

## Year 8 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 context.

### 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 Blackboard Collaborate Ultra. Students are encouraged to undertake independent study through the CSDE QLearn course.

### Student Requirements

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

## Year 8 French

Units and Learning Experiences, Summative Assessment, Criteria Assessed		
Semester 1	Term 1	<p><b>Unit 5: Ma routine</b> In this unit, students explore how students in French-speaking countries talk about their daily routine. Students will describe their daily routine using reflexive verbs to express how often they do a particular activity and at what time they complete these activities. Students will listen to extended audio text and respond appropriately to questions.</p>
		<p><b>Summative assessment, criteria assessed</b></p> <ul style="list-style-type: none"> <li>Modes assessed: Reading, listening, translating and reflecting.</li> </ul>
	Term 2	<p><b>Unit 6. Bon appétit!</b> In this unit, students will choose a dish that is culturally significant to them, and write a recipe using quantities and commands (imperative form). They will compare recipes in French-speaking countries and Australia while recognising cultural and linguistic differences.</p>
		<p><b>Summative assessment, criteria assessed:</b></p> <ul style="list-style-type: none"> <li>Modes assessed: Writing, speaking and reflecting.</li> </ul>
Semester 2	Term 3	<p><b>Unit 7. Qu'est-ce que vous désirez ?</b> In this unit, students will learn to understand and use language related to shopping. They will expand upon their reading comprehension strategies, translation skills and use of metalanguage. During this process, they will undertake activities involving reflection, and to a less extent, language analysis.</p>
		<p><b>Summative assessment, criteria assessed:</b></p> <ul style="list-style-type: none"> <li>Modes assessed: Reading, translating and reflecting.</li> </ul>
	Term 4	<p><b>Unit 8. Allons en vacances</b> In this unit, students will explore different Francophone communities in the world. Students will use language to write and talk about what they would do on a holiday in a French speaking country.</p>
		<p><b>Summative assessment, criteria assessed:</b></p> <ul style="list-style-type: none"> <li>Modes assessed: Reflecting, Speaking and writing.</li> </ul>

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