

## Year 10 French

### Recommendation

Year 10 French is designed as a continuer course and a Sound Achievement (C) or above in Year 9 French is strongly recommended. In the event that a student has French Language ability but has not previously undertaken formal study, a diagnostic test must be conducted to determine a student's suitability to engage with the subject.

### Achievement

Under the Australian Curriculum, the standards below are for Years 9 and 10 French study.

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)

Lessons are delivered via an online platform. Students have access to scheduled lessons each week. Students are required to undertake independent study to complete tasks and assessment in accordance with the Work Rate Calendar.

### Student Requirements

Computer, access to internet, email, printer, scanner, telephone, headset with microphone, exercise book, stationery, French-English bilingual dictionary.

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Units and Learning Experiences, Summative Assessment, Criteria Assessed, Approximate timing/due date of summative assessment		
Semester 1	Term 1	<b>Unit 5 – What are social issues?</b> In this unit, students will explore the ways in which people communicate about youth-related social issues in the target culture and Australia. Students will: Talk about sport and other physical activities as well as youth related social issues such as issues with technology.
		<b>Life issues</b> Talk about personal relationships, express feelings about people, give advice about personal problems. <b>Intercultural:</b> Life issues for young French people, the 14-25-year-old generation in France.
		<b>Summative assessment, criteria assessed:</b> <ul style="list-style-type: none"> <li>Collection of work</li> <li>Modes assessed: speaking, writing and reflecting</li> </ul>
	Term 2	<b>Unit 6 – How big is the generation gap?</b> In this unit, students will explore of generation and generational difference in French speaking cultures and Australia. Students will: Talk about how things used to be in the past, talk about things you used to do, talk about primary school days.
		<b>The French Press</b> Relate past events using the imperfect and perfect tenses, construct a written narrative using a range of tenses. <b>Intercultural:</b> Ways of living in the past compared with today, developments and changes in French Fashion. Fashion as a political statement. Newspaper reporting. The French press today short edition. Comics in French culture. Festivals in France celebrating reading.
		<b>Summative assessment, criteria assessed:</b> <ul style="list-style-type: none"> <li>Collection of work</li> <li>Modes assessed: reading, listening, reflecting</li> </ul>
Semester 2	Term 3	<b>Unit 7 – What is environmental conservation?</b> In this unit, students explore language and cultural values relating to animal conservation in French-speaking cultures and Australia. Students will: Express certainty and possibility. Express doubt and uncertainty. Talk about the state of the environment. <b>Intercultural:</b> Environmental issues in the world today. Actions to remedy environmental problems.
		<b>Summative assessment, criteria assessed:</b> <ul style="list-style-type: none"> <li>Collection of work</li> <li>Modes assessed: speaking, writing, reflecting</li> </ul>
	Term 4	<b>Unit 8 –What is the best job in the world?</b> In this unit, students understand how language and culture influence communicating within the world of employment. Students will: Express hopes and ambitions for the future. Express certainty and possibility about the future. Talk about the kind of work you would like to do. <b>Intercultural:</b> How early plans and ambitions may or may not change. Possibilities for future life and work. The nature of employment in France in the past and in the present.
		<b>Summative assessment, criteria assessed:</b> <ul style="list-style-type: none"> <li>Collection of work</li> <li>Modes assessed: reading, listening, reflecting</li> </ul>

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