‘stereotypes’, ‘difference’, ‘diversity’ and ‘values’. It allows for a degree of expression and debate that is beyond learners’ communicative capabilities in French. |
| **Phase curriculum focus** | Curriculum focus: Years 7 to 10In 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 10, students use written and spoken French to communicate with teachers, peers and others in a range of settings and for a range of purposes They use language to access and exchange information on a broad range of social, cultural and youth-related issues (for example, student politics and priorities, the environment, virtual worlds). They socialise, express feelings and opinions, and use expressive and descriptive language to participate in different modes of imaginative and creative expression. They initiate conversations and discussion (such as *Qu’est-ce que vous pensez au sujet de ... ? A mon avis ...*), change or elaborate on topics (for example, *Oui, mais … d’autre part ...*), and provide feedback and encouragement (for example, *En effet - c’est intéressant; et toi, qu’est-ce que tu en dis?*). They employ self-correction and repair strategies, and use non-verbal elements such as gestures, pacing and pitch to maintain momentum and engage interest. They [locate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Locate) and [evaluate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Evaluate) information on local and global issues from a range of perspectives and sources. They produce informative, persuasive and imaginative texts, incorporating relative clauses and adverbial phrases, using some specialised vocabulary and cohesive devices. Students use *présent, passé composé, imparfait* and *futur proche* tenses in their own texts, and the conditional tense to express intention or preference (for example, *Je voudrais aller au cinéma ce soir*). They use with support *futur* and *plus-que-parfait* tenses. Students translate and [interpret](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Interpret) a range of French and English texts, comparing versions and analysing processes.Students [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) differences between spoken and written French, and [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) the contribution of non-verbal elements of spoken communication and the crafted nature of written text (for example, grammatical elaboration, cohesion). They provide examples of the blurring of these differences in modes of communication such as text messages, emails or conversation transcripts. They [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) how languages change, borrow from, build upon and blend with each other (for example, *le franglais*). They [demonstrate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Demonstrate) understanding of the power of language to shape relationships, to include and exclude. They use appropriate terminology to [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) some irregularities of grammatical patterns and rules (such as irregular verb forms, different word order of some adjective-noun combinations), and textual conventions associated with familiar genres such as invitations, apologies or music reviews. They reflect on their own cultural perspectives and [discuss](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Discuss) how these are impacted by French language and culture learning. |

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| Teaching and learning | Unit overview The Australian Curriculum assumes that students in Year 9 and 10 will study a language as determined by school authorities.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 life stories? | Unit 2 — What are social issues? | Unit 3 — How big is the generation gap? | Unit 4 — What are our global connections? |
| Students explore the concept of biography by understanding how language and culture influence the communication of an individual’s life story. They will:* encounter authentic language in a range of spoken and written texts about life stories of local and globally known people
* use a range of tenses to recount and describe people’s past achievements
* obtain information about life stories from a range of text types including interviews, articles and autobiographical texts
* reflect on their own cultural identity through their autobiography.
 | Students will explore the ways in which people communicate about youth-related social issues in French-speaking cultures and Australia. They will:* encounter authentic language in a range of spoken and written texts about youth-related social issues
* use a range of language to discuss their own perspectives on youth and technology use
* analyse different perspectives on youth-related social issues
* reflect on intercultural experiences and their own language and cultural values associated with youth-related social issues.
 | Students will explore the concept of generation and generational difference in French-speaking cultures and Australia. They will:* interact with others to discuss ideas relating to roles and responsibilities over generations
* encounter authentic language to notice and focus on linguistic and cultural concepts relating to generational change
* engage with a range of texts to analyse perspectives and convey information relating to generations, roles and responsibilities
* reflect on intercultural experiences and their own language and cultural values associated with generations and generational differences.
 | Students explore their connections with the wider global community including links with French-speaking cultures. They will:* interact with others to discuss experiences and connections with other countries and cultures
* explore links between Australia and French-speaking cultures.
* engage with a range of texts to analyse perspectives and convey information relating to global connections
* reflect on how global interactions shape the way we view ourselves and our place in the world.
