

**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 9 and 10 (Year 7 Entry) Achievement Standard**

By the end of Year 10, students use written and spoken French to socialise with peers, teachers and other French speakers in local contexts and online environments. They communicate about immediate and personal interests and involvements (such as family, friends, interests), and some broader social and cultural issues (such as health, social media, international experience, the environment). They approximate rhythms and intonation patterns of extended and compound sentences, using syllable combinations, and building fluency and accuracy in pronunciation, pitch and stress. They use the passé composé tense of regular verbs with avoir and être, noticing that the participe passé form of verbs with être involves gender and number agreement. They identify the form and function of reflexive verbs (such as se laver, se lever) and use appropriate forms of possessive adjectives in own language production. They locate, interpret and analyse information from different print, digital and community sources, and communicate information, ideas and views in a range of contexts using different modes of presentation. They use expressive and descriptive vocabulary to talk about feelings and experiences. They create imaginative and performative texts for a range of purposes, such as entertaining or persuading. They use French to narrate and describe, matching modes of presentation to context and intended audience. They create bilingual texts (such as guides, event commentaries, cultural glossaries), and interpret observed interactions in terms of cultural practices and comparisons.

Students identify differences between spoken and written forms of French, comparing these with English and other known languages. They identify the importance of non-verbal elements of communication, such as facial expressions, gestures and intonation. They make distinctions between familiar text types, such as greetings, instructions and menus, commenting on differences in language features and text structures. They use metalanguage for talking about language (such as formal and informal language, body language) and for reflecting on the experience of French language and culture learning. They identify relationships between parts of words (such as suffixes, prefixes) and stems of words (such as préparer, préparation; le marché, le supermarché, l'hypermarché). Students identify the validity of different perspectives, and make comparisons across languages and cultures, drawing from texts which relate to familiar routines and daily life (for example, la vie scolaire, la famille, les courses, les loisirs, la cuisine). They explain to others French terms and expressions that reflect cultural practices (such as bon appétit, bonne fête). They reflect on their own cultural identity in light of their experience of learning French, discussing how their ideas and ways of communicating are influenced by their membership of cultural groups.

**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).

**Strands and sub-strands**

A set of sub-strands has been identified within each strand, which reflects dimensions of language use and the related content to be taught and learned. The strands and sub-strands do not operate in isolation but are integrated in relation to language use for different purposes in different contexts. 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. These 'threads' are designed to capture (1) range and variety in the scope of learning and (2) a means for expressing the progression of content across the learning sequences.

## Year 9 and 10 (Year 7 Entry) Level Description

### The nature of the learners

Students have prior experience of learning French and bring a range of capabilities, strategies and knowledge that can be applied to new learning. They are expanding the range and nature of their learning experiences and of the contexts within which they communicate with others. They have a growing awareness of the wider world, including the diversity of languages, cultures and forms of intercultural communication. They are considering future pathways and prospects, including how French may feature in these.

### French language learning and use

This is a period of language exploration and vocabulary expansion, and of experimentation with different modes of communication such as digital and hypermedia, collaborative performance and group discussions. Increasing control of language structures and systems builds confidence and interest in communicating in a wider range of contexts. Learners 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 design, 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 and systems knowledge. They demonstrate understanding of language variation and change, and of how intercultural experience, technology, media and globalisation influence forms of communication.

### Contexts of interaction

The language class remains the principal context for learning and using French. Learners use written and spoken French to interact with peers, teachers and some other French speakers in local contexts and online environments. These exchanges are complemented by interactions with rich and varied language resources and materials. Learners may communicate with young French speakers and access additional resources and materials through ICT and teacher-facilitated connections. They may also participate in local community events such as Alliance Française activities, music or film festivals, or exchange-student hosting.

### Texts and resources

Learners engage with a range of language-learning texts and support materials, such as textbooks, videos, apps, media texts and online materials. They also draw increasingly on texts produced for French-speaking communities, in a range of different times and contexts, such as short stories, songs, poems, newspaper reports, films, video clips, blogs and social media texts.

### Features of French language use

Learners recognise and approximate the pronunciation, rhythms and intonation patterns of more extended phrases and compound sentences. They use words with more complex syllable combinations and become more fluent and accurate in both spoken and written language production. They gain more control of grammatical and textual elements. They use the *passé composé* tense of verbs conjugated with *avoir* and *être*, recognise the form and function of reflexive verbs, and use elements such as possessive adjectives and object pronouns. They use expressive and descriptive language to talk about feelings and experiences. They develop understanding of the nature of both translation and interpretation, noticing the relationship between language, texts and culture. A balance is maintained between activities that focus on language forms and structures and those that involve communicative tasks, performances and experiences. Task characteristics and conditions are more complex and challenging. They involve collaborative as well as independent language planning and performance, and development and strategic use of language and cultural resources.

