

Year 7 French

Achievement

Under the Australian Curriculum, all subjects are broken into two year 'bands'. The standards below are for Years 7 and 8.

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. They respond to familiar questions and directions, and request help or clarification. They approximate French sound patterns, intonation and rhythms, including novel elements of pronunciation. They use the present tense and present + infinitive form to make statements and ask questions about self, peers, family and interests. 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, using appropriate subject-verb and noun-adjective gender and number agreements and vocabulary to describe appearance, character and. 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, and prepositions of place and 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 as well as parts of speech. They adjust language use to suit contexts and situations, 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, and some differences. They identify French words used in English, English words used in French, and explain how languages and cultures influence and interact with each other. 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. 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.

Assessment Criteria

An overall level of achievement in this subject is determined by the teacher's on-balance judgment of the evidence presented in students' summative assessment across the following:

- **Communicating in target language** in a variety of contexts
- **Understanding** the culture of the target language and the systems, variations and roles of languages, in contexts

Delivery (mode, time requirements, lessons)

Students can access two scheduled lessons each week to complete tasks and assessment in accordance with the Work Rate Calendar. Lessons are delivered via our online learning platform. Students are encouraged to undertake independent study through the Cairns SDE online learning platform.

Student Requirements

Computer, access to internet, email, printer, scanner, headset with microphone, exercise book, stationery.

Year 7 French

Units and Learning Experiences, Summative Assessment, Criteria Assessed	
Semester 1	Term 1
	<p>Unit 1: Salut à tous! In this unit, students use language to interact and introduce themselves with peers and teachers and use modelled sentence structures, formulaic expressions and high-frequency vocabulary to create texts such as presentations. They will locate factual information from a range of texts and use non-verbal, visual and contextual cues to help make meaning and adjust language use to suit contexts and situations and respond in culturally appropriate ways to interact with French speakers or resources.</p>
	<p>Summative assessment, criteria assessed:</p> <ul style="list-style-type: none"> Modes assessed: Speaking, listening, reading, writing and reflecting
	Term 2
Semester 2	Term 3
	<p>Unit 3: La vie scolaire In this unit, students explore the differences in schools in French speaking countries to their own in Australia. They reflect on intercultural differences between school in Francophone countries and school in Australia. Students will read and translate short texts and explain French gestures and expressions. They will be able to provide examples of how languages are connected to culture and how French language reflects ways of behaving and thinking as does their own language.</p>
	<p>Summative assessment, criteria assessed</p> <ul style="list-style-type: none"> Modes assessed: Writing, reading and reflecting
	Term 4
Semester 2	<p>Unit 4: On va faire la fête ! In this unit, students use language to explore how francophone countries celebrate different holidays and compare it to Australia. Students will use language to talk about different celebrations, festivals, public holidays, days and dates. They will use formulaic sentences to state what people eat, wear and see. Students will recognise that there are similarities and differences in holidays celebrated in Francophone countries and reflect on differences between French and Australian holidays and language. Students will give examples of how language and culture are connected.</p>
	<p>Summative assessment, criteria assessed</p> <ul style="list-style-type: none"> Modes assessed: Reading, translating and reflecting

Disclaimer All of the above information is accurate at the time of development.