(no-code)

with others using to information in familiar about self and personal world

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Elaborations

• exchanging greetings, wishes and thanks, to suit the situation such as Bonjour, la classe! Salut, Marianne, ça va? Bonsoir, Madame Legrand, comment allez-vous? Bonne fête, Solange! Merci bien, Maman ...

• introducing and describing self and others, for example, Je m'appelle Marc; Je te présente mon oncle; Voici ma petite sœur, Eliane; Je m'appelle Sophie, j'ai les yeux bleus, j'aime le sport ...

• stating likes, dislikes and preferences, for example, J'aime bien le fromage mais je n'aime pas le yaourt; Je déteste les prunes mais j'adore les pruneaux ...

• comparing routines, interests and leisure , using associated with time, frequency and location such as Lundi après-midi, je fais du foot; Le weekend, je joue aux jeux vidéos; L'hiver, je fais du ski; L'été, on va souvent à la plage ...

• describing aspects of their own lifestyles such as surf lifesaving, school camps, excursions and music events that may interest young learners of their own age in French-speaking environments

Students learn to:

interact with others using modelled language to exchange information in familiar co and personal world

(AC9LF8EC01)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Speaking and listening

• Interacting

Social management

• Communication

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Resources

Work Samples

WS01 - Role play – On se présente (Let's introduce ourselves)

WS04 - Interview avec une enseignante (Interview with a teacher)

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9LF8EC01

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

- critically evaluate ideas and claims made by a speaker
- explains new learning from interacting with others
- appropriately presents an alternative point to the previous speaker
- initiates interactions confidently in group and whole-class discussions
- poses pertinent questions to make connections between a range of ideas
- uses open questions to prompt a speaker to provide more information
- clarifies task goals and negotiates roles in group learning
- monitors discussion to manage digression from the topic
- identifies and articulates the perspective of a speaker, to move a conversation forward
- interacts within school context or the broader community, adjusting language and responses to suit purpose and audience
- synthesises ideas from group discussion into a common theme or hypothesis
- poses problems, hypothesises and formulates questions about abstract ideas in group situations
- restates different views and makes suggestions to negotiate agreement
- poses questions to clarify assumptions made by the speaker
- questions others to evaluate accuracy of thinking or problem-solving processes
- uses language to align the listener with personal position (e.g. "of course", "as you can imagine", "obviously")
- interacts strategically and confidently with a broad range of interactional partners
- gives an extended explanation and evaluation of a complex concept, issue or process
- justifies a personal stance, after analysis of arguments on a particular issue, using evidence and elaboration in a group situation
- uses language strategically to subtly align others to own perspective as appropriate to audience and purpose

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LF8EC01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LF8EC01

exchanging greetings, wishes and thanks, adjusting language to suit the situation such as Bonjour, la classe! Salut, Marianne, ça va? Bonsoir, Madame Legrand, comment allez-vous? Bonne fête, Solange! Merci bien, Maman ...

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LF8EC01

introducing and describing self and others, for example, Je m'appelle Marc; Je te présente mon oncle; Voici ma petite sœur, Eliane; Je m'appelle Sophie, j'ai les yeux bleus, j'aime le sport ...

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
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• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LF8EC01

stating likes, dislikes and preferences, for example, J'aime bien le fromage mais je n'aime pas le yaourt; Je déteste les prunes mais j'adore les pruneaux ...

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LF8EC01

comparing routines, interests and leisure activities, using language associated with time, frequency and location such as Lundi après-midi, je fais du foot; Le weekend, je joue aux jeux vidéos; L'hiver, je fais du ski; L'été, on va souvent à la plage ...

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LF8EC01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Resource – French language resource

French

Language support resource

The French Language support resource was developed to support teachers as they plan teaching and learning programs to implement the Australian Curriculum: French. It is optional and includes illustrative examples of language and language use.

Introduction

The resource provides suggestions for sequential development in 2 parts:
• Part 1 – language features and structures
• Part 2 – thematic contexts for language use.

The content is presented in 3 broad levels: beginner, intermediate and advanced, and is independent of the year bands and sequences in the curriculum and the time spent on task.

Teachers can use suggestions in the resource to adapt curriculum content to meet the diverse language needs and learning backgrounds of students at different entry points into second language learning. For example, if a Year 5 student is learning French for the first time, a teacher can use the cognitive demand of the Years 5 and 6 curriculum achievement standards and content descriptions combined with beginner language features and structures, and/or thematic contexts.

Language features and structures

Part 1 provides language features and structures that are neither exhaustive nor mutually exclusive across the 3 different levels. Beginner, intermediate and advanced levels demonstrate how a particular feature or structure could be developed at different stages of a continuum of second language learning.

Thematic contexts for language use

Part 2 provides examples of thematic contexts for language use at beginner, intermediate and advanced levels. They are designed to give teachers ideas about how to support a progression of learning related to contexts and concepts of language use. Teachers are encouraged to adapt these to allow for student agency and to meet the needs, abilities and interests of their students, using the approaches, methodologies and pedagogies that best suit their students' learning.

Download

Resource – WS01 - Role play – On se présente (Let's introduce ourselves)

By the end of Year 8, students use French language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others' contributions, and recognise familiar gestures, questions and instructions in exchanges. They recognise relationships between spoken and written forms. They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning. They respond in French or English, and demonstrate understanding of context, purpose and audience in texts. They use familiar language, and modelled sentence and grammatical structures to create texts, and demonstrate understanding of how some language reflects cultural practices.

Students approximate French sound patterns, intonation and rhythms, and demonstrate understanding that French has conventions and rules for non-verbal, spoken and written communication. They comment on aspects of French and English language structures and features, using metalanguage. They demonstrate awareness that the French language is connected with culture and identity, and that this is reflected in their own language(s), culture(s) and identity.

AC9LF8EC01

interact with others using modelled language to exchange information in familiar contexts about self and personal world

AC9LF8EC03

engage in modelled non-verbal, spoken and written exchanges with peers to organise activities relating to daily life and school environment

AC9LF8EC06

create spoken, written and multimodal, informative and imaginative texts using appropriate vocabulary, expressions, grammatical structures, and some textual conventions

AC9LF8EU01

recognise and use features of the French sound system, including pitch, rhythm, stress, pronunciation and intonation, and demonstrate understanding of how these are represented in familiar contexts

AC9LF8EU02

develop knowledge of, and use structures and features of, the French grammatical and writing systems to understand and create spoken, written and multimodal texts

Resource – WS04 - Interview avec une enseignante (Interview with a teacher)

By the end of Year 8, students use French language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others' contributions, and recognise familiar gestures, questions and instructions in exchanges. They recognise relationships between spoken and written forms. They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning. They respond in French or English, and demonstrate understanding of context, purpose and audience in texts . They use familiar language, and modelled sentence and grammatical structures to create texts, and demonstrate understanding of how some language reflects cultural practices.

Students approximate French sound patterns, intonation and rhythms, and demonstrate understanding that French has conventions and rules for non-verbal, spoken and written communication. They comment on aspects of French and English language structures and features, using metalanguage. They demonstrate awareness that the French language is connected with culture and identity , and that this is reflected in their own language(s), culture(s) and identity.

AC9LF8EC01

interact with others using modelled language to exchange information in familiar contexts about self and personal world

AC9LF8EC02

develop language to interact in exchanges, routines, tasks and responsibilities related to classroom and interests

AC9LF8EU01

recognise and use features of the French sound system, including pitch, rhythm, stress, pronunciation and intonation, and demonstrate understanding of how these are represented in familiar contexts

AC9LF8EU02

develop knowledge of, and use structures and features of, the French grammatical and writing systems to understand and create spoken, written and multimodal texts

AC9LF8EC02

develop to in , routines, tasks and responsibilities related to classroom and interests

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Elaborations

• asking and answering such as Qu'est-ce que c'est? C'est… ce sont…, and requesting clarification or permission, for example, J'ai une , comment dit-on …? Comment ça s'écrit …?
• requesting information, explanation or help, for example, Pouvez-vous répéter plus lentement, s'il vous pla■t? Qu'est-ce que ça veut dire? Je peux recommencer?
• responding to directions or requests such as Cliquez sur l'image du château, Choisissez la forme négative.
• discussing aspects of school and social life as well as the behaviour expected in French-speaking classrooms, for example, Je peux vous aider? Est-ce que je peux aller aux toilettes, Madame/Monsieur? and responding respectfully to others' contributions, for example, C'est génial! C'est une bonne idée. Ah non, je ne suis pas d'accord.
• exchanging information about aspects of home life such as les tâches ménagères, la vie quotidienne, la routine , for example, Le samedi matin je range ma chambre. Je joue avec mes frères dans le jardin.

Students learn to:

develop language to interact in exchanges, routines, tasks and responsibilities relat and interests

(AC9LF8EC02)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum

priorities.

Speaking and listening

• Interacting

Social management

• Communication

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Resources

Work Samples

WS04 - Interview avec une enseignante (Interview with a teacher)

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9LF8EC02

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

• critically evaluate ideas and claims made by a speaker

• explains new learning from interacting with others

• appropriately presents an alternative point to the previous speaker

• initiates interactions confidently in group and whole-class discussions

• poses pertinent questions to make connections between a range of ideas

• uses open questions to prompt a speaker to provide more information

• clarifies task goals and negotiates roles in group learning

• monitors discussion to manage digression from the topic

• identifies and articulates the perspective of a speaker, to move a conversation forward

• interacts within school context or the broader community, adjusting language and responses to suit purpose and audience

• synthesises ideas from group discussion into a common theme or hypothesis

• poses problems, hypothesises and formulates questions about abstract ideas in group situations

• restates different views and makes suggestions to negotiate agreement

• poses questions to clarify assumptions made by the speaker

• questions others to evaluate accuracy of thinking or problem-solving processes

• uses language to align the listener with personal position (e.g. "of course", "as you can imagine", "obviously")

• interacts strategically and confidently with a broad range of interactional partners

• gives an extended explanation and evaluation of a complex concept, issue or process

• justifies a personal stance, after analysis of arguments on a particular issue, using evidence and elaboration in a group situation

• uses language strategically to subtly align others to own perspective as appropriate to audience and purpose

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LF8EC02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LF8EC02

asking and answering questions such as Qu'est-ce que c'est? C'est… ce sont…, and requesting clarification or permission, for example, J'ai une question, comment dit-on …? Comment ça s'écrit …?

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LF8EC02

requesting information, explanation or help, for example, Pouvez-vous répéter plus lentement, s'il vous pla■t? Qu'est-ce que ça veut dire? Je peux recommencer?

