(no-code)

and in familiar and some unfamiliar related to students' experiences, feelings and , their in response to others

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-

Elaborations

• using the appropriate when exchanging greetings and using a wider range of expressions, for example, Coucou, Allô, Quoi de neuf? Salut mon pote! Ça roule? Bonjour, Mademoiselle Charpent, comment allez-vous? Je m'excuse, Enchanté(e) Monsieur, vous vous appelez comment? Ciao, Pierre, à tout de suite! in spoken and written

• making and responding to requests or commands and asking for permission, clarification, for example, Est-ce que je peux/puis-je aller aux toilettes? Choisissez la forme négative! Copiez! Répondez aux Cliquez sur l'image du/de l'/de la/des …

• using descriptive and expressive (inspired by print or digital photographs, videos, recordings, etc.) to talk about aspects of school, home and social life, for example, Je suis fils unique et toi?

• discussing issues that concern young people such as l'influence de la musique, l'environnement digital or le recyclage , and sharing opinions and feelings

• inviting people into conversations, for example, using et toi, qu'est-ce que tu dis? and expressions such as n'est-ce pas? and non-verbal strategies such as waiting for response or facial expressions to demonstrate interest or attention

• using , simple and compound to structure arguments and to explain or justify a position, for example, D'abord ... et puis ... et après, ensuite ... en plus ... finalement; ce qui est intéressant c'est que …; ce que je trouve ...

• participating in role-plays where they share experiences and feelings about their life at home and at school, for example, Mes frères m'énervent parce que …, C'est bien/dur d'être ado car …, ce que je déteste/j'adore, c'est la musique/l'informatique/les maths, s'il faut redoubler

• inviting, accepting or declining invitations in spoken or written , for example, Tu es libre samedi prochain? Tu veux aller au/à la/aux/à l' ..., Je t'invite. Je ne suis pas libre. C'est possible dimanche? Je suis ravi(e) de t'inviter ...

Students learn to:

initiate and sustain exchanges in familiar and some unfamiliar contexts related to st experiences, feelings and views, adjusting their language in response to others

(AC9LF8C01)

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

• Communicate responsively

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 .

Engaging with cultural and linguistic diversity

• Communicate responsively

Social management

• Communication

Social management

• Communication

Engaging with cultural and linguistic diversity

• Communicate responsively

Social management

• Communication

Systems

• Sustainable patterns of living require the responsible use of resources, maintenance of clean air, water and soils, and preservation or restoration of healthy environments.

World views

• World views are formed by experiences at personal, local, national and global levels, and are linked to individual, community, business and political actions for sustainability.

Social management

• Communication

Social management

• Communication

Engaging with cultural and linguistic diversity

• Communicate responsively

Social management

• Communication

Engaging with cultural and linguistic diversity

• Communicate responsively

Social management

• Communication

Resources

Work Samples

WS01 - Email to a new pen pal

Snapshot – Communicate responsively

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

Content description

AC9LF8C01

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 – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9LF8C01

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

AC9LF8C01

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 – Communicate responsively

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

Content description

AC9LF8C01

using the appropriate register when exchanging greetings and using a wider range of expressions, for example, Coucou, Allô, Quoi de neuf? Salut mon pote! Ça roule? Bonjour, Mademoiselle Charpent, comment allez-vous? Je m'excuse, Enchanté(e) Monsieur, vous vous appelez comment? Ciao, Pierre, à tout de suite! in spoken and written interactions

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 – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LF8C01

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LF8C01

making and responding to requests or commands and asking for permission, clarification, for example, Est-ce que je peux/puis-je aller aux toilettes? Choisissez la forme négative! Copiez! Répondez aux questions! Cliquez sur l'image du/de l'/de la/des …

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

Snapshot – Communicate responsively

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

Content description

AC9LF8C01

using descriptive and expressive language (inspired by print or digital photographs, videos, recordings, etc.) to talk about aspects of school, home and social life, for example, Je suis fils unique et toi?

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
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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LF8C01

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- 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

AC9LF8C01

inviting people into conversations, for example, using et toi, qu'est-ce que tu dis? and expressions such as n'est-ce pas? and non-verbal strategies such as waiting for response or facial expressions

to demonstrate interest or attention

Continuum extract

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• 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

AC9LF8C01

using connectives, simple and compound sentences to structure arguments and to explain or justify a position, for example, D'abord ... et puis ... et après, ensuite ... en plus ... finalement; ce qui est intéressant c'est que …; ce que je trouve ...

