

**Rationale**

Through learning languages, students acquire:

- communication skills in the language being learnt
- an intercultural capability, and an understanding of the role of language and culture in communication
- a capability for reflection on language use and language learning.

Language learning provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples, to reflect on their understanding of experience in various aspects of social life, and on their own participation and ways of being in the world.

Learning languages broadens students' horizons in relation to the personal, social, cultural and employment opportunities that an increasingly interconnected and interdependent world presents. The interdependence of countries and communities means people in all spheres of life are required to negotiate experiences and meanings across languages and cultures. Despite its status as a world language, a capability in English only is no longer sufficient. A bilingual or plurilingual capability is the norm in most parts of the world.

Learning languages:

- extends the capability to communicate and extends literacy repertoires
- strengthens understanding of the nature of language, of culture, and of the processes of communication
- develops intercultural capability
- develops understanding of and respect for diversity and difference, and an openness to different experiences and perspectives
- develops understanding of how culture shapes worldviews and extends learners' understanding of themselves, their own heritage, values, culture and identity
- strengthens intellectual, analytical and reflective capabilities, and enhances creative and critical thinking.

Learning languages also contributes to strengthening the community's social, economic and international development capabilities. Language capabilities represent linguistic and cultural resources through which the community can engage socially, culturally and economically, in domains which include business, trade, science, law, education, tourism, diplomacy, international relations, health and communications.

Learning Aboriginal languages and Torres Strait Islander languages meets the needs and rights of young people to learn their own languages and recognises their significance in the language ecology of Australia. For Aboriginal and Torres Strait Islander students, learning their own languages is crucial to overall learning and achievements, to developing a sense of identity and recognition and understanding of language, culture, Country and Place. For all students, learning Aboriginal languages and Torres Strait Islander languages provides a distinctive means of understanding the country in which they live, including the relationship between land, the environment and people. The ongoing and necessary reclamation and revitalisation of these languages also contribute to reconciliation.

**Year 7 and 8 (Year 7 Entry) Achievement Standard**

By the end of Year 8, students use French to interact with each other, teachers and online French-speaking contacts, to exchange information, opinions, experiences, thoughts and feelings about themselves, their families and friends. They initiate and sustain conversation by using active-listening skills and responding to others' contributions (for example, c'est vrai ...; ah oui, en effet ...; pas possible!). They respond to familiar questions and directions (such as Qu'est-ce que c'est? Qui est-ce? Posez la question à ...), and request help or clarification (for example, Pardon? Pourquoi? Peux-tu répéter?). They approximate French sound patterns, intonation and rhythms, including novel elements of pronunciation such as -r, -u and -ille. They use the present tense and present + infinitive form to make statements and ask questions about self, peers, family and interests (for example, je suis italien-australien; j'habite à Cairns; j'ai une sœur et deux frères; j'aime chanter; et toi?). They locate factual information from a range of texts and use non-verbal, visual and contextual cues to help make meaning. They describe familiar objects, contexts and experiences (such as la maison, le quartier, l'école), using appropriate subject-verb and noun-adjective gender and number agreements and vocabulary to describe appearance (for example, grand, petit, belle, bizarre), character (for example, sympa, compliqué) and quantity (for example, les numéros, beaucoup de ...). They use modelled sentence structures, formulaic expressions and high-frequency vocabulary to create texts such as captions, emails, posters or short narratives and presentations. They use conjunctions and connectives (such as puis, ensuite and mais), and prepositions of place and time (such as sous, sur, devant, après and avant) to build cohesion and extend sentence structure. They translate short texts and explain French gestures, expressions or signs to friends and family. They provide examples of how languages do not always translate directly, and how interpreting and translating involve meaning (for example, values, ideas, attitudes) as well as parts of speech (such as nouns, verbs, adverbs). They adjust language use to suit contexts and situations (for example, use of tu or vous, different forms of address), and respond in culturally appropriate ways to interactions with French speakers or resources.

Students provide examples of the dynamic nature of contact between languages and cultures in the contemporary world. They identify the significance of French as a world language and the distribution of communities of French speakers in different countries and regions. They give examples of similarities between French and English (for example, the same alphabet and basic sentence structure, many words in common), and some differences (such as pronunciation and intonation patterns, non-verbal language, grammatical gender forms and politeness protocols). They identify French words used in English (such as 'menu', 'mousse'), English words used in French (such as le weekend, le football), and explain how languages and cultures influence and interact with each other (technology, globalisation, popular culture). They know that French has its own rules for pronunciation, grammar and non-verbal communication and that they need to adjust language to suit different situations and relationships (for example, formal and informal language, different text types). They use metalanguage to explain features of language, texts and grammar, making connections with terms such as 'verb', 'adjective' and 'tense' that are used in English learning, and incorporating new concepts such as grammatical gender for talking about French. Students give examples of how languages are connected with cultures, and of how French language reflects ways of behaving and thinking as does their own language.