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LF8EC02

responding to directions or requests such as Cliquez sur l'image du château, Choisissez la forme négative.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LF8EC02

discussing aspects of school and social life as well as the behaviour expected in French-speaking classrooms, for example, Je peux vous aider? Est-ce que je peux aller aux toilettes, Madame/Monsieur? and responding respectfully to others' contributions, for example, C'est génial! C'est une bonne idée. Ah non, je ne suis pas d'accord.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• apply skills to address factors that influence verbal and non-verbal communication

• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LF8EC02

exchanging information about aspects of home life such as les tâches ménagères, la vie quotidienne, la routine , for example, Le samedi matin je range ma chambre. Je joue avec mes frères dans le jardin.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• apply skills to address factors that influence verbal and non-verbal communication

• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

• devise strategies that apply effective verbal and non-verbal communication in response to feedback

AC9LF8EC03

in non-verbal, spoken and written with peers to organise relating to daily life and school environment

•

•

Elaborations

• collaborating to computer-generated designs such as an imagined ideal school or leisure centre and negotiating with each other in relation to different elements and priorities, for example, Moi, je voudrais une salle média immense …, Ah non, moi je préfère un grand parc ...

• managing an allocated budget for online shopping, deciding on selected items and explaining choices such as le 2 ème à moitié prix; 3 paquets de biscuits à 15 € ...

• collaborating to displays, presentations or for family, friends or school community to showcase French learning, for example, singing a song in French, reciting a poem

• organising class events such as a vide-grenier/marché aux puces , preparing labels and prices, using transactional C'est combien? Un très bon prix, vente flash! Non, c'est trop cher … Un échange?

• issuing, accepting and declining invitations, to suit formal or informal , for example, Es-tu libre samedi prochain? Je t'invite; Je ne suis pas libre - c'est possible dimanche? J'ai le grand plaisir de vous inviter …

• organising social or sports events and planning location, date and time, for example, Rendez-vous au Stade Central à midi; 19 h chez ma cousine; N'oublie pas ton sac de couchage; Nous allons partir à sept heures ...

• making arrangements (lists, phone calls, letters, emails, etc.) to cater for events such as celebrations or outings, and estimating quantities, numbers and prices Ça coûte combien?

• using active and turn-taking strategies such as Et toi, tu es d'accord? … à moi maintenant!

Students learn to:

engage in modelled non-verbal, spoken and written exchanges with peers to organi relating to daily life and school environment

(AC9LF8EC03)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Speaking and listening

• Interacting

Social management

• Communication

• Collaboration

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Self-management

• Perseverance and adaptability

Social management

• Collaboration

Number sense and algebra

• Multiplicative strategies

• Proportional thinking

Social management

• Communication

Social management

• Collaboration

Social management

• Collaboration

Social management

• Communication

Social management

• Communication

Number sense and algebra

• Understanding money

Social management

• Communication

Social management

• Communication

Resources

Work Samples

WS01 - Role play – On se présente (Let's introduce ourselves)

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9LF8EC03

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

• critically evaluate ideas and claims made by a speaker

• explains new learning from interacting with others

• appropriately presents an alternative point to the previous speaker

• initiates interactions confidently in group and whole-class discussions

• poses pertinent questions to make connections between a range of ideas

• uses open questions to prompt a speaker to provide more information

• clarifies task goals and negotiates roles in group learning

• monitors discussion to manage digression from the topic

• identifies and articulates the perspective of a speaker, to move a conversation forward

• interacts within school context or the broader community, adjusting language and responses to suit purpose and audience

• synthesises ideas from group discussion into a common theme or hypothesis

• poses problems, hypothesises and formulates questions about abstract ideas in group situations

• restates different views and makes suggestions to negotiate agreement

• poses questions to clarify assumptions made by the speaker

• questions others to evaluate accuracy of thinking or problem-solving processes

• uses language to align the listener with personal position (e.g. "of course", "as you can imagine", "obviously")

- interacts strategically and confidently with a broad range of interactional partners
- gives an extended explanation and evaluation of a complex concept, issue or process
- justifies a personal stance, after analysis of arguments on a particular issue, using evidence and elaboration in a group situation
- uses language strategically to subtly align others to own perspective as appropriate to audience and purpose

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LF8EC03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LF8EC03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs
- appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs
- devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

Snapshot – Perseverance and adaptability

Personal and Social capability: Self-management: Perseverance and adaptability

Content description

AC9LF8EC03

collaborating to create computer-generated designs such as an imagined ideal school or leisure centre and negotiating with each other in relation to different elements and priorities, for example, Moi, je voudrais une salle média immense …, Ah non, moi je préfère un grand parc ...

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- adapt approaches to tasks to support perseverance when faced with challenging or unfamiliar tasks
- select, apply and refine strategies to persevere when faced with unexpected or challenging contexts
- devise, evaluate and adapt strategies to engage with unexpected or challenging situations

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LF8EC03

collaborating to create computer-generated designs such as an imagined ideal school or leisure centre and negotiating with each other in relation to different elements and priorities, for example, Moi, je voudrais une salle média immense …, Ah non, moi je préfère un grand parc ...

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs
- appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation

skills to improve ways of working and outputs
• devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

Snapshot – Multiplicative strategies

Numeracy: Number sense and algebra: Multiplicative strategies

Content description

AC9LF8EC03

managing an allocated budget for online shopping, deciding on selected items and explaining choices such as le 2 ème à moitié prix; 3 paquets de biscuits à 15 € ...

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Flexible strategies for multiplication and division

• uses multiplication and division as inverse operations to solve problems, including solving problems with digital tools and to justify a solution (e.g. when solving $14 \times 14 = 336$ chooses to use division $336 \div 14 = ?$; determines how long it will take to save up for a purchase and tests the effect of changing the amount saved each period)
• uses known mental and written strategies such as using the distributive property, partitioning into place value or factors to solve multiplicative problems involving numbers with up to 3 digits and can justify their use (e.g. $7 \times 83 = 7 \times 80 + 7 \times 3$; to multiply a number by 48, first multiplies by 12 and then multiplies the result by 4; to solve 16×15, uses double and half, such as $16 \times 15 = 8 \times 30$)
• uses estimation and rounding to check the reasonableness of products and quotients (e.g. multiplies 200 by 30 to determine if 6138 is a reasonable answer to 198×31)

Flexible strategies for multi-digit multiplication and division

• solves multi-step problems involving multiplicative situations using appropriate mental strategies, digital tools and algorithms (e.g. uses a rate of application to determine the amount of paint required to cover a large area and determines how many tins of paint are required)
• interprets, represents and solves multifaceted problems involving all 4 operations with natural numbers

Flexible strategies for multiplication and division of rational numbers

• expresses a number as a product of its prime factors for a purpose
• expresses repeated factors of the same number in exponent form (e.g. $2 \times 2 \times 2 \times 3 \times 3 = 2^3 \times 3^2$)
• identifies and describes products of the same number as square or cube numbers (e.g. 3×3 is the same as 3^2 which is read as 3 squared)
• describes the effect of multiplication by a decimal or fraction less than one (e.g. when multiplying natural numbers by a fraction or decimal less than one such as $15 \times \frac{1}{2} = 7.5$)
• connects and converts decimals to fractions to assist in mental computation involving multiplication or division (e.g. to calculate 16×0.25, recognises 0.25 as a quarter, and determines a quarter of 16 or determines $0.5 \div 0.25$, by reading this as "one half, how many quarters?" and gives the answer as 2)
• calculates the percentage of a quantity flexibly using multiplication and division (e.g. to calculate 13 % of 1600 uses 0.13×1600 or $1600 \div 100 \times 13$)
• uses multiplicative strategies efficiently to solve problems involving rational numbers including integers (e.g. calculates the average temperature for Mt Wellington for July to be ■ 1.6 ■C)

Snapshot – Proportional thinking

Numeracy: Number sense and algebra: Proportional thinking

Content description

AC9LF8EC03

managing an allocated budget for online shopping, deciding on selected items and explaining choices such as le 2 ème à moitié prix; 3 paquets de biscuits à 15 € ...

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Using ratios and rates

• uses a ratio to create, increase or decrease quantities to maintain a given proportion (e.g. creates mixtures such as adhesives, finishes, salad dressings; scales a recipe up or down; makes 100 100 1 0 0 litres of cordial given instructions for making 5 5 5 litres using one part cordial to 6 6 6 parts water)

• uses rates to determine how quantities change (e.g. when travelling at a constant speed of 60 60 6 0 km/h, determines the distance travelled in 30 30 3 0 minutes; uses price rate of change to measure the direction and speed of a financial trend, such as an upward momentum in stock prices; compares the effect of different frame rates, frames per second, when producing a slow-motion sequence)

Proportionality and the whole

• determines the whole given a percentage (e.g. given 20 20 2 0 % is 13 13 1 3 millilitres, determines the whole is 65 65 6 5 millilitres; given 20 20 2 0 % is 1300 1300 1 3 0 0 kilojoules, determines the whole is 6500 6500 6 5 0 0 kilojoules when calculating the amount of energy consumed as part of a daily recommended intake)

• identifies the common unit rate to compare rates expressed in different units (e.g. calculates best buys; compares the relative speed of 2 2 2 vehicles)

• identifies, compares, represents and solves problems involving different rates in real world contexts (e.g. measures heart rate and breathing rate to monitor the body's reaction to a range of physical activities)

• determines the equivalence between 2 2 2 rates or ratios by expressing them in their simplest form

• describes how the proportion is preserved when using a ratio (e.g. uses the ratio 1 : 4 : 15 1:4:15 1 : 4 : 1 5 for the composition of silver, copper and gold to determine the mass of copper in a rose gold ring that weighs 8 8 8 grams; applies an aspect ratio when resizing images of an artwork such as if the aspect ratio is 3 : 2 3:2 3 : 2 then a picture that is 600 600 6 0 0 pixels wide would be 400 400 4 0 0 pixels tall)

Applying proportion

• recognises that percentages can be greater than 100 100 1 0 0 % (e.g. the entry price to the show has gone up from $ 20 \$20 $ 2 0 last year to $ 25 \$25 $ 2 5 this year, that's 125 125 1 2 5 % of last year's price; examines food labels and nutritional tables to determine whether the percentage a fast food meal exceeds a recommended daily intake for sugar/fats)

• uses common fractions and decimals for proportional increase or decrease of a given amount

• increases and decreases quantities by a percentage and expresses a percentage increase or decrease using a multiplier (e.g. calculates 70 70 7 0 % or 0.7 0.7 0 . 7 of the original marked price to apply a 30 30 3 0 % discount; multiplies by 1.03 1.03 1 . 0 3 when predicting a 3 3 3 % future capital gain; calculates percentage increase or decrease in international migration in Australia)

• models situations uses percentages, rates and ratios (e.g. calculates interest payable on loans; compares taxation rates and the effect of a pay increase on how much annual income tax is payable; mixes chemical solutions using ratios; uses Mendelian inheritance to predict the ratio of offspring genotypes and phenotypes in monohybrid crosses)

• identifies and interprets situations where direct proportion is involved (e.g. hours worked and payment received; increase in income and increase in demand for branded products; increasing the mass will increase the force provided that acceleration remains constant)

• identifies and interprets situations where inverse proportion is involved (e.g. number of people working on a job and time taken to complete the job; speed and time taken to travel recognising that travelling at a greater speed will mean the journey takes less time; decrease in price and increase in demand)

• uses ratio and scale factors to enlarge or reduce the size of objects (e.g. interprets the scale used on a map and determines the real distance between 2 2 2 locations; draws engineering drawings to scale)

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LF8EC03

managing an allocated budget for online shopping, deciding on selected items and explaining choices such as le 2 ème à moitié prix; 3 paquets de biscuits à 15 € ...