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 – Communicate responsively

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

Content description

AC9LF8C01

participating in role-plays where they share experiences and feelings about their life at home and at school, for example, Mes frères m'énervent parce que …, C'est bien/dur d'être ado car …, ce que je déteste/j'adore, c'est la musique/l'informatique/les maths, s'il faut redoubler

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 – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LF8C01

participating in role-plays where they share experiences and feelings about their life at home and at school, for example, Mes frères m'énervent parce que …, C'est bien/dur d'être ado car …, ce que je déteste/j'adore, c'est la musique/l'informatique/les maths, s'il faut redoubler

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

Snapshot – Communicate responsively

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

Content description

AC9LF8C01

inviting, accepting or declining invitations in spoken or written exchanges, for example, Tu es libre samedi prochain? Tu veux aller au/à la/aux/à l' ..., Je t'invite. Je ne suis pas libre. C'est possible dimanche? Je suis ravi(e) de t'inviter ...

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LF8C01

inviting, accepting or declining invitations in spoken or written exchanges, for example, Tu es libre samedi prochain? Tu veux aller au/à la/aux/à l' ..., Je t'invite. Je ne suis pas libre. C'est possible dimanche? Je suis ravi(e) de t'inviter ...

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

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• 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 - Email to a new pen pal

By the end of Year 8, students initiate and maintain interactions in French language in familiar and some unfamiliar contexts related to a range of interests and experiences. They use French to collaborate and problem-solve, and adjust language in response to others. They interpret information, ideas and opinions in texts. They demonstrate understanding of similarities and differences between languages, in both familiar and some unfamiliar cultural contexts, by adjusting and reorganising responses. They select and use vocabulary, sentence structures and expressions to create texts.

Students apply the conventions of spoken French to develop fluency. They demonstrate understanding that spoken, written and multimodal texts use different language conventions, structures and features to convey meaning. They comment on structures and features of French text, using metalanguage. They reflect on how the French language, culture and identity are interconnected, and compare this with their own language(s), culture(s) and identity.

AC9LF8C01

initiate and sustain exchanges in familiar and some unfamiliar contexts related to students' experiences, feelings and views, adjusting their language in response to others

AC9LF8C05

create and present spoken, written and multimodal, informative and imaginative texts for specific purposes, selecting vocabulary, expressions, grammatical structures, features and conventions appropriate to text type and context

AC9LF8U02

apply understanding of grammatical structures and expressions to compose and respond to texts

AC9LF8C02

collaborate in that involve the of transaction, negotiation and problem-solving to plan projects and events

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•

Elaborations

• contributing ideas and opinions to plan for cultural events such as a performing a play in French for primary school students, La fête de la Musique, La fête des voisins, Le Jour de la Terre
• organising an event such as a class vide-grenier or marché aux puces , using to , buy, swap and bargain, for example, calculating quantities and prices, trois douzaines de …, 40 litres de …, preparing labels and fliers, un très bon prix, un prix cassé, bon marché, pas cher
• discussing and planning promotional materials for a real or imagined excursion, exhibition, festival or celebrating French and ; proposing and justifying ideas, for example, selon moi … je suis d'accord … et toi, tu es d'accord? et vous?
• asking, giving and following directions to real or virtual locations, continuez jusqu'à … prenez le métro jusqu'au Musée du Louvre … prenez la troisième rue à gauche … en face de ... , using electronic information devices, apps, street maps or directories
• discussing and making arrangements for a real or imagined class event or celebration, and negotiating a date and allocation of duties, for example, who caters for the drinks, food, decorations, etc. des baguettes, des fromages, de l'eau minérale, des saucisses, du p■té , calculating quantities, for example, trois douzaines de …, 40 litres de
Students learn to:

collaborate in activities that involve the language of transaction, negotiation and pr
to plan projects and events

(AC9LF8C02)

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 .

Engaging with cultural and linguistic diversity

• Communicate responsively

Social management

• Collaboration

Self-management

• Perseverance and adaptability

Social management

• Communication

• Collaboration

Self-management

• Perseverance and adaptability

Social management

• Communication

• Collaboration

Social management

• Communication

Social management

• Communication

• Collaboration

Resources

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9LF8C02

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

AC9LF8C02

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

AC9LF8C02

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 – Communicate responsively

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

Content description

AC9LF8C02

contributing ideas and opinions to plan for cultural events such as a performing a play in French for primary school students, La fête de la Musique, La fête des voisins, Le Jour de la Terre