**Aims**

The Australian Curriculum: Languages aims to develop the knowledge, understanding and skills to ensure students:

- communicate in the target language
- understand language, culture, and learning and their relationship, and thereby develop an intercultural capability in communication
- understand themselves as communicators.

These three aims are interrelated and provide the basis for the two organising strands: Communicating and Understanding. The three aims are common to all languages.

**Key Ideas**

**Language and culture**

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.

**Structure**

Learner background and time-on-task are two major variables that influence language learning and they provide the basis for the structure of the Australian Curriculum: Languages. These variables are addressed through the specification of content and the description of achievement standards according to pathways and learning sequences respectively.

**Pathways**

In the Australian Curriculum: Languages, pathways for second language learners, background language learners and first language learners have been developed as appropriate to cater for the dominant group(s) of students learning each specific language within the current Australian context. For the majority of languages, one curriculum pathway has been developed for Years F–10, catering for the dominant cohort of learners for that language in the current Australian context. For Chinese, pathways have been developed for three learner groups: first language learners, background language learners and second language learners.

The Framework for Aboriginal languages and Torres Strait Islander Languages includes three learner pathways:

- first language learner pathway
- revival language learner pathway
- second language learner pathway.

**Sequences of learning**

The design of the Australian Curriculum: Languages takes account of different entry points into language learning across Foundation – Year 10, which reflects current practice in languages.

For the second language learner pathway and the background language learner pathway, there are two learning sequences:

- Foundation–Year 10 sequence
- Years 7–10 (Year 7 Entry) sequence.

For the first language learner pathway, there is one learning sequence:

- Years 7–10 (Year 7 Entry) sequence.

Content and achievement standards are described initially in a three-year band for Foundation–Year 2 followed by two-year bands of learning: Years 3–4; Years 5–6, Years 7–8 and Years 9–10.

The Framework for Aboriginal Languages and Torres Strait Islander Languages is written in the bands Foundation – Year 2, Years 3–6 and Years 7–10. In the absence of pedagogical evidence across the country for all these languages, the broader band distinctions provide maximum local flexibility in curriculum development.

**Content structure**

The content of the Australian Curriculum: Languages is organised through two interrelated strands which realise the three aims. The two strands are:

- Communicating: using language for communicative purposes in interpreting, creating and exchanging meaning
- Understanding: analysing language and culture as a resource for interpreting and creating meaning.

The strands reflect three important aspects of language learning:

- 1) communication
- 2) analysis of aspects of language and culture
- 3) 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).

## Year 7 and 8 (Year 7 Entry) Level Description

### The nature of the learners

Students are beginning their study of French and typically have had little prior exposure to the language and associated cultures. Many will have learnt an additional language in primary school, some have proficiency in different home languages and bring existing language learning strategies and intercultural awareness to the new experience of learning French. Students' textual knowledge developed through English literacy learning supports the development of literacy in French. Skills in analysing, comparing and reflecting on language and culture in both languages are mutually supportive. Students may need encouragement to take risks in learning a new language at this stage of social development and to consider issues of how the experience impacts on the sense of 'norms' associated with their first language and culture.

### French language learning and use

Learners are encouraged to listen to, speak, read and write French in a range of interactions with the teacher and each other. They use the language for interactions and transactions, for practising language forms, for developing cultural knowledge and for intercultural exchange. There is code mixing and code switching, as learners use all available resources to make meaning and express themselves. They use English when they need to, with teachers modelling back the French that would have served the required purpose. Rich and varied language input characterises this first level of learning, supported by the use of gestures, vocal and facial expression, and concrete materials. Learners experiment with sounds, intonation patterns and body language, using high-frequency words and expressions, gradually broadening their range of language functions. They notice how French is used differently in different contexts and how French speakers communicate in ways that may be different to their own. As they adjust language use to suit different purposes, contexts and situations, they notice how culture shapes language. Learners work collaboratively and independently.

They pool language knowledge and resources, plan, problem-solve, monitor and reflect. They make cross-curricular connections and explore intercultural perspectives. They focus on the different systems (grammar, vocabulary, sounds) that structure language use, and reflect on their experience as French language learners and users. They gradually build a vocabulary and grammatical base that allows them to compose and present different kinds of simple texts.

### Contexts of interaction

The French classroom is the primary context for language and culture experience, with ICT resources and community links providing access to additional resources and experiences. Learners may communicate with peers in France or other francophone contexts using teacher-guided ICT resources such as wikis, emails or online chat. They may also access French-language events or resources in the wider community, such as interschool activities, film festivals or cultural performances.

### Texts and resources

Learners work with a range of texts designed for language learning, such as textbooks, audio recordings, teacher-generated materials and online resources. They also use materials designed for French students in different contexts (for example, blogs, newsletters, advertisements, magazines, video clips and apps). Authentic texts from different sources provide opportunities for discussion and analysis of the relationship between communication and culture.