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LF8EC03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs
• appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs
• devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LF8EC03

organising class events such as a vide-grenier/marché aux puces , preparing labels and prices, using transactional language C'est combien? Un très bon prix, vente flash! Non, c'est trop cher … Un échange?

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs
• appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs
• devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LF8EC03

issuing, accepting and declining invitations, adjusting language to suit formal or informal contexts, for example, Es-tu libre samedi prochain? Je t'invite; Je ne suis pas libre - c'est possible dimanche? J'ai le grand plaisir de vous inviter …

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LF8EC03

organising social or sports events and planning location, date and time, for example, Rendez-vous au Stade Central à midi; 19 h chez ma cousine; N'oublie pas ton sac de couchage; Nous allons partir à sept heures ...

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• apply skills to address factors that influence verbal and non-verbal communication

• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Understanding money

Numeracy: Number sense and algebra: Understanding money

Content description

AC9LF8EC03

making arrangements (lists, phone calls, letters, emails, etc.) to cater for events such as celebrations or outings, and estimating quantities, numbers and prices Ça coûte combien?

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Working with money multiplicatively

• calculates the total cost of several identical items in dollars and cents

• connects the multiplicative relationship between dollars and cents to decimal notation (e.g. explains that a quarter of dollar is equal to $ 0.25 \$0.25 $ 0 . 2 5 or 25 25 2 5 cents; calculates what 150 150 1 5 0 copies will cost if they are advertised at 15 15 1 5 c a print and expresses this in dollars and cents as $ 22.50 \$22.50 $ 2 2 . 5 0)

• solves problems, such as repeated purchases, splitting a bill or calculating monthly subscription fees, using multiplicative strategies

• makes and uses simple financial plans (e.g. creates a classroom budget for an excursion; planning for a school fete)

Working with money proportionally

• calculates the percentage change with and without the use of digital tools (e.g. using GST as 10 10 1 0 % multiplies an amount by 0.1 0.1 0 . 1 to calculate the GST payable or divides the total paid by 11 11 1 1 to calculate the amount of GST charged; calculates the cost after a 25 25 2 5 % discount on items)

• calculates income tax payable using taxation tables

• interprets an interest rate from a given percentage and calculates simple interest payable on a short-term loan (e.g. calculates the total interest payable on a car loan)

Working with money proportionally

• applies proportional strategies for decision making, such as determining "best buys", currency conversion, determining gross domestic product (e.g. comparing cost per 100 100 1 0 0 g or comparing the cost of a single item on sale versus a multi-pack at the regular price)

• determines the best payment method or payment plan for a variety of contexts using rates, percentages and discounts (e.g. decides which phone plan would be better based on call rates, monthly data usage, insurance and other upfront costs)

• calculates the percentage change including the profit or loss made on a transaction (e.g. profit made from on-selling second-hand goods through an online retail site)

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LF8EC03

making arrangements (lists, phone calls, letters, emails, etc.) to cater for events such as celebrations or outings, and estimating quantities, numbers and prices Ça coûte combien?

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LF8EC03

using active listening and turn-taking strategies such as Et toi, tu es d'accord? … à moi maintenant!

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

AC9LF8EC04

locate and information and ideas in familiar spoken, written and , responding in ways appropriate to cultural , and

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•
•

Elaborations

• collecting vocabulary and expressions from a range of informative such as posters, websites, brochures or menus for use in their own short reports on topic such as les voyages, manger sain, les médias
• for key points of information in short, spoken such as phone messages or announcements, and representing the information in note form to to others
• gathering information about places, people or events in French-speaking communities' and , and using it to build timelines, itineraries or profiles
• to, or viewing First Nations Australian stories and responding to them in spoken or written French
• obtaining, classifying and summarising data collected from class surveys or web searches on topics such as favourite books, music, apps, films or social media
• explaining and sequencing actions or events from such as magazine or sports reports
• understanding from a source and the information in a different format to a different , for example, a menu and discussing the order with the waiter to exclude some ingredients; seeing a poster for a gym opening and an email to a friend to try it out; looking at a cinema program and negotiating when to go and what to see with siblings
• to, or viewing such as songs, raps or film and video clips, and noticing ideas and comparing aspects that may be similar or different across
• identifying national symbols and creating a gift pack of symbols to introduce Australian students to French and vice versa, and explaining the reasons for their choices

Students learn to:

locate and process information and ideas in familiar spoken, written and multimoda responding in ways appropriate to cultural context, purpose and audience

(AC9LF8EC04)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Inquiring

• Identify, process and evaluate information

Navigating intercultural contexts

• Adapt in intercultural exchanges
Reading and viewing
• Understanding texts
Speaking and listening
• Listening
Elaborations
Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .
Inquiring
• Identify, process and evaluate information
Inquiring
• Identify, process and evaluate information
Inquiring
• Identify, process and evaluate information
Navigating intercultural contexts
• Adapt in intercultural exchanges
People
• The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally and globally.
Inquiring
• Identify, process and evaluate information
Inquiring
• Identify, process and evaluate information
Inquiring
• Identify, process and evaluate information
Inquiring
• Identify, process and evaluate information
Navigating intercultural contexts
• Adapt in intercultural exchanges
Inquiring
• Identify, process and evaluate information
Navigating intercultural contexts
• Adapt in intercultural exchanges
Resources
Snapshot – Identify, process and evaluate information
Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati
Content description
AC9LF8EC04
Continuum extract
The following continuum extract shows the alignment of the continuum with this content.
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• compare information and opinion that can be verified against claims based on personal preference
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the information selected to determine bias and reliability
Snapshot – Adapt in intercultural exchanges
Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu
Content description
AC9LF8EC04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity

• modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding

• apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9LF8EC04

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Comprehension

• reads and views complex texts (see Text complexity)

• identifies the main themes or concepts in complex texts by synthesising key ideas or information

• summarises the text, identifying key details only

• draws inferences, synthesising clues and evidence across a text

• builds meaning by actively linking ideas from a number of texts or a range of digital sources

• distils information from a number of texts according to task and purpose (e.g. uses graphic organisers)

• identifies different interpretations of the text citing evidence from a text

• evaluates language features for relevance to purpose and audience

• analyses texts that have more than one purpose and explains how parts of the text support a particular purpose

• analyses the use of language appropriate to different types of texts (e.g. compare the use of pun in imaginative and persuasive texts)

• identifies techniques used to obscure author's purpose (e.g. inclusion or omission of content)

Processes

• uses processes such as predicting, confirming predictions, monitoring, and connecting relevant elements of the text to build or repair meaning

• uses knowledge of a broader range of cohesive devices to track meaning (e.g. word associations) (see Grammar)

• selects reading or viewing strategies appropriate to reading purpose (e.g. scans text for evidence)

• judiciously selects texts for learning area tasks and purposes

Vocabulary

• identifies language used to create tone or atmosphere

• analyses language and visual features in texts using metalanguage (e.g. cohesion, interpretation, figurative)

• applies knowledge of base words and word origins to understand the meaning of unfamiliar, discipline-specific words

• uses a range of context and grammatical cues to understand unfamiliar words

• interprets complex figurative language (e.g. euphemisms, hyperbole)

Comprehension

• reads and views complex or some highly complex texts (see Text complexity)

• interprets abstract concepts integrating complex ideas

• analyses how language features are used to support the point of view in a text (e.g. the strategic use of images such as a cartoon in an editorial)

• draws inferences using evidence from the text and discounting possible inferences that are not supported by the text

• applies and articulates criteria to evaluate the language structures and features for relevance to purpose and audience

- evaluates the reasoning and evidence in a persuasive text
- explains how context (e.g. time, place, situation) influences interpretations of a text
- analyses the author's perspectives in complex or some highly complex texts
- analyses the techniques authors use to position readers
- recognises when ideas or evidence have been omitted from a text to position the reader

Processes
- automatically integrates a range of processes such as predicting, confirming predictions, monitoring and connecting relevant elements of the text, to build meaning
- describes how sophisticated cohesive devices establish patterns of meaning (e.g. "class" – "subclass")
- navigates extended texts including complex digital texts

Vocabulary
- demonstrates an understanding of nuances and subtleties in words of similar meaning (e.g. "frustrated", "discouraged", "baffled")
- verifies interpretations of unfamiliar words using grammatical and contextual cues

Comprehension
- reads and views highly complex texts (see Text complexity)
- interprets symbolism in texts, providing evidence to justify interpretation
- judiciously selects and synthesises evidence from multiple texts to support ideas and arguments
- analyses the credibility and validity of primary and secondary sources
- evaluates the use of devices such as analogy, irony, rhetoric and satire, and how they contribute to an author's individual style
- analyses the cumulative impact of use of language features and vocabulary across texts
- explains assumptions, beliefs and implicit values in texts (e.g. "economic growth is always desirable")
- evaluates the social, moral and ethical positions taken in texts

Processes
- strategically adjusts the processes of reading and viewing to build meaning according to the demands of tasks and texts
- identifies subtle contradictions and inconsistencies in texts

Vocabulary
- interprets complex, formal and impersonal language in academic texts
- uses lexical cues to interpret unfamiliar vocabulary
- demonstrates self-reliance in exploration and application of word learning strategies

Snapshot – Listening
Literacy: Speaking and listening: Listening

Content description
AC9LF8EC04
Learning progression extract
The following learning progression extract shows the alignment of the learning progression with this content.
- responds to moderately complex texts (see Text complexity)
- responds to texts with unfamiliar content
- identifies main ideas of a spoken text using supporting details
- identifies purpose and intended audience of a spoken text
- infers layered meaning from texts (e.g. musical overlay that creates mood)
- asks relevant questions to extend understanding
- describes language and audio features of the text
- responds to complex texts (see Text complexity)
- identifies and analyses how spoken language is used for different effects
- explains the use of intonation, pausing, rhythm and phrasing to give emphasis and weight to ideas
- selects appropriate listening strategies for planned and unplanned situations (e.g. records and organises information from a text in a table or with detailed notes)
- explains how vocabulary is used for impact on the target audience
- responds to highly complex texts (see Text complexity)