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 – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LF8C02

contributing ideas and opinions to plan for cultural events such as a performing a play in French for primary school students, La fête de la Musique, La fête des voisins, Le Jour de la Terre

Continuum extract

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

AC9LF8C02

organising an event such as a class vide-grenier or marché aux puces , using language to negotiate, buy, swap and bargain, for example, calculating quantities and prices, trois douzaines de …, 40 litres de …, preparing labels and fliers, un très bon prix, un prix cassé, bon marché, pas cher

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 – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LF8C02

organising an event such as a class vide-grenier or marché aux puces , using language to negotiate, buy, swap and bargain, for example, calculating quantities and prices, trois douzaines de …, 40 litres de …, preparing labels and fliers, un très bon prix, un prix cassé, bon marché, pas cher

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

AC9LF8C02

organising an event such as a class vide-grenier or marché aux puces , using language to negotiate, buy, swap and bargain, for example, calculating quantities and prices, trois douzaines de …, 40 litres de …, preparing labels and fliers, un très bon prix, un prix cassé, bon marché, pas cher

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• 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

AC9LF8C02

discussing and planning promotional materials for a real or imagined excursion, exhibition, festival

or performance celebrating French language and culture; proposing and justifying ideas, for example, selon moi … je suis d'accord … et toi, tu es d'accord? et vous?

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 – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LF8C02

discussing and planning promotional materials for a real or imagined excursion, exhibition, festival or performance celebrating French language and culture; proposing and justifying ideas, for example, selon moi … je suis d'accord … et toi, tu es d'accord? et vous?

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

AC9LF8C02

discussing and planning promotional materials for a real or imagined excursion, exhibition, festival or performance celebrating French language and culture; proposing and justifying ideas, for example, selon moi … je suis d'accord … et toi, tu es d'accord? et vous?

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• coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs
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• 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

AC9LF8C02

asking, giving and following directions to real or virtual locations, continuez jusqu'à … prenez le métro jusqu'au Musée du Louvre … prenez la troisième rue à gauche … en face de ... , using electronic information devices, apps, street maps or directories

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

AC9LF8C02

discussing and making arrangements for a real or imagined class event or celebration, and negotiating a date and allocation of duties, for example, who caters for the drinks, food, decorations, etc. des baguettes, des fromages, de l'eau minérale, des saucisses, du p■té , calculating quantities, for example, trois douzaines de …, 40 litres de

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

AC9LF8C02

discussing and making arrangements for a real or imagined class event or celebration, and negotiating a date and allocation of duties, for example, who caters for the drinks, food, decorations, etc. des baguettes, des fromages, de l'eau minérale, des saucisses, du p■té , calculating quantities, for example, trois douzaines de …, 40 litres de

Continuum extract

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• 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

AC9LF8C03

interpret information, ideas and opinions in a range of spoken, written and , and respond appropriately to cultural , and

•

•

Elaborations

• using a range of sources to access and collate information on youth-related issues, such as la musique, la télévision, les sports, l'environnement , and classifying findings

• comparing information about French music, movies and sporting events and sharing results, for example, La chanson numéro 1 en France est ... mais en Australie, c'est ...

• responding in French to different expressions of humour (le mime, les blagues, les jeux de mots, les devinettes, etc.), that include diverse on social issues and comparing these with Australian expressions of humour

• to, or viewing First Nations Australian stories and responding to them in spoken or written French

• collecting memes and cartoons from social media that illustrate cultural elements of humour that can lead to misunderstandings, and providing an explanation using expressions

• to, or viewing informative such as television news reports or feature , and noting key , specialised terms or points of information to reuse in their own newsflash or photo story/ roman-photo , for example, noting keywords en direct, les dernières nouvelles, l'information continue, la météo

• using the internet responsibly to research, or engaging with youth in France or a French-speaking community around the world via , to discover young people's lifestyles across French-speaking and , comparing information from different cultural to identify the influence of factors such as geography, climate, and social and community environment, les colonies de vacances, les boulots, les sports aquatiques, les jeux vidéos

• gathering information from French online sources to inform understanding of similarities and differences of teen lifestyles in French-speaking countries and presenting findings

• to, or viewing , such as a songs, raps, comics, cartoons, films and video clips, and responding to about , events and ideas

interpret information, ideas and opinions in a range of spoken, written and multimod

respond appropriately to cultural context, purpose and audience

(AC9LF8C03)

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

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

Futures

• Sustainable futures require individuals to seek information, identify solutions, reflect on and evaluate past actions, and collaborate with and influence others as they work towards a desired change.