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| Unit 5 — What is advertising? | Unit 6 — What is the best job in the world? | Unit 7 — What is environmental conservation? | Unit 8 — How do youth subcultures represent themselves? |
| Students use language to communicate within the context of advertising. They will:* engage with a range of spoken and written texts relating to advertising and advertisements
* process and compare information about advertisements
* create persuasive texts to engage a specific audience and adjust for another
* participate in intercultural experience to notice, compare and reflect on language and culture.
 | Students understand how language and culture influence communicating within the world of employment. They will: * encounter authentic language in a range of spoken and written texts about work that different young people and adults do around the world
* use a range of language to plan and manage discussions about interesting jobs
* obtain information about different ways that young people earn money in French-speaking countries
* reflect on their interpretation of ‘the best job in the world’.
 | Students will explore language and cultural values relating to animal conservation in French-speaking cultures and Australia. They will:* interact with others to share ideas and opinions relating to perspectives on animal conservation
* encounter authentic language to notice and focus on linguistic and cultural concepts relating to animal conservation issues
* engage with a range of texts to analyse perspectives and convey information relating to perspectives on animal conservation
* reflect on intercultural experiences and their own language and cultural values associated with animal conservation.
 | Students will explore the concept of representation within the context of youth cultures. They will:* interact with others to share ideas and experiences relating to shared interests and values within a group
* encounter authentic language to notice and focus on linguistic and cultural concepts relating to youth identity
* engage with a range of texts to obtain and convey information making connections between youth cultures in French-speaking cultures and their own experience
* reflect on intercultural experiences and their own language use and cultural values associated with group belonging and group identity.
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| **Content descriptions** | Communicating |
| Socialising | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Unit 8 |
| Discuss and compare young people’s interests, behaviours and values across cultural contexts, using formal and informal registers[Key concepts: perspectives, generation, change, cultural diversity; Key processes: exchanging, responding, discussing] [(ACLFRC073)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLFRC073) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Engage in shared activities such as planning and managing events, exchanging resources and information[Key concepts: [communication](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Communication), collaboration, information exchange; Key processes: calculating, predicting, planning][(ACLFRC074)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLFRC074) |  |  |  |  |  | ✓ |  |  |
| Compare and reflect on the experience of learning and using French[Key concepts: [metalanguage](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Metalanguage), reflection, awareness; Key processes: expressing, reflecting, analysing] [(ACLFRC075)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLFRC075) |  |  |  | ✓ |  |  |  |  |
| Informing | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Unit 8 |
| Research and evaluate information from different perspectives on local and global issues, identifying how [culture](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Culture) and [context](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Context) affect how information is presented[Key concepts: standpoint, representation, cultural literacy; Key processes: researching, comparing, analysing] [(ACLFRC076)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLFRC076) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
|  | Convey information on selected topics, using different modes of presentation to suit different audiences or to achieve different purposes[Key concepts: [content](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Content), [audience](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Audience), [mode](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Mode); Key processes: selecting, designing, aligning] [(ACLFRC077)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLFRC077) | ✓ | ✓ | ✓ |  | ✓ | ✓ | ✓ | ✓ |
| Creating | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Unit 8 |
| Analyse how expressive and imaginative texts [create](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Create) [aesthetic](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Aesthetic), humorous or emotional effects in ways that reflect cultural influence[Key concepts: [culture](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Culture), humour, expression, tradition; Key processes: interpreting, analysing, evaluating] [(ACLFRC078)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLFRC078) |  | ✓ |  | ✓ |  |  |  |  |
| [Create](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Create) imaginative texts involving moods and effects designed to engage different audiences[Key concepts: imagination, creativity, stimulus; Key processes: planning, projecting, engaging, entertaining][(ACLFRC079)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLFRC079) |  |  |  | ✓ |  |  |  |  |
| Translating | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Unit 8 |