- identifies and paraphrases key points of a speaker's arguments
- describes how listening skills should be applied, according to purpose
- evaluates strategies used by the speaker to elicit emotional responses
- explains any shift in direction, line of argument or purpose made by the speaker
- adopts and re-uses complex abstractions heard in texts
- explains how speakers' language can be inclusive or alienating (e.g. a speaker using language which is only readily understood by certain user groups such as teenagers or people involved in particular pastimes)

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9LF8EC04

collecting vocabulary and expressions from a range of informative texts such as posters, websites, brochures or menus for use in their own short reports on topic such as les voyages, manger sain, les médias

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9LF8EC04

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Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

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- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual

information and digital sources
• evaluate the information selected to determine bias and reliability

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LF8EC04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and
understanding of, cultural diversity
• modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that
develop mutual understanding
• apply learning to the challenges and benefits of interacting in a culturally diverse society,
adapting thinking and behaviour to develop mutual understanding

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9LF8EC04

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• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
• identify and clarify significant information and opinion from a range of sources, including visual
information and digital sources
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Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

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information and digital sources
• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
• identify and clarify significant information and opinion from a range of sources, including visual
information and digital sources
• evaluate the information selected to determine bias and reliability

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

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• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources

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Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informatic

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AC9LF8EC04

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• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources

• evaluate the information selected to determine bias and reliability

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LF8EC04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity

• modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding

• apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informatic

Content description

AC9LF8EC04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources

• compare information and opinion that can be verified against claims based on personal preference

• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources

• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources

• evaluate the information selected to determine bias and reliability

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LF8EC04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity
• modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
• apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

AC9LF8EC05

develop and begin to apply strategies to interpret, and meaning in French in familiar

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•

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Elaborations

• translating short personal (letters, emails, conversations, etc.) and identifying and that can be translated literally, such as la maison, le ciel, les enfants, Bonjour, mon ami, and those that need to be interpreted for meaning such as Il fait beau! À tout à l'heure! Courage!
• using dictionaries and electronic tools, noting issues such as alternative or multiple meanings of and the importance of when making meaning
• translating headlines, captions and short reports in produced for young readers as well as public signs or notices such as sens unique, défense de fumer , identifying and explaining or expressions that require interpretation rather than
• explaining the meaning of or expressions associated with celebrations in French-speaking regions of the world, for example, le poisson d'avril, la bûche de Noël, le Ramadan, Aïd al-Fitr, la Fête de la Musique, la Toussaint, Yom Kippour, Nouvel An Chinois , and considering how they reflect significant cultural experience
• to, or viewing such as a story, poem, song or cartoon, and expressing feelings or opinions in a review
• creating resources using a variety of dictionaries and electronic tools, including explanations of some expressions and such as Quand les poules auront des dents

Students learn to:

develop and begin to apply strategies to interpret, translate and convey meaning in familiar contexts

(AC9LF8EC05)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Analysing

• Interpret concepts and problems

Navigating intercultural contexts

• Adapt in intercultural exchanges

Reading and viewing

• Understanding texts

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Analysing

• Interpret concepts and problems

Analysing

• Interpret concepts and problems

Analysing

• Interpret concepts and problems

Analysing

• Interpret concepts and problems

Navigating intercultural contexts

• Adapt in intercultural exchanges
Analysing

• Interpret concepts and problems
Analysing

• Interpret concepts and problems
Navigating intercultural contexts

• Adapt in intercultural exchanges
Resources
Work Samples
WS03 - Le pain (The bread)

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LF8EC05
Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LF8EC05
Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity
• modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
• apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9LF8EC05
Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.
Comprehension

• reads and views complex texts (see Text complexity)
• identifies the main themes or concepts in complex texts by synthesising key ideas or information
• summarises the text, identifying key details only
• draws inferences, synthesising clues and evidence across a text
• builds meaning by actively linking ideas from a number of texts or a range of digital sources
• distils information from a number of texts according to task and purpose (e.g. uses graphic organisers)
• identifies different interpretations of the text citing evidence from a text
• evaluates language features for relevance to purpose and audience
• analyses texts that have more than one purpose and explains how parts of the text support a particular purpose

• analyses the use of language appropriate to different types of texts (e.g. compare the use of pun in imaginative and persuasive texts)

• identifies techniques used to obscure author's purpose (e.g. inclusion or omission of content)

Processes

• uses processes such as predicting, confirming predictions, monitoring, and connecting relevant elements of the text to build or repair meaning

• uses knowledge of a broader range of cohesive devices to track meaning (e.g. word associations) (see Grammar)

• selects reading or viewing strategies appropriate to reading purpose (e.g. scans text for evidence)

• judiciously selects texts for learning area tasks and purposes

Vocabulary

• identifies language used to create tone or atmosphere

• analyses language and visual features in texts using metalanguage (e.g. cohesion, interpretation, figurative)

• applies knowledge of base words and word origins to understand the meaning of unfamiliar, discipline-specific words

• uses a range of context and grammatical cues to understand unfamiliar words

• interprets complex figurative language (e.g. euphemisms, hyperbole)

Comprehension

• reads and views complex or some highly complex texts (see Text complexity)

• interprets abstract concepts integrating complex ideas

• analyses how language features are used to support the point of view in a text (e.g. the strategic use of images such as a cartoon in an editorial)

• draws inferences using evidence from the text and discounting possible inferences that are not supported by the text

• applies and articulates criteria to evaluate the language structures and features for relevance to purpose and audience

• evaluates the reasoning and evidence in a persuasive text

• explains how context (e.g. time, place, situation) influences interpretations of a text

• analyses the author's perspectives in complex or some highly complex texts

• analyses the techniques authors use to position readers

• recognises when ideas or evidence have been omitted from a text to position the reader

Processes

• automatically integrates a range of processes such as predicting, confirming predictions, monitoring and connecting relevant elements of the text, to build meaning

• describes how sophisticated cohesive devices establish patterns of meaning (e.g. "class" – "subclass")

• navigates extended texts including complex digital texts

Vocabulary

• demonstrates an understanding of nuances and subtleties in words of similar meaning (e.g. "frustrated", "discouraged", "baffled")

• verifies interpretations of unfamiliar words using grammatical and contextual cues

Comprehension

• reads and views highly complex texts (see Text complexity)

• interprets symbolism in texts, providing evidence to justify interpretation

• judiciously selects and synthesises evidence from multiple texts to support ideas and arguments

• analyses the credibility and validity of primary and secondary sources

• evaluates the use of devices such as analogy, irony, rhetoric and satire, and how they contribute to an author's individual style

• analyses the cumulative impact of use of language features and vocabulary across texts

• explains assumptions, beliefs and implicit values in texts (e.g. "economic growth is always desirable")

• evaluates the social, moral and ethical positions taken in texts

Processes

• strategically adjusts the processes of reading and viewing to build meaning according to the

demands of tasks and texts
• identifies subtle contradictions and inconsistencies in texts
Vocabulary
• interprets complex, formal and impersonal language in academic texts
• uses lexical cues to interpret unfamiliar vocabulary
• demonstrates self-reliance in exploration and application of word learning strategies

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LF8EC05

translating short personal texts (letters, emails, conversations, etc.) and identifying words and phrases that can be translated literally, such as la maison, le ciel, les enfants, Bonjour, mon ami, and those that need to be interpreted for meaning such as Il fait beau! À tout à l'heure! Courage!

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LF8EC05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LF8EC05

translating headlines, captions and short reports in texts produced for young readers as well as public signs or notices such as sens unique, défense de fumer , identifying and explaining words or expressions that require interpretation rather than translation

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LF8EC05

explaining the meaning of words or expressions associated with celebrations in French-speaking

regions of the world, for example, le poisson d'avril, la bûche de Noël, le Ramadan, Aïd al-Fitr, la Fête de la Musique, la Toussaint, Yom Kippour, Nouvel An Chinois , and considering how they reflect significant cultural experience

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LF8EC05
explaining the meaning of words or expressions associated with celebrations in French-speaking regions of the world, for example, le poisson d'avril, la bûche de Noël, le Ramadan, Aïd al-Fitr, la Fête de la Musique, la Toussaint, Yom Kippour, Nouvel An Chinois , and considering how they reflect significant cultural experience

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity
• modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
• apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LF8EC05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LF8EC05
creating bilingual resources using a variety of dictionaries and electronic translation tools, including explanations of some expressions and idioms such as Quand les poules auront des dents

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Adapt in intercultural exchanges

Content description

AC9LF8EC05

creating bilingual resources using a variety of dictionaries and electronic translation tools,
including explanations of some expressions and idioms such as Quand les poules auront des dents

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and
understanding of, cultural diversity
• modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that
develop mutual understanding
• apply learning to the challenges and benefits of interacting in a culturally diverse society,
adapting thinking and behaviour to develop mutual understanding

Resource – WS03 - Le pain (The bread)

By the end of Year 8, students use French language to interact and collaborate with others, and to
share information and plan activities in familiar contexts. They respond to others' contributions,
and recognise familiar gestures, questions and instructions in exchanges. They recognise
relationships between spoken and written forms. They locate and respond to information in texts and
use non-verbal, visual and contextual cues to help make meaning. They respond in French or English,
and demonstrate understanding of context, purpose and audience in texts. They use familiar language,
and modelled sentence and grammatical structures to create texts, and demonstrate understanding of
how some language reflects cultural practices.

Students approximate French sound patterns, intonation and rhythms, and demonstrate understanding
that French has conventions and rules for non-verbal, spoken and written communication. They comment
on aspects of French and English language structures and features, using metalanguage. They
demonstrate awareness that the French language is connected with culture and identity , and that
this is reflected in their own language(s), culture(s) and identity.

AC9LF8EC05

develop and begin to apply strategies to interpret, translate and convey meaning in French in
familiar contexts

AC9LF8EC06

create spoken, written and multimodal, informative and imaginative texts using appropriate
vocabulary, expressions, grammatical structures, and some textual conventions

AC9LF8EU01

recognise and use features of the French sound system, including pitch, rhythm, stress,
pronunciation and intonation, and demonstrate understanding of how these are represented in familiar
contexts

AC9LF8EU02

develop knowledge of, and use structures and features of, the French grammatical and writing systems
to understand and create spoken, written and multimodal texts

AC9LF8EU04

recognise how identity is shaped by language(s), culture(s), beliefs, attitudes and values

AC9LF8EC06

**spoken, written and , informative and imaginative using appropriate vocabulary, expressions,
grammatical structures, and some textual**

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•
•

Elaborations

• using key or expressions to compose a description of or events in different types of imaginative
• creating a menu, sign or brochure for the school community, for example, the canteen menu, signs for school buildings, a brochure about school
• using to simple about familiar topics
• creating a print or digital poster in French to promote travel to a significant cultural location on a First Nations , including what to see and do
• sharing with a French-speaking , aspects of their personal and social worlds, for example, 'A day in our life in middle school'; les copains; mon quartier; le weekend
• creating resources (posters, pamphlets, websites, journals, etc.) to present topics related to lifestyles, events or causes such as le Jour de la Terre, le Clean-Up Day
• an email to introduce yourself to a real or imagined host family in a French-speaking country, providing personal information, likes and interests
• creating a to share with a French-speaking , for example, a video or digital presentation to capture and describe aspects of their personal and social worlds
• using expressions to (, stories, songs, etc.) for specific such as younger learners or invitations to a class event, posters or library displays for the school or local community, considering how to represent meaning for different
• corresponding with another school or contact group of English learners in a French-speaking community (respecting privacy guidelines), making choices about when to use French or English depending on the , topic and nature of the

Students learn to:

create spoken, written and multimodal, informative and imaginative texts using app vocabulary, expressions, grammatical structures, and some textual conventions

(AC9LF8EC06)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Creating and exchanging

• Create, communicate and collaborate

Speaking and listening

• Speaking

Writing

• Creating texts
• Creating texts

Social management

• Communication

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Social management

• Communication

Country/Place

• First Nations communities of Australia maintain a deep connection to, and responsibility for, Country/Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways.

