

## 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. Via Campion students can access the digital version of the textbook Tapis Volant 2.

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Units and Learning Experiences, Summative Assessment, Criteria Assessed		
Semester 1	Term 1	<p><b>Unit 1: What are life stories?</b> In this unit, students explore how language and culture influence the communication of an individual's life story. Students will learn to write and talk about home and family life, household chores and daily routine, and various styles of living.</p> <p><b>Assessment</b> - Speaking, Writing and Reflecting.</p> <p><b>Students</b></p> <ul style="list-style-type: none"> <li>communicate about immediate and personal interests and involvements and some broader social and cultural issues.</li> <li>communicates information, ideas and views in a range of contexts using different modes of presentation.</li> <li>Use expressive and descriptive vocabulary to talk about feelings and experiences.</li> <li>Use French to narrate and describe matching modes of presentation to context and intended audience.</li> <li>Identify the validity of different perspectives, and make comparisons across languages and cultures, drawing from texts.</li> </ul>
	Term 2	<p><b>Unit 2: How do youth subcultures represent themselves?</b> In this unit, students explore the concept of representation of youth subcultures. This will include fashion, lifestyle, values, part time work and pocket money. Students will learn to reflect on and analyse both visible and invisible aspects of culture and they will learn to refer to the past.</p> <p><b>Assessment</b> - Listening and Analysing, Reading and Reflecting.</p> <p><b>Students</b></p> <ul style="list-style-type: none"> <li>communicate by locating, interpreting and analysing information from different sources.</li> <li>interpret observed interactions in terms of cultural practices and comparisons.</li> <li>identify the validity of different perspectives, and make comparisons across languages and cultures, drawing from texts.</li> <li>explain to others French terms and expressions that reflect cultural practices.</li> </ul>
Semester 2	Term 3	<p><b>Unit 3: What is advertising?</b> In this unit, students use language to communicate within the context of advertising. This will include shopping, eating out and other leisure activities. Students will extend their knowledge, understanding and use of different tenses and develop the ability to recognise and use persuasive language.</p> <p><b>Assessment</b> - Speaking, Writing, Analysing and Reflecting.</p> <p><b>Students</b></p> <ul style="list-style-type: none"> <li>create texts for a range of purposes, such as entertaining or persuading and they use French to narrate and describe, matching modes of presentation to context and intended audience.</li> <li>approximate rhythms and intonation patterns of extended and compound sentences, using syllable combinations, and building fluency and accuracy in pronunciation, pitch and stress.</li> <li>make distinctions between familiar text types commenting on differences in language features and text structures.</li> </ul>
	Term 4	<p><b>Unit 4: What are our global connections?</b> In this unit, students explore their connections with the wider global community including French-speaking cultures with a focus on tourism. Students will learn to further narrate past events and understand others doing the same.</p> <p><b>Assessment</b> - Reading, Listening and Reflecting.</p> <p><b>Students</b></p> <ul style="list-style-type: none"> <li>communicates information, ideas and views in a range of contexts.</li> <li>identifies the validity of different perspectives, and make comparisons across languages and cultures, drawing from the text.</li> <li>notices that the participe passé form of verbs with être involves gender and number agreement.</li> </ul>

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