### Features of French language use

Students become familiar with the sounds of French, including pronunciation, rhythm, pitch and stress. They recognise similarities with many English words, noting differences in pronunciation (*attention*, *menu*). They approximate the pronunciation and phrasing of single words and short phrases, including vowel sounds such as *-eau*, *-on*, *-ère* and *u*, and unfamiliar consonants such as *r* and soft *g*. They understand and apply elements of French grammar such as subject-verb-object word order, simple verb forms, gender and number agreement of nouns and adjectives, pronouns and prepositions. Students understand that language is organised as text, and that texts use different structures and language features to achieve different purposes. They create their own texts, mainly using the present tense of regular and common irregular verbs, enriched by the use of adjectives and adverbs. They understand that language use reflects and shapes values and attitudes, and explore how language choices determine how people, events or circumstances are represented.

### Level of support

Learning at this level is supported by rich and varied language input and the provision of experiences that are challenging but achievable. Support includes scaffolding, modelling and monitoring; explicit instruction and feedback; structured opportunities for understanding and practising new language; and the chance to revisit, recycle and review. Learners need access to a range of engaging and accessible support resources and materials, including print and digital texts, audio recordings, word banks, graphic organisers and dictionaries.

### The role of English

Learners are supported to use French as much as possible for classroom routines and interactions, structured learning tasks, and language experimentation and practice. English is used for discussion, clarification, explanation, analysis and reflection. Learners develop a metalanguage for thinking and talking about language, culture and identity, and about the experience of learning and using French.

## Year 7 and 8 (Year 7 Entry) Content Descriptions

Communicating		Understanding
<b>Socialising</b> Interact with peers and teacher to exchange information and opinions, talk about self, family, friends and interests, and express feelings, likes and dislikes. [Key concepts: family, friendship, home; Key processes: interacting, describing]  Participate in collaborative activities such as performances and presentations that involve planning, making arrangements, transacting and negotiating. [Key concepts: tasks, performance, transaction, collaborative learning; Key processes: planning and managing tasks, acting]  Participate in classroom routines and interactions by following instructions, asking and answering questions, and requesting help or permission. [Key concepts: roles, routines, interaction patterns; Key processes: participating, interacting, contributing, responding]	<b>Creating</b> Engage with imaginative and creative texts such as stories, poems, songs or cartoons, comparing favourite elements, and discussing characters, events, themes and effects. [Key concepts: imagination, creativity, character, expression; Key processes: participating, responding, evaluating]  Reinterpret or create own shared texts, experimenting with expressive and performance genres, and creating moods and effects suitable for different audiences. [Key concepts: adaptation, mode, genre, performance; Key processes: interpreting, creating, experimenting, presenting]  <b>Translating</b> Translate short texts from French to English and vice versa, noticing which words or phrases translate easily and which do not. [Key concepts: translation, equivalence; Key processes: comparing, translating, interpreting, explaining]  Create bilingual texts and resources such as learning support materials, games or posters, deciding how to deal with elements that cannot be readily translated. [Key concepts: equivalence, context, meaning; Key processes: translating, interpreting, explaining]  <b>Reflecting</b> Engage with French speakers and resources, noticing how interaction involves culture as well as language. [Key concepts: awareness, interpretation, cultural frames, intercultural exchange; Key processes: noticing, reflecting, responding]  Notice own and others' ways of expressing identity, and consider the relationship between language, culture and identity. [Key concepts: communication, identity; Key processes: noticing, reflecting, comparing, adjusting]	<b>Systems of Language</b> Recognise and use features of the French sound system, including pitch, rhythm, stress and intonation. [Key concepts: pronunciation, intonation; Key processes: listening, distinguishing, imitating, reading aloud]  Understand and use elements of the French grammatical system, including word order, gender and number variation, and present and compound forms of regular and some irregular verbs. [Key concepts: grammar, gender, number; Key processes: noticing, applying, explaining]  Recognise and use features of common spoken, written and multimodal texts, and compare with features of similar texts in English. [Key concepts: genre, mode, tenor, audience, language features; Key processes: noticing, analysing, comparing]  <b>Language variation and change</b> Recognise that French language use varies according to context, situation and relationship. [Key concepts: variation, context, relationship; Key processes: noticing, analysing, explaining]  Understand the dynamic nature of French and other languages. [Key concepts: language contact, word borrowing, globalisation; Key processes: observing, identifying, classifying]  Recognise that French is both a local and a global language. [Key concepts: first language, global language, dialects, creoles, accents; Key processes: mapping, comparing, distinguishing]  <b>Role of language and culture</b> Explore the relationship between language and culture. [Key concepts: culture, language, meaning; Key processes: analysing, explaining, defining]