Social management

• Communication

Social management

• Communication

Social management

• Communication

Creating and exchanging

• Create, communicate and collaborate

Social management

• Communication

Social management

• Communication

Creating and exchanging

• Create, communicate and collaborate

Social management

• Communication

Resources

Work Samples

WS01 - Role play – On se présente (Let's introduce ourselves)

WS02 - Je vous présente ma famille (Let me introduce you to my family)

WS03 - Le pain (The bread)

Snapshot – Create, communicate and collaborate

Digital Literacy: Creating and exchanging: Create, communicate and collaborate

Content description

AC9LF8EC06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• select and control a variety of features in appropriate digital tools to create content and communicate and collaborate with trusted groups

• select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups

• select and control the features of digital tools to purposefully create content and effectively communicate and collaborate, inclusive of diverse groups

Snapshot – Speaking

Literacy: Speaking and listening: Speaking

Content description

AC9LF8EC06

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Crafting ideas

• creates spoken texts responsive to audience and a broad range of learning area topics, clearly articulating words and ideas

• organises more complex ideas or concepts logically, selecting details to accentuate key points

• speaks audibly and coherently to a less familiar audience for a sustained period

• shows increasing awareness of audience by moderating length, content and delivery of spoken texts

• adjusts register according to purpose and audience

• does research to prepare spoken texts

• uses a range of technology, and audio and visual resources to engage audience and enhance content

Vocabulary

• varies vocabulary to add interest and to describe with greater precision (e.g. uses topic-specific noun groups/phrases such as "exploitation of resources") (see Grammar)

• uses language creatively (e.g. "the moon shines bravely")

• uses sensory vocabulary to engage the audience (e.g. "a gasp of dismay")

• uses technical vocabulary to demonstrate topic knowledge (e.g. "deforestation")

• consistently uses a range of synonyms to add variety and precision to spoken text

• uses abstractions (e.g. "freedom", "fairness")

Crafting ideas

• creates spoken texts which explore and interpret concepts drawn from research or learning area content

• selects voice appropriate to purpose (e.g. third person to create distance and authority or first person to achieve personal connection)

• develops complex ideas or a central theme across a spoken text

• uses language features according to purpose, to impact the audience (e.g. uses more complex connectives such as "consequently", "accordingly" to explain)
• rephrases or clarifies to repair or refine meaning
• uses language structures and features appropriate to learning area content
• uses technologies and visual and audio resources to enhance meaning and effect in presentations

Vocabulary

• selects vocabulary to intensify and sharpen the focus (e.g. "scarcely", "absolutely", "real", "simply")
• uses a range of evaluative language to express opinions or convey emotion (e.g. "significant benefits", "devastating consequences")
• uses a range of emotive language appropriate to topic, purpose and audience
• uses rich, evocative, descriptive language
• uses figurative language (e.g. "hungry for success")

Crafting ideas

• creates complex and creative spoken texts which analyse and evaluate issues drawn from research or learning area content
• includes a range of alternative viewpoints in spoken texts, where appropriate
• controls and manipulates a sophisticated range of language features to affect the audience
• uses a range of rhetorical devices and humour to engage an audience
• references and quotes authorities or statistics to add authority (e.g. "according to a recent OECD report")
• delivers spoken text flexibly, allowing for questions and maintaining the flow of ideas

Snapshot – Creating texts

Literacy: Writing: Creating texts

Content description

AC9LF8EC06

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Crafting ideas

• creates informative texts that describe, explain and document (e.g. describe an artwork, document the materials and explain why it was created)
• selects structural elements to comprehensively and accurately represent the information (e.g. a fact sheet includes an opening statement, labelled diagrams and text boxes)
• orients the reader to the topic or concept using a definition or classification
• develops ideas with details and examples
• uses ideas derived from research
• uses written and visual supporting evidence

Text forms and features

• uses cohesive devices to link concepts across texts (e.g. uses lexical cohesion such as word associations and synonyms)
• uses cohesive devices to express cause and effect (e.g. uses text connectives such as "therefore", "subsequently")
• includes salient visual and audio features to expand on written information (e.g. creates graphs and other technical diagrams from authentic data)
• uses language to compare (e.g. "alternatively", "whereas")
• uses formatting appropriately to reference and label graphics

Vocabulary

• uses a range of learnt, technical and discipline-specific terms (e.g. "adapt", "survive")
• uses more sophisticated words to express cause and effect (e.g. "therefore", "subsequently")

Crafting ideas

• creates informative texts to explain and analyse (e.g. analyses how artists use visual conventions in artworks)
• creates texts to compare and contrast phenomena (e.g. identify the similarities and differences between species of animals)

• orients the reader clearly to the topic or concept (e.g. using a definition or classification in the opening paragraph)
• intentionally selects structural elements for effect (e.g. includes an effective conclusion that synthesises complex ideas)
• uses evidence and research including digital resources to expand upon information and elaborate concepts

Text forms and features

• varies sentence structure for effect (see Grammar)
• judiciously uses language, visual and audio features to emotionally or intellectually affect the reader
• uses more elaborate noun groups/phrases that include classifying adjectives and specific nouns (e.g. "mineral component of sedimentary rocks")
• creates cohesive flow by condensing previous information into a summarising noun (e.g. "A series of tumultuous events culminated in the outbreak of WWI - modern history's turning point.")
• uses passive voice and nominalisation to write succinctly (e.g. "the results were analysed") (see Grammar)

Vocabulary

• uses discipline-specific terminology to provide accurate and explicit information (e.g. "discipline metalanguage")
• uses a range of synonyms for frequently occurring words, in a longer text (e.g. "repair", "fix", "remedy")
• uses vocabulary to indicate and describe relationships (e.g. "additionally", "similarly")

Crafting ideas

• creates sustained, informative texts that precisely explain, analyse and evaluate concepts or abstract entities
• uses structural features flexibly to organise ideas strategically (e.g. includes a defined, cogent conclusion or summation)
• creates texts with forms and features combined strategically for purpose (e.g. describes a historical event from the perspective of a secondary source)
• uses evidence and references
• creates succinct short-answer explanatory texts as well as complex, multi-staged extended texts

Text forms and features

• maintains tone appropriate to the audience
• uses extended noun groups/phrases including adjectival phrases (e.g. "a sturdy construction with modern design features") (see Grammar)

Vocabulary

• uses complex abstractions (e.g. "economic", "sociocultural")

Snapshot – Creating texts

Literacy: Writing: Creating texts

Content description

AC9LF8EC06

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Crafting ideas

• creates imaginative texts that experiment with textual features (e.g. reinterprets or creates alternative versions of songs or stories)
• selects structural elements to suit the purpose (e.g. uses a series of events to build a complication, includes an ending that resolves the complication)
• uses ideas that support a less familiar underpinning theme or concept (e.g. survival or heroism)
• uses actions and events to develop the character
• orients the reader to the imaginary premise (e.g. character/s and situation and may pre-empt the conclusion)
• creates a cohesive text by integrating narrative elements (e.g. character, setting and events)

Text forms and features

• uses cohesive devices to develop ideas across the text (e.g. uses lexical cohesion such as word associations and synonyms

• includes salient visual and audio features to enhance the text

• intentionally tightens a text by leaving out words that can be readily inferred from the context (e.g. "Kokou must be hungry. But he was not [hungry].")

• selects a point of view appropriate to the purpose and audience

• uses figurative devices such as personification and metaphor (e.g. "the fairy lights danced along the street")

Vocabulary

• uses vivid and less predictable vocabulary to affect the reader (e.g. "stroll", "prowl" for "walk")

• uses words to create imagery (e.g. "the wind whistled and swirled around her")

• uses vocabulary to evoke humour (e.g. pun)

Crafting ideas

• creates imaginative texts with less predictable features to emotionally and intellectually engage the reader (e.g. writes to convey character perspective)

• includes relevant, rich, evocative description

• uses literary techniques such as dialogue and vivid description, to carry the plot, develop character and create a sense of place and atmosphere

• intentionally selects structural features (e.g. includes an unpredictable ending or circular plot)

• generates, selects and crafts ideas to support a theme

• selects text form or type to effectively support ideas (e.g. adventure story, short video which provides a fictional representation of a real event)

Text forms and features

• uses language features to engage reader (e.g. uses sensory imagery to build atmosphere)

• uses a range of figurative devices to effectively impact the reader (e.g. well-crafted metaphor)

• includes visual and audio resources to evoke mood or atmosphere of text

• varies sentence structure for effect (see Grammar)

Vocabulary

• uses words that create connotations (e.g. "startled", "dismayed")

• uses language that evokes an emotional response (e.g. "a piercing scream echoed through the valley")

Crafting ideas

• creates sustained texts that develop more abstract themes or concepts in imaginative ways

• uses structural features flexibly to organise ideas strategically (e.g. deliberate repetition to reinforce a point or create a rhythmic flow)

• develops an imaginative text around a theme or social issue

Text forms and features

• uses stylistic features for effect (e.g. narrates from an omniscient point of view)

• uses recurring imagery for cohesion

• uses language to create humour (e.g. irony, satire)

• uses complementary noun and verb groups (e.g. "Through narrowed eyes she scrutinised the haggard face.") (see Grammar)

Vocabulary

• uses vocabulary for precision (e.g. "shrouded" for "covered")

• uses figurative language to create subtle and complex meaning (e.g. "offering a silent prayer to the deaf sky")

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LF8EC06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• apply skills to address factors that influence verbal and non-verbal communication

• demonstrate communication skills in a range of contexts, responding to the enablers of, and

barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LF8EC06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and
barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LF8EC06

sharing with a French-speaking audience, aspects of their personal and social worlds, for example,
'A day in our life in middle school'; les copains; mon quartier; le weekend

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and
barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LF8EC06

creating resources (posters, pamphlets, websites, journals, etc.) to present topics related to
lifestyles, events or causes such as le Jour de la Terre, le Clean-Up Day

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and
barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LF8EC06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and
barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Create, communicate and collaborate

Digital Literacy: Creating and exchanging: Create, communicate and collaborate

Content description

AC9LF8EC06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• select and control a variety of features in appropriate digital tools to create content and communicate and collaborate with trusted groups
• select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups
• select and control the features of digital tools to purposefully create content and effectively communicate and collaborate, inclusive of diverse groups

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LF8EC06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LF8EC06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Create, communicate and collaborate

Digital Literacy: Creating and exchanging: Create, communicate and collaborate

Content description

AC9LF8EC06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• select and control a variety of features in appropriate digital tools to create content and communicate and collaborate with trusted groups
• select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups
• select and control the features of digital tools to purposefully create content and effectively communicate and collaborate, inclusive of diverse groups

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LF8EC06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Resource – WS02 - Je vous présente ma famille (Let me introduce you to my family)

By the end of Year 8, students use French language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others' contributions,

and recognise familiar gestures, questions and instructions in exchanges. They recognise relationships between spoken and written forms. They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning. They respond in French or English, and demonstrate understanding of context, purpose and audience in texts. They use familiar language, and modelled sentence and grammatical structures to create texts, and demonstrate understanding of how some language reflects cultural practices .

