



Year 9 French

Recommendation

Year 9 French is offered as a continuer-level course. A Sound Achievement (C) or higher in Year 8 French is recommended to support success at this level. Students with prior informal or home-language experience in French may enter the course following a short diagnostic interview to ensure appropriate placement and readiness for the Year 9–10 (7–10 sequence) expectations.

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 the Years 9–10 band, students initiate and sustain interactions in French to exchange and compare ideas, opinions and experiences. They interpret and analyse information and perspectives in spoken, written and multimodal texts. They synthesise information and respond appropriately in French (or English where required), adjusting language to suit context, purpose and audience. They create texts using structures and features of French to communicate ideas for specific purposes, applying knowledge of language conventions. They interpret and create spoken, written and multimodal texts, selecting features and conventions appropriate to purpose and audience. They use features of the French sound system (intonation, rhythm, stress) to support clarity and fluency in communication. They apply metalanguage to describe language structures and features and to support discussion about text organisation and linguistic choices. They reflect on cultural identity, language use and the influence of learning French on their ways of communicating.

These expectations emphasise purposeful communication, analysis of perspectives, accurate application of structures, and reflective intercultural understanding.

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 online learning platform (QLearn). Students are encouraged to undertake independent study through QLearn.

Student Requirements

A computer with reliable internet access, a headset or microphone for speaking tasks, an exercise book and basic stationery.

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Units and Learning Experiences, Summative Assessment, Criteria Assessed		
Semester 1	Term 1	<p>Unit 1: What are life stories? Students explore how experiences and identities are communicated across languages and cultures. They learn to describe personal histories, family life, routines and aspects of identity using appropriate tenses, structures and descriptive language.</p>
		<p>Assessment - Speaking, Writing and Reflecting.</p> <p>Students will:</p> <ul style="list-style-type: none"> • initiate and sustain interactions about personal experiences • create texts that narrate and describe events for a specific audience • demonstrate appropriate text structures, tenses and vocabulary • reflect on cultural perspectives and communication practices
	Term 2	<p>Unit 2: How do youth subcultures represent themselves? Students examine youth identities, interests, fashion, values, part-time work and cultural representation. They analyse how French-speaking youth express themselves and compare visible/invisible cultural elements.</p>
		<p>Assessment - Listening and Analysing, Reading and Reflecting.</p> <p>Students will:</p> <ul style="list-style-type: none"> • interpret and analyse information and viewpoints from texts • explain cultural practices and compare perspectives across contexts • reflect on identity, representation and communication choices
Semester 2	Term 3	<p>Unit 3: What is advertising? Students learn how persuasive language is used in advertising and marketing in French-speaking contexts. They explore shopping, food, leisure activities and consumer culture. Students develop skills in persuasive techniques, adjusting register and applying appropriate text structures.</p>
		<p>Assessment - Speaking, Writing, Analysing and Reflecting.</p> <p>Students will:</p> <ul style="list-style-type: none"> • create persuasive and imaginative texts for specific audiences • apply persuasive devices, cohesive language and multimodal conventions • demonstrate accurate pronunciation, intonation and language features • analyse how text structures influence meaning
	Term 4	<p>Unit 4: What are our global connections? Students explore connections with the Francophone world through tourism, global citizenship and cultural practices. They interpret texts about travel, cultural exchange and personal histories.</p>
		<p>Assessment - Reading, Listening and Reflecting.</p> <p>Students will:</p> <ul style="list-style-type: none"> • interpret and synthesise information from multimodal texts • compare cultural perspectives and explain cultural practices • understand and apply grammatical features such as past tense agreement

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