Inquiring

• Identify, process and evaluate information

Inquiring

• Identify, process and evaluate information

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

Investigating

• Locate information

Futures

• Sustainable futures require individuals to seek information, identify solutions, reflect on and evaluate past actions, and collaborate with and influence others as they work towards a desired change.

Inquiring

• Identify, process and evaluate information

Investigating

• Locate information

Inquiring

• Identify, process and evaluate information

Resources

Snapshot – Identify, process and evaluate information

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

Content description

AC9LF8C03

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 – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9LF8C03

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
AC9LF8C03

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

AC9LF8C03

using a range of sources to access and collate information on youth-related issues, such as la musique, la télévision, les sports, l'environnement , and classifying findings

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

AC9LF8C03

comparing information about French music, movies and sporting events and sharing results, for example, La chanson numéro 1 en France est ... mais en Australie, c'est ...

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

AC9LF8C03

responding in French to different expressions of humour (le mime, les blagues, les jeux de mots, les devinettes, etc.), that include diverse perspectives on social issues and comparing these with Australian expressions of humour

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

AC9LF8C03

Continuum extract

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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 – Identify, process and evaluate information

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

Content description

AC9LF8C03

listening to, or viewing informative texts such as television news reports or feature articles, and noting key words, specialised terms or points of information to reuse in their own newsflash or photo story/ roman-photo , for example, noting keywords en direct, les dernières nouvelles, l'information continue, la météo

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

AC9LF8C03

using the internet responsibly to research, or engaging with youth in France or a French-speaking community around the world via digital tools, to discover young people's lifestyles across French-speaking cultures and contexts, comparing information from different cultural contexts to identify the influence of factors such as geography, climate, and social and community environment, les colonies de vacances, les boulots, les sports aquatiques, les jeux vidéos

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 – Locate information

Digital Literacy: Investigating: Locate information

Content description

AC9LF8C03

using the internet responsibly to research, or engaging with youth in France or a French-speaking community around the world via digital tools, to discover young people's lifestyles across French-speaking cultures and contexts, comparing information from different cultural contexts to identify the influence of factors such as geography, climate, and social and community environment, les colonies de vacances, les boulots, les sports aquatiques, les jeux vidéos

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• locate information through search engines and in documents by applying specific search terms based on set criteria, and select and retrieve relevant information from multiple sources
• locate, select and retrieve relevant information from multiple sources, exploring advanced search functions and targeted criteria
• locate relevant information by applying advanced search functions across multiple sources involving purposefully selected and contextually specific terms and criteria

Snapshot – Identify, process and evaluate information

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

Content description

AC9LF8C03

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 – Locate information

Digital Literacy: Investigating: Locate information

Content description

AC9LF8C03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• locate information through search engines and in documents by applying specific search terms based on set criteria, and select and retrieve relevant information from multiple sources
• locate, select and retrieve relevant information from multiple sources, exploring advanced search functions and targeted criteria
• locate relevant information by applying advanced search functions across multiple sources involving purposefully selected and contextually specific terms and criteria

Snapshot – Identify, process and evaluate information

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

Content description

AC9LF8C03

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

AC9LF8C04

interpret and non-verbal, spoken and written to meaning in French in familiar and some unfamiliar cultural

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Elaborations

• to French , such as podcasts, French radio, television shows and advertisements, to identify different types of for different , and collating findings

• comparing messages in from different eras, such as fairy tales, graphic novels, video clips, traditional fables, Les Fables de La Fontaine , and identifying themes and representations

• signs, messages, advertisements in French and identifying and features that are not easily translated and may cause misunderstandings, and simple explanations of meaning

• presenting findings related to the investigation of a social or cultural issue, such as la mode et les codes vestimentaires : l'influence des marques, and summarising opinions and collected from surveys, interviews or media sources

• translating written expressions associated with politeness and social protocols in French such as responding to requests or thanks, signing postcards or birthday cards, for example , Je vous en prie, Madame; amitiés; Je t'embrasse très fort … and comparing with typical expressions in similar messages in English

• and expressions that do not literally such as à tout à l'heure, pas de quoi, courage, identifying similar English expressions and considering possible consequences of the lack of equivalence in terms of

• creating a glossary of examples of faux amis , for example, assister à, demander, un médecin, extra, sympathique and commenting on misinterpretations in English

• in French and English, for example, il pleut des cordes (it rains cats and dogs), un château en Espagne (pipe dreams)

Students learn to:

interpret and adjust non-verbal, spoken and written language to convey meaning in familiar and some unfamiliar cultural contexts

(AC9LF8C04)

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

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 .