Students approximate French sound patterns, intonation and rhythms, and demonstrate understanding that French has conventions and rules for non-verbal, spoken and written communication . They comment on aspects of French and English language structures and features, using metalanguage. They demonstrate awareness that the French language is connected with culture and identity, and that this is reflected in their own language(s), culture(s) and identity.

AC9LF8EC06

create spoken, written and multimodal, informative and imaginative texts using appropriate vocabulary, expressions, grammatical structures, and some textual conventions

AC9LF8EU02

develop knowledge of, and use structures and features of, the French grammatical and writing systems to understand and create spoken, written and multimodal texts

AC9LF8EU01

recognise and use features of the French sound system, including , , , and , and demonstrate understanding of how these are represented in familiar

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Elaborations

• revising the of the alphabet, practising spelling out and using the correct terms for letters and symbols, for example, ' g', 'h', 'j', 'w', aigu, la cédille
• using the French alphabet for spelling out names or expressions, noticing similarities to and differences from English and using correct terminology for aigu, la cédille, circonflexe
• distinguishing sounds, for example, recognising distinctions between nasal sounds cinq, sympa/manger, entre/dont, des bonbons
• developing awareness of French sounds, and patterns, including those with no English equivalents, for example, '-u' (tu), '-r' (très vite) and '-ion' (attention)
• becoming familiar with the system in French, including nasalised such as plein, bon , and semi-vowels such as famille, oui
• experimenting with of consonant-vowel combinations, for example, using virelangues such as un chasseur sachant chasser …, six cent six saucissons suisses …
• recognising differences in and between statements, and commands such as Vous écoutez la chanson. Vous écoutez la chanson? Écoutez la chanson!
• using appropriate for common , interjections and responses such as hein?, ah bon, eh beh …, n'est-ce pas? Oh là là!, Aïe!, Youpi! Ça alors …
• recognising commonly used , and , for example , la camionette, désordre, désagréable, irrégulier, inacceptable, la danseuse and collecting groups of that share a common stem, for example , la bouche, la bouchée; le jardin, jardiner, le jardinage
• recognising the impact of non-verbal elements of French expression such as hand for c'est nul, ça suffit!, quoi encore? to replace or sounds Oh là là! Aïe! T'as fait quoi? and facial expressions to reinforce spoken
Students learn to:

recognise and use features of the French sound system, including pitch, rhythm, st pronunciation and intonation, and demonstrate understanding of how these are rep contexts

(AC9LF8EU01)
General capabilities and cross-curriculum priorities
This content description connects to the following general capabilities and cross-curriculum

priorities.

Speaking and listening

• Speaking

Social management

• Communication

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Resources

Work Samples

WS01 - Role play – On se présente (Let's introduce ourselves)

WS04 - Interview avec une enseignante (Interview with a teacher)

WS03 - Le pain (The bread)

Snapshot – Speaking

Literacy: Speaking and listening: Speaking

Content description

AC9LF8EU01

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Crafting ideas

• creates spoken texts responsive to audience and a broad range of learning area topics, clearly articulating words and ideas
• organises more complex ideas or concepts logically, selecting details to accentuate key points
• speaks audibly and coherently to a less familiar audience for a sustained period
• shows increasing awareness of audience by moderating length, content and delivery of spoken texts
• adjusts register according to purpose and audience
• does research to prepare spoken texts
• uses a range of technology, and audio and visual resources to engage audience and enhance content

Vocabulary

• varies vocabulary to add interest and to describe with greater precision (e.g. uses topic-specific noun groups/phrases such as "exploitation of resources") (see Grammar)
• uses language creatively (e.g. "the moon shines bravely")

- uses sensory vocabulary to engage the audience (e.g. "a gasp of dismay")
- uses technical vocabulary to demonstrate topic knowledge (e.g. "deforestation")
- consistently uses a range of synonyms to add variety and precision to spoken text
- uses abstractions (e.g. "freedom", "fairness")

Crafting ideas

- creates spoken texts which explore and interpret concepts drawn from research or learning area content
- selects voice appropriate to purpose (e.g. third person to create distance and authority or first person to achieve personal connection)
- develops complex ideas or a central theme across a spoken text
- uses language features according to purpose, to impact the audience (e.g. uses more complex connectives such as "consequently", "accordingly" to explain)
- rephrases or clarifies to repair or refine meaning
- uses language structures and features appropriate to learning area content
- uses technologies and visual and audio resources to enhance meaning and effect in presentations

Vocabulary

- selects vocabulary to intensify and sharpen the focus (e.g. "scarcely", "absolutely", "real", "simply")
- uses a range of evaluative language to express opinions or convey emotion (e.g. "significant benefits", "devastating consequences")
- uses a range of emotive language appropriate to topic, purpose and audience
- uses rich, evocative, descriptive language
- uses figurative language (e.g. "hungry for success")

Crafting ideas

- creates complex and creative spoken texts which analyse and evaluate issues drawn from research or learning area content
- includes a range of alternative viewpoints in spoken texts, where appropriate
- controls and manipulates a sophisticated range of language features to affect the audience
- uses a range of rhetorical devices and humour to engage an audience
- references and quotes authorities or statistics to add authority (e.g. "according to a recent OECD report")
- delivers spoken text flexibly, allowing for questions and maintaining the flow of ideas

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LF8EU01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LF8EU01
revising the pronunciation of the alphabet, practising spelling out words and using the correct terms for letters and symbols, for example, ' g', 'h', 'j', 'w', accent aigu, la cédille

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LF8EU01

using the French alphabet for spelling out names or expressions, noticing similarities to and differences from English and using correct terminology for accent marks accent aigu, la cédille, accent circonflexe

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LF8EU01

distinguishing vowel sounds, for example, recognising distinctions between nasal vowel sounds cinq, sympa/manger, entre/dont, des bonbons

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LF8EU01

developing awareness of French sounds, rhythms and intonation patterns, including those with no English equivalents, for example, '-u' (tu), '-r' (très vite) and '-ion' (attention)

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LF8EU01

becoming familiar with the vowel system in French, including nasalised vowels such as plein, bon , and semi-vowels such as famille, oui

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LF8EU01

experimenting with pronunciation of consonant-vowel combinations, for example, using virelangues such as un chasseur sachant chasser …, six cent six saucissons suisses …

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LF8EU01

recognising differences in intonation and rhythm between statements, questions and commands such as Vous écoutez la chanson. Vous écoutez la chanson? Écoutez la chanson!

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LF8EU01

using appropriate intonation for common fillers, interjections and responses such as hein?, ah bon, eh beh …, n'est-ce pas? Oh là là!, Aïe!, Youpi! Ça alors …

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LF8EU01

recognising commonly used morphemes, suffixes and prefixes, for example , la camionette, désordre, désagréable, irrégulier, inacceptable, la danseuse and collecting groups of words that share a common stem, for example , la bouche, la bouchée; le jardin, jardiner, le jardinage

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LF8EU01

recognising the impact of non-verbal elements of French expression such as hand gestures for c'est nul, ça suffit!, quoi encore? to replace words or sounds Oh là là! Aïe! T'as fait quoi? and facial expressions to reinforce spoken language

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Resource – French language resource

French

Language support resource

The French Language support resource was developed to support teachers as they plan teaching and learning programs to implement the Australian Curriculum: French. It is optional and includes illustrative examples of language and language use.
Introduction
The resource provides suggestions for sequential development in 2 parts:
• Part 1 – language features and structures
• Part 2 – thematic contexts for language use.
The content is presented in 3 broad levels: beginner, intermediate and advanced, and is independent of the year bands and sequences in the curriculum and the time spent on task.

Teachers can use suggestions in the resource to adapt curriculum content to meet the diverse language needs and learning backgrounds of students at different entry points into second language learning. For example, if a Year 5 student is learning French for the first time, a teacher can use the cognitive demand of the Years 5 and 6 curriculum achievement standards and content descriptions combined with beginner language features and structures, and/or thematic contexts.
Language features and structures
Part 1 provides language features and structures that are neither exhaustive nor mutually exclusive across the 3 different levels. Beginner, intermediate and advanced levels demonstrate how a particular feature or structure could be developed at different stages of a continuum of second language learning.
Thematic contexts for language use
Part 2 provides examples of thematic contexts for language use at beginner, intermediate and advanced levels. They are designed to give teachers ideas about how to support a progression of learning related to contexts and concepts of language use. Teachers are encouraged to adapt these to allow for student agency and to meet the needs, abilities and interests of their students, using the approaches, methodologies and pedagogies that best suit their students' learning.
Download

Resource – WS01 - Role play – On se présente (Let's introduce ourselves)

By the end of Year 8, students use French language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others' contributions, and recognise familiar gestures, questions and instructions in exchanges. They recognise relationships between spoken and written forms. They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning. They respond in French or English, and demonstrate understanding of context, purpose and audience in texts. They use familiar language, and modelled sentence and grammatical structures to create texts, and demonstrate understanding of how some language reflects cultural practices.

Students approximate French sound patterns, intonation and rhythms, and demonstrate understanding that French has conventions and rules for non-verbal, spoken and written communication. They comment on aspects of French and English language structures and features, using metalanguage. They demonstrate awareness that the French language is connected with culture and identity, and that this is reflected in their own language(s), culture(s) and identity.

