## 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 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 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 and 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 or 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 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 language features and elements, using appropriate grammatical terms (such as tenses, genres, agreement). They 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 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.

## 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 7 and 8  Level 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.

## Year 7 and 8 Content Descriptions

### Communicating

**Socialising**
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; Key processes: responding, expressing, connecting]

Engage in tasks and activities that involve negotiation and problem-solving.
[Key concepts: value, design, audience, purpose; Key processes: negotiating, considering, reflecting, evaluating]

Interact in classroom activities and discussions through asking and responding to open-ended questions, offering opinions and explaining positions.
[Key concepts: exploratory talk, discussion, exchange; Key processes: eliciting, prompting, responding, explaining]

**Informing**
Access, summarise and analyse information from different sources relating to contemporary community and lifestyle issues.
[Key concepts: values, generation, culture; Key processes: researching, comparing, evaluating, reflecting]

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, engaging]

**Creating**
Respond to a variety of imaginative texts, analysing ideas, themes, values and techniques used to engage and entertain audiences.
[Key concepts: audience, engagement, themes; Key processes: responding, analysing, contextualising, explaining]

Create simple songs, plays or stories to entertain others, involving imagined contexts and characters.
[Key concepts: mood, drama, effect, audience; Key processes: character and context building, creating]

**Translating**
Translate and interpret texts, compare own translation to classmates', and consider why there might be differences in interpretation and how language reflects elements of culture.
[Key concepts: culture, equivalence, idiom; Key processes: translating, interpreting, mediating]

Create bilingual texts such as glossaries, menus, captions or brochures, identifying words or expressions that carry specific cultural meaning in either language.
[Key concepts: language, culture, meaning; Key processes: selecting, identifying, explaining, comparing]

**Reflecting**
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]

Consider how own biography including family origins, traditions, interests and experience, impacts on identity and communication.
[Key concepts: culture, community, communication, identity; Key processes: reflecting, analysing, explaining]

### Understanding

**Systems of Language**
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]

Understand and control additional elements of French grammar such as compound tenses, irregular and reflexive verb forms, verb moods and modalities.
[Key concepts: tenses, parts of speech, moods, modalities, metalanguage; Key processes: analysing, categorising, distinguishing]

Expand understanding of how the structure and language features of personal, informative and 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]

**Language variation and change**
Examine how elements of communication such as gestures, facial expressions and choice of language vary according to context and situation.
[Key concepts: body language, personal space, expression; Key processes: observing, comparing, analysing]

Reflect on changes in their own use of language(s) over time, noticing how and when new ways are adopted or existing ways adapted.
[Key concepts: change, influence, communication, identity; Key processes: observing, reflecting, explaining]

Investigate the nature and extent of French language use in both Australian and global contexts.
[Key concepts: community, arts, fashion, music, cuisine; Key processes: researching, analysing, classifying]

**Role of language and culture**
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]