Analysing

• Interpret concepts and problems

Analysing

• Interpret concepts and problems

Navigating intercultural contexts

• Adapt in intercultural exchanges

Analysing

• Interpret concepts and problems

Navigating intercultural contexts

• Adapt in intercultural exchanges

Navigating intercultural contexts

• Adapt in intercultural exchanges

Navigating intercultural contexts

• Adapt in intercultural exchanges

Analysing

• Interpret concepts and problems

Resources

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LF8C04

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

AC9LF8C04

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

AC9LF8C04

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

AC9LF8C04

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 – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LF8C04

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

AC9LF8C04

comparing messages in texts from different eras, such as fairy tales, graphic novels, video clips, traditional fables, Les Fables de La Fontaine , and identifying themes and representations

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

AC9LF8C04

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

AC9LF8C04

presenting findings related to the investigation of a social or cultural issue, such as la mode et les codes vestimentaires : l'influence des marques, and summarising opinions and attitudes collected from surveys, interviews or media sources

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

AC9LF8C04

translating written expressions associated with politeness and social protocols in French such as responding to requests or thanks, signing postcards or birthday cards, for example , Je vous en prie, Madame; amitiés; Je t'embrasse très fort … and comparing with typical expressions in similar messages in English

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 – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LF8C04

interpreting phrases and expressions that do not translate literally such as à tout à l'heure, pas de quoi, courage, identifying similar English expressions and considering possible consequences of the lack of equivalence in terms of intercultural communication

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 – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LF8C04

creating a glossary of examples of faux amis , for example, glossing assister à, demander, un médecin, extra, sympathique and commenting on misinterpretations in English

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

AC9LF8C04

interpreting idioms in French and English, for example, il pleut des cordes (it rains cats and dogs), un château en Espagne (pipe dreams)

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

AC9LF8C05

and present spoken, written and , informative and imaginative for specific , selecting vocabulary, expressions, grammatical structures, features and appropriate to type and

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Elaborations

• creating a such as a presentation or video to capture aspects of their personal and social worlds, for example, a day in our life in school, les copains, mon quartier, le weekend

• creating tourist brochures for young Australian travellers to French-speaking countries such as Visitez le Vanuatu! Bienvenue au Canada/en Belgique , and supplying key , and cultural protocols to assist travellers Encore une fois, s'il vous pla■t; je vais prendre ceci, ça coûte combien? Où sont les toilettes? Je vous remercie, Madame, Je vous en prie, Madame

• taking expressions from French stories such as Tintin et l'étoile mysterieuse: allons-y! Ah non, c'est impossible! Personne? Ah magnifique! and adapting to their own to suspense or excitement

• 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

• creating and performing that reflect French , for example, the French to eating on time, using aspects of drama such as improvisation, , movement, and props to enhance spoken and storytelling

• creating glossaries for French-speaking friends, to accompany Australian images or , explaining outback lifestyle, inner city markets, and abbreviations such as 'barbie', 'brekkie', 'betta'

• creating menus or programs for French-themed events, including footnotes in English to explain key terms or items such as le plat du jour, service compris, l'entracte, la mise en scène

• using recording and digital presentation software to , perform or record imaginative using , for example, a short play

• for English captions in a presentation, documentary or short film describing places to visit (tourist attractions, etc.) in France or a French-speaking country, and aspects of , traditions or customs while showcasing the of French-speaking communities

• contributing to a real or imagined blog of learners of French in English-speaking communities around the world, making choices about when to use French or English depending on the topic and nature of the

• adapting information focusing on specific vocabulary such as laïcité, Ramadan, Yom Kippour, halal to a that reflects the of and behaviours in contemporary French-speaking societies

Students learn to:

create and present spoken, written and multimodal, informative and imaginative tex purposes, selecting vocabulary, expressions, grammatical structures, features and appropriate to text type and context

(AC9LF8C05)

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 .