AC9LF8EC01

interact with others using modelled language to exchange information in familiar contexts about self

and personal world
AC9LF8EC03

engage in modelled non-verbal, spoken and written exchanges with peers to organise activities relating to daily life and school environment
AC9LF8EC06

create spoken, written and multimodal, informative and imaginative texts using appropriate vocabulary, expressions, grammatical structures, and some textual conventions
AC9LF8EU01

recognise and use features of the French sound system, including pitch, rhythm, stress, pronunciation and intonation, and demonstrate understanding of how these are represented in familiar contexts
AC9LF8EU02

develop knowledge of, and use structures and features of, the French grammatical and writing systems to understand and create spoken, written and multimodal texts

Resource – WS04 - Interview avec une enseignante (Interview with a teacher)

By the end of Year 8, students use French language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others' contributions, and recognise familiar gestures, questions and instructions in exchanges. They recognise relationships between spoken and written forms. They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning. They respond in French or English, and demonstrate understanding of context, purpose and audience in texts . They use familiar language, and modelled sentence and grammatical structures to create texts, and demonstrate understanding of how some language reflects cultural practices.

Students approximate French sound patterns, intonation and rhythms, and demonstrate understanding that French has conventions and rules for non-verbal, spoken and written communication. They comment on aspects of French and English language structures and features, using metalanguage. They demonstrate awareness that the French language is connected with culture and identity , and that this is reflected in their own language(s), culture(s) and identity.

AC9LF8EC01

interact with others using modelled language to exchange information in familiar contexts about self and personal world
AC9LF8EC02

develop language to interact in exchanges, routines, tasks and responsibilities related to classroom and interests
AC9LF8EU01

recognise and use features of the French sound system, including pitch, rhythm, stress, pronunciation and intonation, and demonstrate understanding of how these are represented in familiar contexts
AC9LF8EU02

develop knowledge of, and use structures and features of, the French grammatical and writing systems to understand and create spoken, written and multimodal texts

Resource – WS03 - Le pain (The bread)

By the end of Year 8, students use French language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others' contributions, and recognise familiar gestures, questions and instructions in exchanges. They recognise relationships between spoken and written forms. They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning. They respond in French or English,

and demonstrate understanding of context, purpose and audience in texts. They use familiar language, and modelled sentence and grammatical structures to create texts, and demonstrate understanding of how some language reflects cultural practices.

Students approximate French sound patterns, intonation and rhythms, and demonstrate understanding that French has conventions and rules for non-verbal, spoken and written communication. They comment on aspects of French and English language structures and features, using metalanguage. They demonstrate awareness that the French language is connected with culture and identity , and that this is reflected in their own language(s), culture(s) and identity.

AC9LF8EC05

develop and begin to apply strategies to interpret, translate and convey meaning in French in familiar contexts

AC9LF8EC06

create spoken, written and multimodal, informative and imaginative texts using appropriate vocabulary, expressions, grammatical structures, and some textual conventions

AC9LF8EU01

recognise and use features of the French sound system, including pitch, rhythm, stress, pronunciation and intonation, and demonstrate understanding of how these are represented in familiar contexts

AC9LF8EU02

develop knowledge of, and use structures and features of, the French grammatical and writing systems to understand and create spoken, written and multimodal texts

AC9LF8EU04

recognise how identity is shaped by language(s), culture(s), beliefs, attitudes and values

AC9LF8EU02

develop knowledge of, and use structures and features of, the French grammatical and systems to understand and spoken, written and

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Elaborations

• understanding and using masculine and feminine (the grammatical gender) as core elements of structure
• using indefinite and definite (un, une, des; le, la, l', les), including the regular forms (le chien/les chiens, une femme/des femmes), some irregular forms (l'œil/les yeux, le nez/les nez) and understanding partitive (je prends du café/de l'eau)
• understanding and using the main conjugations for present regular '-er' , and the irregular present conjugations of commonly used irregular être, avoir, aller, faire, venir and sortir
• recognising irregular such as avoir, être and faire in expressions such as avoir faim, avoir 13 ans and faire beau, and avoir and être as forms je suis arrivé, nous avons mangé
• understanding je, tu, il, elle, nous, vous, ils and elles , and how they determine conjugations and substitute for , for example, Voilà le frère de Michel; Il est beau, n'est-ce pas?
• understanding that agree in number and gender with the , for example, des élèves intelligents, de bonnes étudiantes and that des changes to de if the precedes the
• understanding that while most in French follow the , for example, un élève intelligent, un match extraordinaire, some precede the , for example, une bonne étudiante, une grande maison
• recognising and using locative à, en, au, aux and dans when describing where people live, for example, Jean-François habite à Montréal au Canada, ma copine Juliette habite aux Philippines, la famille Maréchal habite dans une ferme, J'habite en Australie.
• using the negative ne ... pas in simple statements, and commands, for example, Je n'aime pas l'histoire, tu n'aimes pas le bifteck? Ne recommence pas!
• recognising substitution of the indefinite with de in negative , for example, Non, je n'ai pas de frère. J'ai une sœur.
• understanding 3 ways of forming a : a simple declarative with rising Tu as un animal chez toi?,

inverting the form As-tu un animal chez toi? and using est-ce que before a declarative Est-ce que tu
as un animal chez toi?

• using the imperative , for example, Mes enfants, soyez sages! Va demander à ta mère.

• expressing ownership through the use of singular and possessive , for example, mes yeux, ses
cheveux, ta mère, ses copains

Students learn to:

develop knowledge of, and use structures and features of, the French grammatical a
to understand and create spoken, written and multimodal texts

(AC9LF8EU02)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum
priorities.

Writing

• Grammar

Social management

• Communication

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to
general capabilities and cross-curriculum priorities. Content elaborations are optional .

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Resources

Work Samples

WS01 - Role play – On se présente (Let's introduce ourselves)

WS02 - Je vous présente ma famille (Let me introduce you to my family)

WS04 - Interview avec une enseignante (Interview with a teacher)

Snapshot – Grammar

Literacy: Writing: Grammar

Content description

AC9LF8EU02

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Grammatical accuracy

• makes few grammatical errors, such as inappropriate tense selections or lack of agreement between subject and verb

Group and word level

• uses an extended range of verbs and verb groups for a particular effect (e.g. characterisation - "howls", "was trembling"; and expressing causality – "results in")

• adjusts tense in a text if required (e.g. uses simple present tense to represent "timeless" happenings (e.g. "bears hibernate in winter") and uses continuous present tense when referring to an ongoing event (e.g. "bears are becoming extinct")

• creates elaborated noun groups to build richer description by extending the noun group/phrase (e.g. "that naughty, little cattle dog, with the crooked tail, that ran away last week")

• uses possessive pronouns (e.g. "his", "hers", "theirs") and relative pronouns (e.g. "who", "which", "whom")

• uses adverbials to represent a greater range of circumstances (e.g. time – "subsequently"; place – "in their environment"; manner – "excitedly"; reason – "due to several factors")

Sentence level

• selects simple, compound and complex sentences to express and connect ideas, occasionally manipulating the structure for emphasis, clarity or effect

• uses subordinating conjunctions (e.g. "even though" in "Even though a storm was predicted, the search and rescue mission still went ahead.")

Whole text level

• uses cohesive devices to alert the reader about how the text is unfolding (e.g. foreshadowing the key points at the beginning, reinforcing the key points with topic sentences, and linking back to key points in the conclusion)

Grammatical accuracy

• writes well-structured texts, rarely making grammatical errors

Group and word level

• presents elaborated verb groups that capture nuances and complex expressions of time and probability (e.g. "he was thought to have been arriving late"; "the errors could be attributed to faulty equipment")

• selects from succinct noun groups/phrases through to highly elaborated noun groups/phrases for effect, clarity or complexity of description

• uses nominalisations to create concise noun groups/phrases

• intentionally uses a wide array of adverbials to represent a greater variety of circumstances (e.g. "with whom?" "to what extent?" "how much?" "in what role?" "by what means?" "in what manner?" "compared to what?")

• maintains subject-verb agreement in complex sentences

Sentence level

• crafts both compact and lengthy sentences with challenging structures, such as embedded/relative clauses, non-finite clauses, interrupting clauses, nominalisations, passive voice

• makes more sophisticated connections between ideas by creating complex sentences expressing relationships of cause, reason, concession

Whole text level

• uses a wide range of cohesive devices such as text connectives that link sentences and paragraphs, and patterns of meaning (e.g. part–whole, class–subclass, compare–contrast, cause and effect)

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LF8EU02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LF8EU02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LF8EU02

using indefinite and definite articles (un, une, des; le, la, l', les), including the regular plural forms (le chien/les chiens, une femme/des femmes), some irregular plural forms (l'œil/les yeux, le nez/les nez) and understanding partitive articles (je prends du café/de l'eau)

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LF8EU02

understanding and using the main conjugations for present tense regular verbs '-er' , and the irregular present tense conjugations of commonly used irregular verbs être, avoir, aller, faire, venir and sortir

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LF8EU02

recognising irregular verbs such as avoir, être and faire in expressions such as avoir faim, avoir 13 ans and faire beau, and avoir and être as auxiliary verb forms je suis arrivé, nous avons mangé

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Personal and Social capability: Social management: Communication

Content description

AC9LF8EU02

understanding subject pronouns je, tu, il, elle, nous, vous, ils and elles , and how they determine verb conjugations and substitute for noun subjects, for example, Voilà le frère de Michel; Il est beau, n'est-ce pas?

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Personal and Social capability: Social management: Communication

Content description

AC9LF8EU02

understanding that adjectives agree in number and gender with the noun, for example, des élèves intelligents, de bonnes étudiantes and that des changes to de if the adjective precedes the noun

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Personal and Social capability: Social management: Communication

Content description

AC9LF8EU02

understanding that while most adjectives in French follow the noun, for example, un élève intelligent, un match extraordinaire, some precede the noun, for example, une bonne étudiante, une grande maison

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Personal and Social capability: Social management: Communication

Content description

AC9LF8EU02

recognising and using locative prepositions à, en, au, aux and dans when describing where people live, for example, Jean-François habite à Montréal au Canada, ma copine Juliette habite aux Philippines, la famille Maréchal habite dans une ferme, J'habite en Australie.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Personal and Social capability: Social management: Communication

Content description

AC9LF8EU02

using the negative ne ... pas in simple statements, questions and commands, for example, Je n'aime pas l'histoire, tu n'aimes pas le bifteck? Ne recommence pas!

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LF8EU02

recognising substitution of the indefinite article with de in negative sentences, for example, Non, je n'ai pas de frère. J'ai une sœur.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LF8EU02

understanding 3 ways of forming a question: a simple declarative sentence with rising intonation Tu as un animal chez toi?, inverting the verb form As-tu un animal chez toi? and using est-ce que before a declarative sentence Est-ce que tu as un animal chez toi?

