



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 will understand and use language for greetings and self-introductions. They will understand and use language with different levels of formality, knowing that French-speaking cultures have different ways of communicating.</p> <p>Assessment - Speaking, Listening, Writing and Reflecting. Students</p> <ul style="list-style-type: none"> • 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. • use modelled sentence structures, formulaic expressions and high-frequency vocabulary to create texts such as captions, emails, posters or short narratives and presentation. • adjust language use to suit contexts and situations and respond in culturally appropriate ways to interactions with French speakers or resources.
	Term 2	<p>Unit 2: Ma Famille In this unit, students will understand and use language to describe family members, including name, age, physical appearance and character traits. They will broaden their understanding and use of French language features such as agreements with gender and number, and with subjects and verbs. Students will also learn specific terms to explain these aspects of language.</p> <p>Assessment - Reading, Listening, Writing and Reflecting. Students</p> <ul style="list-style-type: none"> • describe familiar objects, contexts and experiences using appropriate subject-verb and noun-adjective gender and number agreements and vocabulary to describe appearance, character and quantity. • respond to familiar questions and directions and requests help or clarification. • 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.
Semester 2	Term 3	<p>Unit 3: La vie scolaire In this unit, students will explore school life in French-speaking countries and compare it to their own experiences. They will examine connections between language and culture that reflect different ways of behaving and thinking. Students will improve their reading comprehension skills and investigate translation techniques. They will acquire knowledge and understanding around how and why translating can be difficult and requires consideration of many factors.</p> <p>Assessment - Reading, Translating and Reflecting. Students</p> <ul style="list-style-type: none"> • locate factual information from a range of texts and use non-verbal, visual and contextual cues to help make meaning. • translate short texts and explain French gestures, expressions or signs to friends and family. • 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.
	Term 4	<p>Unit 4: On va faire la fête ! In this unit, students will explore how Francophone countries celebrate holidays and make comparisons with Australian holidays. They will learn to understand and use language about different celebrations, festivals, public holidays, days and dates. Students will further delve into borrowed words, similarities and differences between French and English language structures and systems, and connections between language and culture.</p> <p>Assessment - Writing, Reading and Reflecting. Students</p> <ul style="list-style-type: none"> • Use the present tense and present + infinitive form to make statements and ask questions about self, peers, family and interests. • Give examples of similarities between French and English and some differences. • Identify French words used in English, English words used in French, explain how languages and cultures influence and interact with each other.

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