Creating and exchanging

• Create, communicate and collaborate

Social management

• Communication

Social management

• Communication
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
Creating and exchanging

• Create, communicate and collaborate
Social management

• Communication
Social management

• Communication
Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities
Social management

• Communication
Resources

Work Samples

WS01 - Email to a new pen pal

Snapshot – Create, communicate and collaborate

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

Content description

AC9LF8C05
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

AC9LF8C05
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

AC9LF8C05

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")

Literacy: Writing: Creating texts

Content description

AC9LF8C05

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

AC9LF8C05

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

AC9LF8C05

creating a text such as a multimodal presentation or video to capture aspects of their personal and social worlds, for example, a day in our life in school, les copains, mon quartier, le weekend

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

AC9LF8C05

creating a text such as a multimodal presentation or video to capture aspects of their personal and social worlds, for example, a day in our life in 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

AC9LF8C05

creating tourist brochures for young Australian travellers to French-speaking countries such as Visitez le Vanuatu! Bienvenue au Canada/en Belgique , and supplying key words, phrases and cultural protocols to assist travellers Encore une fois, s'il vous pla■t; je vais prendre ceci, ça coûte

combien? Où sont les toilettes? Je vous remercie, Madame, Je vous en prie, Madame

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

AC9LF8C05

taking expressions from French stories such as Tintin et l'étoile mysterieuse: allons-y! Ah non, c'est impossible! Personne? Ah magnifique! and adapting to their own text to create suspense or excitement

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

AC9LF8C05

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

AC9LF8C05

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

AC9LF8C05

creating menus or programs for French-themed events, including footnotes in English to explain key terms or items such as le plat du jour, service compris, l'entracte, la mise en scène

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

AC9LF8C05

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

AC9LF8C05

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

AC9LF8C05

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

AC9LF8C05

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

AC9LF8C05

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 – 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

AC9LF8C05

adapting information focusing on specific vocabulary such as laïcité, Ramadan, Yom Kippour, halal to create a text that reflects the diversity of beliefs and behaviours in contemporary French-speaking societies

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 – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LF8C05

adapting information focusing on specific vocabulary such as laïcité, Ramadan, Yom Kippour, halal to create a text that reflects the diversity of beliefs and behaviours in contemporary French-speaking societies

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

AC9LF8U01

apply knowledge of of spoken French to enhance , and to respond to and in familiar and some unfamiliar

•

•

Elaborations

• understanding the different levels of formality between spoken and written on/nous, je peux pas/je ne peux pas, 'eh ben'/eh bien, ouais/oui, qu'est-ce que je vais me mettre sur le dos?/comment vais-je m'habiller?

• recognising the form of commonly used , and la camionette, désordre, désagréable, irrégulier, inacceptable, la danseuse to assist

• collecting groups of that share a common stem, for example, la bouche, la bouchée; le jardin, jardiner, le jardinage to enhance vocabulary knowledge when in spoken

• recognising the impact of non-verbal elements of French expression such as hand for c'est nul, ça suffit! Quoi encore? to replace

• using sounds such as Oh là là! Aïe! T'as fait quoi? and facial expressions to reinforce spoken

• distinguishing sounds, for example, recognising distinctions between nasal sounds such as cinq, sympa, manger, entre!, dont , des bonbons

• applying phonic knowledge and grammatical knowledge to spelling and unfamiliar , for example, letter combinations such as -eau, -eur or -ette , and involving 2 or more distinct sounds such as le bateau, l'aspirateur, la baguette

Students learn to:

apply knowledge of conventions of spoken French to enhance fluency, and to resp

texts in familiar and some unfamiliar contexts

(AC9LF8U01)

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

Resources

Snapshot – Speaking

Literacy: Speaking and listening: Speaking

Content description

AC9LF8U01

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

AC9LF8U01

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

AC9LF8U01

understanding the different levels of formality between spoken and written language on/nous, je peux pas/je ne peux pas, 'eh ben'/eh bien, ouais/oui, qu'est-ce que je vais me mettre sur le dos?/comment vais-je m'habiller?

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

AC9LF8U01

recognising the form of commonly used morphemes, suffixes and prefixes la camionette, désordre, désagréable, irrégulier, inacceptable, la danseuse to assist pronunciation

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

AC9LF8U01

collecting groups of words that share a common stem, for example, la bouche, la bouchée; le jardin, jardiner, le jardinage to enhance vocabulary knowledge when interacting in spoken exchanges

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

AC9LF8U01

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

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

AC9LF8U01

using sounds such as 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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LF8U01

distinguishing vowel sounds, for example, recognising distinctions between nasal sounds such as 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

AC9LF8U01

applying phonic knowledge and grammatical knowledge to spelling and writing unfamiliar words, for example, letter combinations such as -eau, -eur or -ette , and words involving 2 or more distinct vowel sounds such as le bateau, l'aspirateur, la baguette

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

AC9LF8U02

apply understanding of grammatical structures and expressions to compose and respond to
•
•

Elaborations
• extending knowledge of negative constructions such as ne … plus, ne … rien, ne … jamais, ne … que
• understanding and using forms and phrasal such as avoir besoin de faire quelque chose, commencer à faire …
• using le passé composé and le futur proche

• consolidating conjugation skills of regular in le présent (present) and le passé composé (past), and of high-frequency irregular such as avoir, être, aller, faire, venir, pouvoir, vouloir, mettre, devoir

• recognising and using avoir expressions such as avoir soif, avoir sommeil, avoir peur

• understanding the form and use of reflexive such as il se lève très tard, nous nous promenons chaque soir, je veux m'asseoir à côté de toi.