| Consider the nature of translating and interpreting and the role of [culture](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Culture) when transferring meaning from one [language](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Language) to another[Key concepts: [culture](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Culture), [text](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Text), [context](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Context), perspective; Key processes: comparing, analysing, critical and cultural reading][(ACLFRC080)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLFRC080) | ✓ |  |  |  | ✓ | ✓ | ✓ |  |
| [Create](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Create) glossaries to [interpret](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Interpret) cultural aspects of contemporary and traditional French texts[Key concepts: representation, critical and cultural literacy; Key processes: referencing, explaining, interpreting][(ACLFRC081)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLFRC081) |  |  |  |  |  |  |  | ✓ |
| Reflecting | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Unit 8 |
| Reflect on the experience of learning and using French, considering how intercultural [communication](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Communication) involves shared responsibility for meaning making[Key concepts: reciprocity, understanding, intercultural experience; Key processes: communicating, observing, reflecting, analysing, responding] [(ACLFRC082)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLFRC082) |  |  |  | ✓ |  |  |  |  |
| Reflect on own cultural [identity](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Identity) and how it shapes personal ways of communicating and thinking[Key concepts: [identity](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Identity), [culture](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Culture), [communication](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Communication); Key processes: reflecting, explaining] [(ACLFRC083)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLFRC083) | ✓ |  | ✓ |  |  |  |  |  |
| Understanding |
| Systems of language | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Unit 8 |
| Increase control of regular and irregular elements of spoken and written French, using elements such as liaisons, accents and expression[Key concepts: liaisons, accents, expression, style; Key processes: recognising, classifying, discriminating][(ACLFRU084)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLFRU084) | ✓ |  | ✓ |  | ✓ |  |  |  |
| Analyse how grammatical elements such as tenses and [verb](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Verb) moods impact on the making of meaning[Key concepts: grammatical analysis, [register](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Register), tenor; Key processes: identifying, defining, classifying] [(ACLFRU085)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLFRU085) | ✓ | ✓ |  |  | ✓ | ✓ | ✓ |  |
| Analyse how different types of [text](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Text) incorporate cultural and contextual elements[Key concepts: [context](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Context), [culture](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Culture), perspective; Key processes: comparing, analysing, identifying] [(ACLFRU086)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLFRU086) |  |  | ✓ |  |  |  |  |  |
| Language variation and change | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Unit 8 |
| Analyse and explain how and why [language](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Language) is used differently in different contexts and relationships[Key concepts: genres, [register](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Register), variation; Key processes: grammatical and lexical analysis] [(ACLFRU087)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLFRU087) |  |  |  |  | ✓ | ✓ |  |  |
| Explore changes to both French and Australian English, and identify reasons for these changes, such as technology, popular [culture](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Culture) and intercultural exchange[Key concepts: globalisation, exchange, influence; Key processes: mapping, classifying, analysing] [(ACLFRU088)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLFRU088) |  |  | ✓ |  |  |  |  |  |
| Identify examples of French [language](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Language) used to influence social and cultural relationships and practices[Key concepts: authority, [language](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Language) as power, inclusion, exclusion; Key processes: [scanning](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Scanning), selecting, analysing][(ACLFRU089)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLFRU089) |  | ✓ |  |  | ✓ |  |  |  |
|  | Role of language and culture | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Unit 8 |
| Understand that [language](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Language) and [culture](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Culture) are interrelated, that they shape and are shaped by each other[Key concepts: [culture](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Culture), [language](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Language), meaning; Key processes: discussing, reflecting, comparing] [(ACLFRU090)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLFRU090) |  |  |  | ✓ |  |  | ✓ | ✓ |
| **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-9-languages](https://www.qcaa.qld.edu.au/p-10/aciq/p-10-languages/year-9-languages)
* [www.qcaa.qld.edu.au/p-10/aciq/p-10-languages/year-10-languages](https://www.qcaa.qld.edu.au/p-10/aciq/p-10-languages/year-10-languages).