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LF8EU02

using the imperative verb mood, for example, Mes enfants, soyez sages! Va demander à ta mère.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LF8EU02

expressing ownership through the use of singular and plural possessive articles, for example, mes yeux, ses cheveux, ta mère, ses copains

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Resource – WS02 - Je vous présente ma famille (Let me introduce you to my family)

By the end of Year 8, students use French language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others' contributions, and recognise familiar gestures, questions and instructions in exchanges. They recognise relationships between spoken and written forms. They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning. They respond in French or English, and demonstrate understanding of context, purpose and audience in texts. They use familiar language, and modelled sentence and grammatical structures to create texts, and demonstrate understanding of how some language reflects cultural practices .

Students approximate French sound patterns, intonation and rhythms, and demonstrate understanding that French has conventions and rules for non-verbal, spoken and written communication . They comment on aspects of French and English language structures and features, using metalanguage. They demonstrate awareness that the French language is connected with culture and identity, and that this is reflected in their own language(s), culture(s) and identity.

AC9LF8EC06

create spoken, written and multimodal, informative and imaginative texts using appropriate vocabulary, expressions, grammatical structures, and some textual conventions

AC9LF8EU02

develop knowledge of, and use structures and features of, the French grammatical and writing systems to understand and create spoken, written and multimodal texts

AC9LF8EU03

compare French and features with English, using familiar

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-

Elaborations

- discussing aspects of using in English or French, for example, / nom , / verbe , / adjectif , / pronon , / , / sujet , object/ objet , / temps
- describing the differences in order using correct grammatical terms (inverted order for , placement of , + +object)
- comparing expressions of formality in French and English such as names, titles, familiar or formal terms of such as Salut, Leila, ça va? Bonjour, Madame Michou, comment allez-vous?
- explaining used online, la langue texto (SMS), for example, MDR = mort de rire, koi 2 9? = Quoi de neuf?
- comparing from a variety of sources (music, video clips, , books, etc.) to explore differences in communicative style and expression between social groups (les ados, les profs, les tout-petits, etc.)

Students learn to:

compare French language structures and features with English, using familiar meta

(AC9LF8EU03)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Generating

- Create possibilities

Engaging with cultural and linguistic diversity

- Communicate responsively

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Analysing

• Interpret concepts and problems

Engaging with cultural and linguistic diversity

• Communicate responsively

Analysing

• Interpret concepts and problems

Engaging with cultural and linguistic diversity

• Communicate responsively

Engaging with cultural and linguistic diversity

• Communicate responsively

Analysing

• Interpret concepts and problems

Analysing

• Interpret concepts and problems

Resources

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9LF8EU03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• create possibilities by changing, combining, or elaborating on new and known ideas in a variety of creative ways

• create possibilities by adapting, combining or elaborating on new and known ideas, and proposing a range of different or creative combinations

• create possibilities by connecting or adapting complex ideas and proposing innovative and detailed variations or combinations

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Comn responsively

Content description

AC9LF8EU03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding

• select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups

• apply communication strategies in culturally and linguistically diverse contexts, understanding how language and culture are interrelated or connected

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LF8EU03

discussing aspects of grammar using metalanguage in English or French, for example, noun/ nom , verb/ verbe , adjective/ adjectif , pronoun/ pronon , article/ article , subject/ sujet , object/ objet , tense/ temps

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Com responsively

Content description

AC9LF8EU03

discussing aspects of grammar using metalanguage in English or French, for example, noun/ nom , verb/ verbe , adjective/ adjectif , pronoun/ pronon , article/ article , subject/ sujet , object/ objet , tense/ temps

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding
• select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups
• apply communication strategies in culturally and linguistically diverse contexts, understanding how language and culture are interrelated or connected

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LF8EU03

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• identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Com responsively

Content description

AC9LF8EU03

Continuum extract

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• select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding
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• apply communication strategies in culturally and linguistically diverse contexts, understanding how language and culture are interrelated or connected

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Com responsively

Content description

AC9LF8EU03

comparing expressions of formality in French and English such as names, titles, familiar or formal terms of address such as Salut, Leila, ça va? Bonjour, Madame Michou, comment allez-vous?

Continuum extract

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• select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding
• select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups
• apply communication strategies in culturally and linguistically diverse contexts, understanding how language and culture are interrelated or connected

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LF8EU03

explaining language used online, la langue texto (SMS language), for example, MDR = mort de rire, koi 2 9? = Quoi de neuf?

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LF8EU03

comparing language from a variety of sources (music, video clips, articles, books, etc.) to explore differences in communicative style and expression between social groups (les ados, les profs, les tout-petits, etc.)

Continuum extract

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• identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

AC9LF8EU04

recognise how is shaped by (s), (s), , and

•

•

Elaborations

• noticing how French speakers in different that reflect cultural , using associated with politeness or feelings, for example, Je vous en prie. Pardon. Je suis désolé(e).
• noticing how people think and talk about themselves and others by comparing ways of addressing adults or strangers which reflect respect and perceived status, for example, Madame la Directrice, Monsieur le Président, merci docteur, bonjour Madame
• accepting different , and held by people, for example, those reflected through celebrating festivals such as Harmony Day, Semaine de la Francophonie and researching their origins

• examining how First Nations Australians' have strong connections to and how these can be compared to variation across French-speaking countries and regions

• reflecting on their own tastes, interests and use that have been shaped by influences (graphic novel/BD, social media, fusion food, etc.)

• recognising how learning to speak French and learning about the of the French-speaking communities have impacted on their own perception of , and

Students learn to:

recognise how identity is shaped by language(s), culture(s), beliefs, attitudes and va

(AC9LF8EU04)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Engaging with cultural and linguistic diversity

• Develop multiple perspectives

Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities

Social awareness

• Empathy

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities

Social awareness

• Empathy

Engaging with cultural and linguistic diversity

• Develop multiple perspectives

• Develop empathy

Social awareness

• Empathy

Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities

Country/Place

• First Nations communities of Australia maintain a deep connection to, and responsibility for, Country/Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways.

Engaging with cultural and linguistic diversity

• Develop multiple perspectives

Navigating intercultural contexts

• Consider responses to intercultural contexts

Social awareness

• Empathy

Resources

Work Samples

WS03 - Le pain (The bread)

Snapshot – Develop multiple perspectives

Intercultural Understanding: Engaging with cultural and linguistic diversity: Deve perspectives

Content description

AC9LF8EU04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• examine how cultural beliefs or practices influence their own perspectives, and those of others,

when discussing unfamiliar topics
• consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices
• analyse unfamiliar topics and develop respectful responses, reconciling different cultural perspectives

Snapshot – Reflect on the relationship between cultures and identities

Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect o relationship between cultures and identities

Content description

AC9LF8EU04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• examine how beliefs, values and cultural practices convey meaning and influence people's sense of identity and belonging
• identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups
• evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

Snapshot – Empathy

Personal and Social capability: Social awareness: Empathy

Content description

AC9LF8EU04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• explain how the ability to appreciate others' needs, emotions, cultures and backgrounds assists in the development of social awareness
• acknowledge the emotions, needs, cultures and backgrounds of different groups and compare with their own
• evaluate the effect of people's actions towards others' needs, emotions, cultures and backgrounds, acknowledging the influence empathy has on developing social awareness

Snapshot – Reflect on the relationship between cultures and identities

Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect o relationship between cultures and identities

Content description

AC9LF8EU04
noticing how French speakers communicate in different contexts that reflect cultural attitudes, using language associated with politeness or feelings, for example, Je vous en prie. Pardon. Je suis désolé(e).

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• examine how beliefs, values and cultural practices convey meaning and influence people's sense of identity and belonging
• identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups
• evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

Snapshot – Empathy

Personal and Social capability: Social awareness: Empathy

Content description

AC9LF8EU04
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désolé(e).

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Snapshot – Develop multiple perspectives

Intercultural Understanding: Engaging with cultural and linguistic diversity: Deve perspectives

Content description

AC9LF8EU04

noticing how people think and talk about themselves and others by comparing ways of addressing adults or strangers which reflect respect and perceived status, for example, Madame la Directrice, Monsieur le Président, merci docteur, bonjour Madame

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• examine how cultural beliefs or practices influence their own perspectives, and those of others, when discussing unfamiliar topics
• consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices
• analyse unfamiliar topics and develop respectful responses, reconciling different cultural perspectives

Snapshot – Develop empathy

Intercultural Understanding: Engaging with cultural and linguistic diversity: Deve

Content description

AC9LF8EU04

noticing how people think and talk about themselves and others by comparing ways of addressing adults or strangers which reflect respect and perceived status, for example, Madame la Directrice, Monsieur le Président, merci docteur, bonjour Madame

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• examine how showing empathy during intercultural experiences supports relationship-building and sustains respectful interactions
• use perspective-taking, mutual understanding and respect to sustain interactions in diverse intercultural experiences
• analyse diverse experiences of intercultural contexts, understanding how these contexts influence their own and others' feelings, motivations and actions

Snapshot – Empathy

Personal and Social capability: Social awareness: Empathy

Content description

AC9LF8EU04

noticing how people think and talk about themselves and others by comparing ways of addressing adults or strangers which reflect respect and perceived status, for example, Madame la Directrice, Monsieur le Président, merci docteur, bonjour Madame

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• acknowledge the emotions, needs, cultures and backgrounds of different groups and compare with their own

• evaluate the effect of people's actions towards others' needs, emotions, cultures and backgrounds, acknowledging the influence empathy has on developing social awareness

Snapshot – Reflect on the relationship between cultures and identities

Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect o relationship between cultures and identities

Content description

AC9LF8EU04

accepting different beliefs, attitudes and values held by people, for example, those reflected through celebrating festivals such as Harmony Day, Semaine de la Francophonie and researching their origins

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• examine how beliefs, values and cultural practices convey meaning and influence people's sense of identity and belonging

• identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups

• evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

Snapshot – Develop multiple perspectives

Intercultural Understanding: Engaging with cultural and linguistic diversity: Deve perspectives

Content description

AC9LF8EU04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• examine how cultural beliefs or practices influence their own perspectives, and those of others, when discussing unfamiliar topics

• consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices

• analyse unfamiliar topics and develop respectful responses, reconciling different cultural perspectives

Snapshot – Consider responses to intercultural contexts

Intercultural Understanding: Navigating intercultural contexts: Consider response contexts

Content description

AC9LF8EU04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• explain how intercultural experiences affect what they learn about relationship-building and interactions

• analyse how cultural representations in a range of intercultural contexts influence self-awareness of culturally appropriate behaviour

• apply learning to improve communication outcomes in unfamiliar intercultural contexts, considering and developing alternative responses

Snapshot – Empathy

Personal and Social capability: Social awareness: Empathy

Content description

AC9LF8EU04

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• acknowledge the emotions, needs, cultures and backgrounds of different groups and compare with their own
• evaluate the effect of people's actions towards others' needs, emotions, cultures and backgrounds, acknowledging the influence empathy has on developing social awareness