• understanding how to use forms to express possibility, obligation and ability je peux m'imaginer …, il doit partir demain , and impersonal expressions il faut + … and on doit + …

• introducing the use of direct object in with the present , je m'appelle, je t'écoute, elle les mange tous les jours, je t'aime.

• reinforcing understanding of rules such as that precede the , and versus - bon/bien , negation

Students learn to:

apply understanding of grammatical structures and expressions to compose and re

(AC9LF8U02)

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

Resources

Work Samples

WS01 - Email to a new pen pal

Snapshot – Grammar

Literacy: Writing: Grammar

Content description

AC9LF8U02

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

AC9LF8U02

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

AC9LF8U02

extending knowledge of negative constructions such as ne … plus, ne … rien, ne … jamais, ne … que

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

AC9LF8U02

understanding and using infinitive verb forms and phrasal verbs such as avoir besoin de faire quelque chose, commencer à faire …

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

AC9LF8U02

using le passé composé and le futur proche

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

AC9LF8U02

consolidating conjugation skills of regular verbs in le présent (present tense) and le passé composé (past tense), and of high-frequency irregular verbs such as avoir, être, aller, faire, venir, pouvoir, vouloir, mettre, devoir

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

AC9LF8U02

recognising and using avoir expressions such as avoir soif, avoir sommeil, avoir peur

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

AC9LF8U02

understanding the form and use of reflexive verbs such as il se lève très tard, nous nous promenons chaque soir, je veux m'asseoir à côté de 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

AC9LF8U02

understanding how to use modal verb forms to express possibility, obligation and ability je peux m'imaginer …, il doit partir demain , and impersonal expressions il faut +infinitive … and on doit +infinitive …

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

AC9LF8U02

introducing the use of direct object pronouns in conjunction with the present tense , je m'appelle, je t'écoute, elle les mange tous les jours, je t'aime.

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

AC9LF8U02

reinforcing understanding of grammar rules such as adjectives that precede the noun, and adjectives versus adverbs - bon/bien , negation

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 – WS01 - Email to a new pen pal

By the end of Year 8, students initiate and maintain interactions in French language in familiar and some unfamiliar contexts related to a range of interests and experiences. They use French to collaborate and problem-solve, and adjust language in response to others. They interpret information, ideas and opinions in texts. They demonstrate understanding of similarities and differences between languages, in both familiar and some unfamiliar cultural contexts, by adjusting and reorganising responses. They select and use vocabulary, sentence structures and expressions to create texts.

Students apply the conventions of spoken French to develop fluency. They demonstrate understanding that spoken, written and multimodal texts use different language conventions, structures and features to convey meaning. They comment on structures and features of French text, using metalanguage. They reflect on how the French language, culture and identity are interconnected, and compare this with their own language(s), culture(s) and identity.

AC9LF8C01

initiate and sustain exchanges in familiar and some unfamiliar contexts related to students' experiences, feelings and views, adjusting their language in response to others

AC9LF8C05

create and present spoken, written and multimodal, informative and imaginative texts for specific purposes, selecting vocabulary, expressions, grammatical structures, features and conventions appropriate to text type and context

AC9LF8U02

apply understanding of grammatical structures and expressions to compose and respond to texts

AC9LF8U03

reflect on similarities and differences between French and English and features, using

•

•

Elaborations

• continuing to expand the use of to describe grammatical concepts in English and French to organise learning resources such as builders, charts, vocabulary lists with groups of , and

• explaining self-corrections and editing choices, using

• identifying elements of different types of (le courriel, la météo, les slogans , etc.) and explaining the relationship between the , the structure used and the of the

• building to talk about and vocabulary, for example, les formes négatives, interrogatives, masculin, féminin, singulier, pluriel, and comparing with the equivalent English term

• comparing in , and vocabulary in French-speaking communities with similar in English-speaking countries

Students learn to:

reflect on similarities and differences between French and English language structu using metalanguage

(AC9LF8U03)