Learners analyse text more critically, identifying how language choices reflect perspectives and shape meaning. At this level, learners are developing understanding of the relationship between language, culture and identity. They identify how meaning-making and representation in a different language involve interpretation and personal response as well as literal translation and factual reporting. They explore the reciprocal nature of intercultural communication: how moving between different languages and cultural systems impacts on the learner's 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 their own cultural practices through the eyes of others, and to communicate in interculturally appropriate ways.

### Level of support

This stage of learning revolves around consolidation and progression. Learners need opportunities for new challenges and more independent learning experiences. Continued scaffolding, modelling and monitoring are required to support these challenges. Resources are provided and processes modelled for the development of more autonomous self-monitoring and reflecting strategies (such as online journaling, video documenting, and discussion forums). Continuing focused attention on grammatical and textual features supports learners' development as text producers.

### The role of English

French is increasingly used for classroom interactions and routines, for elements of task participation and for structured discussions. English continues to be used as the medium of some instruction, for substantive discussion, comparison, analysis and reflection. This allows learners to talk in more depth and detail about their experience of learning French and about their views on culture, identity and intercultural experience. English is the language of analysis, comparison and critique, encouraging discussion of concepts such as 'diversity', 'flexibility', 'interculturality' and 'stereotypes'. It allows for discussion and debate appropriate to learners' age and cognitive levels but beyond their linguistic capability in French.

## Year 9 and 10 (Year 7 Entry) Content Descriptions

Communicating	Understanding	
<p><b>Socialising</b></p> <p>Socialise and exchange views on local and global issues. [Key concepts: generation, environment, globalisation, relationships; Key processes: interacting, responding, explaining, comparing]</p> <p>Participate in collaborative projects that make connections between French language and culture and other curriculum areas. [Key concepts: concepts from other learning areas; Key processes: task planning and resourcing, cross-referencing]</p> <p>Develop classroom language to manage shared learning experiences, monitor performance and discuss French language and culture learning. [Key concepts: task, outcome, performance, communication, culture; Key processes: discussing, commenting, interacting]</p> <p><b>Informing</b></p> <p>Access and analyse information from different sources, identifying how culture and context influence the presentation of ideas. [Key concepts: information, representation, modality; Key processes: selecting, evaluating, interpreting, analysing]</p> <p>Convey information on selected topics using different modes of presentation to suit different audiences. [Key concepts: content, audience, mode; Key processes: selecting, designing, presenting]</p>	<p><b>Creating</b></p> <p>Respond to a range of traditional and contemporary texts, and compare themes and language style. [Key concepts: characterisation, themes, imagination, humour; Key processes: responding, comparing]</p> <p>Create imaginative texts to entertain, convey ideas and express emotions. [Key concepts: culture, expression, empathy, humour; Key processes: creating, performing, entertaining, reflecting]</p> <p><b>Translating</b></p> <p>Consider the nature of translating and interpreting and the role of culture when transferring meaning from one language to another. [Key concepts: culture, translation, interpretation, meaning; Key processes: comparing, analysing, critical and cultural reading]</p> <p>Create bilingual texts such as glossaries, footnotes or captions to interpret cultural aspects of texts. [Key concepts: representation, bilingualism, interpretation; Key processes: interpreting, explaining, comparing]</p> <p><b>Reflecting</b></p> <p>Interact with French speakers and resources, recognising that intercultural communication involves shared responsibility for meaning making. [Key concepts: frames, standpoints, reciprocity, reflection; Key processes: expressing, discussing, noticing, adjusting]</p> <p>Consider and discuss own and others' cultural identities, and how they both shape and are shaped by ways of communicating and thinking. [Key concepts: identity, culture, communication; Key processes: observing, reflecting, explaining]</p>	<p><b>Systems of Language</b></p> <p>Recognise the regularities and irregularities of spoken French, and use pronunciation, rhythm and stress in increasingly complex ways. [Key concepts: liaisons, rhythm, intonation, pitch; Key processes: recognising, discriminating, imitating, producing]</p> <p>Extend grammatical knowledge, including the forms and functions of reflexive verbs, verb moods and modality and the imperfect tense. [Key concepts: tense, mood, modality; Key processes: analysing, classifying, applying, explaining]</p> <p>Analyse and compose different types of texts using appropriate linguistic, textual and cultural elements. [Key concepts: register, tenor, cohesion; Key processes: analysing, composing, explaining]</p> <p><b>Language variation and change</b></p> <p>Recognise that French is used in varying ways to achieve different purposes. [Key concepts: language modes, register, context; Key processes: noticing, comparing, analysing, explaining]</p> <p>Examine the nature of language change in response to changing cultural conditions. [Key concepts: globalisation, intercultural contact, popular culture; Key processes: reflecting, analysing, comparing, explaining]</p> <p>Understand the symbolic nature of language in local and global contexts. [Key concepts: power, symbolism, culture; Key processes: exploring issues, identifying, analysing, comparing]</p> <p><b>Role of language and culture</b></p> <p>Explore the dynamic nature of the relationship between language, culture and communication and how it impacts on attitudes and beliefs. [Key concepts: culture, meaning, change; Key processes: reflecting, analysing, comparing]</p>