

Year 9 French

Recommendation

Year 9 French is designed as a continuer course and a Sound Achievement (C) or above in Year 8 French is strongly recommended. In the event that a student has French language ability but has not previously undertaken formal study, an interview with the French teacher or a diagnostic test is required to determine a student's ability to engage with the subject at the same level as their same-aged peers.

Achievement

Under the Australian Curriculum, all subjects are broken into two year 'bands'. The standards below are for years 9 and 10.

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 and some broader social and cultural issues. 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 avoir and être, involves gender and number agreement. They identify the form and function of reflexive verbs 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 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, commenting on differences in language features and text structures. They use metalanguage for reflecting on the experience of French language and culture learning. They identify relationships between parts of words and stems of words. Students identify the validity of different perspectives, and make comparisons across languages and cultures, drawing from texts that relate to familiar routines and daily life. They explain to others French terms and expressions that reflect cultural practices. 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.

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 the Cairns SDE 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, telephone or headset with microphone, exercise book, stationery.

Year 9 French

Units and Learning Experiences, Summative Assessment, Criteria Assessed	
Semester 1	Term 1
	<p>Unit 1: What are life stories? In this unit, students explore how language and culture influence the communication of an individual's life story. Students will talk about your home, express opinions, describe other people's houses, and talk about various styles of living.</p> <p>Intercultural: Different types of accommodation in France, different types of houses in France, lifestyles in French homes e.g. sharing, real estate documents.</p>
	<p>Summative assessment, criteria assessed:</p> <ul style="list-style-type: none"> Modes assessed: speaking, writing and reflecting.
Semester 1	Term 2
	<p>Unit 2: How do youth subcultures represent themselves? In this unit, students will explore the concept representation within the context of youth cultures. Students will talk about daily routines at home and at work, say what things you do around the home, say when you do or don't do things, compare early rising to late rising, compare country living to city living.</p> <p>Past events/Part-time work Talk about past events and things you did recently, talk about what work, household tasks you did or didn't do, say when you did these things.</p> <p>Intercultural: Life on a small farm in France, division of household tasks in families and in share accommodation, flat sharing in France. Types of part-time work and pocket money for young people in France.</p>
	<p>Summative assessment, criteria assessed:</p> <ul style="list-style-type: none"> Modes assessed: listening, reading and reflecting.
Semester 2	Term 3
	<p>Unit 3: What is advertising? In this unit, students use language to use language to communicate within the context of advertising. Students will talk about things you did recently, talk about leisure and social activities, say if things went well or not so well.</p> <p>Shopping for food Discuss buying food items in markets and small shops, discuss what you are going to buy, talk about what you have bought and why, use prices and quantities.</p> <p>Intercultural: Leisure and social activities in France and in francophone countries, new sports in France, spending free time doing volunteer work. Range of places to shop in France and when people shop, French food preferences compared to those in your country, French ways of eating and cooking. Popular dishes in some francophone countries.</p>
	<p>Summative assessment, criteria assessed:</p> <ul style="list-style-type: none"> Modes assessed: speaking, writing, analysing, reflecting.
Semester 2	Term 4
	<p>Unit 4: What are our global connections? In this unit, students explore their connections with the wider global community including links with French-speaking cultures. Students will talk about going to places in a town, say what you did there and narrate a series of events in a day.</p> <p>Intercultural: Places to visit in Paris as a tourist, public and commercial services, where to find souvenirs of Paris, differences between living in Paris and the rest of France.</p>
	<p>Summative assessment, criteria assessed:</p> <ul style="list-style-type: none"> Modes assessed: reading, listening, reflecting.

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