General capabilities and cross-curriculum priorities

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

Analysing

• Interpret concepts and problems

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

Analysing

• Interpret concepts and problems

Analysing

• Interpret concepts and problems

Engaging with cultural and linguistic diversity

• Communicate responsively

Engaging with cultural and linguistic diversity

• Communicate responsively

Resources

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LF8U03

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

AC9LF8U03

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

AC9LF8U03

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

AC9LF8U03

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

AC9LF8U03

identifying elements of different types of texts (le courriel, la météo, les slogans , etc.) and explaining the relationship between the language, the structure used and the purpose of the text

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: Comi responsively

Content description

AC9LF8U03

building metalanguage to talk about grammar and vocabulary, for example, les formes négatives, interrogatives, masculin, féminin, singulier, pluriel, and comparing with the equivalent English term

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 – Communicate responsively

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

Content description

AC9LF8U03

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

AC9LF8U04

reflect on and explain how is shaped by (s), (s), , and

•

•

Elaborations

• comparing students' own (s) to the in French-speaking countries by looking at towards public holidays, leisure , and the importance of sports

• explaining the multicultural differences and similarities in Australia and the French-speaking world such as religious , music styles (techno, hip-hop, rap, etc.) body art (tattoos, piercing, etc.), and fashion styles (BCBG, hippie, school uniforms, etc.)

• examining how their own cultural etiquette may be interpreted when with French people, noticing their own and , for example, understanding the Australian tendency to be informal with people of all ages

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

• understanding French secular concept laïcité by analysing the different , and , and how they change over time, for example, les vacances de Pâques/vacances de printemps

• reflecting on how their cultural may have changed since learning French and discussing how this has impacted on their sense of

• discussing and reflecting on and how generalisations and can affect and sense of

• explaining their own tastes, interests and use that have been shaped by influences such as social media, fusion food, and especially by learning French and about French and

Students learn to:

reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attit
values

(AC9LF8U04)

General capabilities and cross-curriculum priorities

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

Analysing

• Interpret concepts and problems

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 .

Engaging with cultural and linguistic diversity

• Communicate responsively

Engaging with cultural and linguistic diversity

• Communicate responsively

Analysing

• Interpret concepts and problems

Engaging with cultural and linguistic diversity

• Communicate responsively

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

• Communicate responsively

Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities

Analysing

• Interpret concepts and problems

Engaging with cultural and linguistic diversity

• Communicate responsively

Navigating intercultural contexts

• Consider responses to intercultural contexts

Analysing

• Interpret concepts and problems

Engaging with cultural and linguistic diversity

• Communicate responsively

• Develop empathy

Navigating intercultural contexts

• Respond to biases, stereotypes, prejudices and discrimination

Engaging with cultural and linguistic diversity

• Communicate responsively

Resources

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LF8U04

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

AC9LF8U04

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 – Communicate responsively

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

Content description

AC9LF8U04

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 – Communicate responsively

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

Content description

AC9LF8U04

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

AC9LF8U04

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

AC9LF8U04

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 – Communicate responsively

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

Content description

AC9LF8U04

understanding French secular concept laïcité by analysing the different beliefs, attitudes and
values, and how they change over time, for example, les vacances de Pâques/vacances de printemps

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 – 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

AC9LF8U04

understanding French secular concept laïcité by analysing the different beliefs, attitudes and
values, and how they change over time, for example, les vacances de Pâques/vacances de printemps

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 – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LF8U04

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: Comr responsively

Content description

AC9LF8U04

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 – Consider responses to intercultural contexts

Intercultural Understanding: Navigating intercultural contexts: Consider response contexts

Content description

AC9LF8U04

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 – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LF8U04

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: Comm responsively

Content description

AC9LF8U04

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 – Develop empathy

Intercultural Understanding: Engaging with cultural and linguistic diversity: Deve

Content description

AC9LF8U04

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 – Respond to biases, stereotypes, prejudices and discrimination

Intercultural Understanding: Navigating intercultural contexts: Respond to biases prejudices and discrimination

Content description

AC9LF8U04
Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• examine how biases and stereotypes affect familiar intercultural exchanges, identifying actions that demonstrate understanding and respect
• analyse the origins of biases, stereotypes and prejudices affecting interactions and the representation of groups, proposing actions to build awareness of experiences or impacts
• apply learning to promote the wellbeing of people within unfamiliar intercultural exchanges, proposing actions to challenge biases, stereotypes, prejudices and discrimination

Snapshot – Communicate responsively

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

Content description

AC9LF8U04
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