 | Unit 1 — What are life stories? | Unit 2 — What are social issues? | Unit 3 — How big is the generation gap? | Unit 4 — What are our global connections? |
| Collection of workSkills assessed: Writing, Speaking, Reflecting The assessment will gather evidence of the student’s ability to:* employ self-correction and repair strategies, and use non-verbal elements such as gestures, pacing and pitch to maintain momentum and engage interest
* produce informative texts, incorporating relative clauses using some specialised vocabulary and cohesive devices
* use *présent, passé composé*, and *imparfait* tenses in their own texts
* explain differences between spoken and written French, and recognise the contribution of nonverbal elements of spoken communication.
 | Collection of workSkills assessed: Writing, SpeakingThe assessment will gather evidence of the student’s ability to:* produce informative, persuasive texts, incorporating relative clauses and adverbial phrases, using some specialised vocabulary and cohesive devices
* use *présent, passé composé, imparfait* and *futur proche* tenses in their own texts, and the conditional tense to express intention or preference
* demonstrate understanding of the power of language to shape relationships, to include and exclude.
 | CompositionSkills assessed: Speaking, Analysing, ReflectingThe assessment will gather evidence of the student’s ability to:* use language to access and exchange information on a broad range of social, cultural and youth-related issues
* initiate conversations and discussion, change or elaborate on topics and provide feedback and encouragement
* employ self-correction and repair strategies
* use *présent, passé composé, imparfait* tenses in their own texts, and the conditional tense to express intention or preference
* provide examples of the blurring of differences in modes of communication
* describe how languages change, borrow from, build upon and blend with each other.
 | Collection of workSkills assessed: Reading, Listening, Reflecting The assessment will gather evidence of the student’s ability to:* locate and evaluate information on local and global issues from a range of perspectives and sources
* reflect on their own cultural perspectives and discuss how these are impacted by French language and culture learning.
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| Unit 5 — What is advertising? | Unit 6 — What is the best job in the world? | Unit 7 — What is environmental conservation? | Unit 8 — How do youth subcultures represent themselves? |
| Collection of workSkills assessed: Writing, Speaking, Analysing, Reflecting The assessment will gather evidence of the student’s ability to:* use spoken French to communicate with others in a range of settings and for a range of purposes
* use language to access and exchange information on a broad range of social, cultural and youth-related issues
* use nonverbal elements to maintain momentum and engage interest
* produce informative, and persuasive texts, incorporating relative clauses, using some specialised vocabulary and cohesive devices
* use *présent* and *passé composé* tenses in their own texts and the conditional tense to express intention
* translate and interpret French texts, analysing processes
* describe how languages change, borrow from, build upon and blend with each other
* understand the power of language to shape relationships, to include and exclude.
 | Collection of workSkills assessed: Speaking, Reflecting The assessment will gather evidence of the student’s ability to:* use nonverbal elements to maintain momentum and engage interest
* produce informative and persuasive texts, incorporating relative clauses using some specialised vocabulary and cohesive devices
* use *présent, passé composé, imparfait* and *futur proche* tenses in their own texts, and the conditional tense to express intention or preference
* explain differences between spoken and written French, and identify the contribution of nonverbal elements of spoken communication and the crafted nature of written text.
 | Collection of workSkills assessed: Speaking, ReflectingThe assessment will gather evidence of the student’s ability to:* use written and spoken French to communicate with teachers, peers and others in a range of settings and for a range of purposes
* use language to access and exchange information on a broad range of social, cultural and youth-related issues
* initiate conversations and discussion, change or elaborate on topics and provide feedback and encouragement
* incorporate relative clauses and adverbial phrases
* use *présent, passé composé, imparfait* tenses in their own texts, and the conditional tense to express intention or preference
* reflect on their own cultural perspectives and discuss how these are impacted by French language and culture learning.
 | Collection of workSkills assessed: Writing, Speaking, ReflectingThe assessment will gather evidence of the student’s ability to:* produce informative texts, incorporating relative clauses and adverbial phrases, using some specialised vocabulary and cohesive devices
* use *présent* tense in their own texts
* reflect on their own cultural perspectives and discuss how these are impacted by French language and culture learning.
 |
|  | 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 9 and 10 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)