

## **(no-code)**

**, and in familiar and unfamiliar related to students' own and others' experiences of the world, their in response to others**

- 
- 
- 

### **Elaborations**

- initiating and sustaining conversation by introducing topics, inviting contributions or asking for clarification, for example, Qu'est-ce que vous en pensez? Je n'ai pas bien compris ..., Si on parlait de ...?
- initiating and sustaining with others by acknowledging, asking and expanding , making excuses and apologising using forms of politeness and respect, for example, Pouvez-vous parler plus lentement, s'il vous plaît? Je n'ai pas compris. J'ai oublié. Je ne me souviens pas. Je vous en prie. Pourriez-vous m'excuser?
- contributing to discussions with young people in French-speaking , comparing aspects of school and home life such as les examens, le , les sports, les droits, les tâches ménagères, la vie quotidienne, habiter à la campagne ou en ville, les responsabilités civiques
- using different forms of , including informal and formal debates, to discuss young people's experience in contemporary such as la santé mentale des jeunes, la vie des banlieues, les relations parents-ados
- using strategies to such as asking for clarification or confirmation, or providing suggestions, for example, Vraiment? C'est vrai? Pardon? Comment? Quand? Avec qui? Pourquoi? Vous disiez? Qu'est-ce que tu veux dire? Tu as raison! Je suis d'accord. Que penses-tu? Je te conseille de ... Selon moi c'est une idée géniale.
- participating in simulated role-plays such as job interviews or interviewing a celebrity
- accepting an invitation or responding with reasons for declining or negotiating alternative arrangements, to suit formal or informal , for example, Je suis ravi(e) de vous rencontrer/d'accepter /l'invitation à la fête. Désolé(e) mais je dois dire non ... C'est dommage, Ça te va dimanche? Je ne peux pas samedi. Malheureusement ...

Students learn to:

**initiate, sustain and extend exchanges in familiar and unfamiliar contexts related to and others' experiences of the world, adjusting their language in response to others**

(AC9LF10C01)

### **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 .

#### **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

### **Engaging with cultural and linguistic diversity**

- Communicate responsively

### **Social management**

- Communication

### **Social management**

- Communication

### **Social management**

- Communication

### **Engaging with cultural and linguistic diversity**

- Communicate responsively

### **Social management**

- Communication

### **Resources**

### **Snapshot – Communicate responsively**

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

### **Content description**

AC9LF10C01

### **Continuum extract**

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

- 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**

AC9LF10C01

### **Learning progression extract**

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

- 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**

AC9LF10C01

### **Continuum extract**

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

- 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**

AC9LF10C01

initiating and sustaining conversation by introducing topics, inviting contributions or asking for clarification, for example, Qu'est-ce que vous en pensez? Je n'ai pas bien compris ..., Si on parlait de ...?

##### **Continuum extract**

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

- 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: Communicate responsively**

##### **Content description**

AC9LF10C01

initiating and sustaining exchanges with others by acknowledging, asking and expanding questions, making excuses and apologising using forms of politeness and respect, for example, Pouvez-vous parler plus lentement, s'il vous plaît? Je n'ai pas compris. J'ai oublié. Je ne me souviens pas. Je vous en prie. Pourriez-vous m'excuser?

##### **Continuum extract**

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

- 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**

AC9LF10C01

initiating and sustaining exchanges with others by acknowledging, asking and expanding questions, making excuses and apologising using forms of politeness and respect, for example, Pouvez-vous parler plus lentement, s'il vous plaît? Je n'ai pas compris. J'ai oublié. Je ne me souviens pas. Je vous en prie. Pourriez-vous m'excuser?

##### **Continuum extract**

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

- 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: Communicate responsively**

##### **Content description**

AC9LF10C01

contributing to discussions with young people in French-speaking contexts, comparing aspects of school and home life such as les examens, le stress, les sports, les droits, les tâches ménagères,

la vie quotidienne, habiter à la campagne ou en ville, les responsabilités civiques

### **Continuum extract**

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

- 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**

AC9LF10C01

contributing to discussions with young people in French-speaking contexts, comparing aspects of school and home life such as les examens, le stress, les sports, les droits, les tâches ménagères, la vie quotidienne, habiter à la campagne ou en ville, les responsabilités civiques

### **Continuum extract**

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

- 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: Communicate responsively**

##### **Content description**

AC9LF10C01

using different forms of communication, including informal exchanges and formal debates, to discuss young people's experience in contemporary culture such as la santé mentale des jeunes, la vie des banlieues, les relations parents-ados

### **Continuum extract**

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

- 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**

AC9LF10C01

using different forms of communication, including informal exchanges and formal debates, to discuss young people's experience in contemporary culture such as la santé mentale des jeunes, la vie des banlieues, les relations parents-ados

### **Continuum extract**

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

- 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**

AC9LF10C01

using strategies to sustain interactions such as asking for clarification or confirmation, or providing suggestions, for example, Vraiment? C'est vrai? Pardon? Comment? Quand? Avec qui?

Pourquoi? Vous disiez? Qu'est-ce que tu veux dire? Tu as raison! Je suis d'accord. Que penses-tu? Je te conseille de ... Selon moi c'est une idée géniale.

### **Continuum extract**

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

- 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**

AC9LF10C01

#### **Continuum extract**

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

- 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: Communicate responsively**

#### **Content description**

AC9LF10C01

accepting an invitation or responding with reasons for declining or negotiating alternative arrangements, adjusting language to suit formal or informal contexts, for example, Je suis ravi(e) de vous rencontrer/d'accepter /l'invitation à la fête. Désolé(e) mais je dois dire non ... C'est dommage, Ça te va dimanche? Je ne peux pas samedi. Malheureusement ...

#### **Continuum extract**

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

- 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**

AC9LF10C01

accepting an invitation or responding with reasons for declining or negotiating alternative arrangements, adjusting language to suit formal or informal contexts, for example, Je suis ravi(e) de vous rencontrer/d'accepter /l'invitation à la fête. Désolé(e) mais je dois dire non ... C'est dommage, Ça te va dimanche? Je ne peux pas samedi. Malheureusement ...

#### **Continuum extract**

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

- 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

## AC9LF10C02

**contribute to discussions that involve diverse to outcomes, issues and compare experiences**

- 
- 

### Elaborations

- using digital (email, group chats, SMS, , community websites, etc.) implementing safe and ethical protocols, including responsible engagement with the , to plan events or such as la fête de la Musique, cahier/guide de recommandations pour visiter un pays francophone
- planning a presentation for family and friends to showcase what they know and can do in French, using spoken and written including role-plays, chansons en français, explication des coutumes et habitudes différentes
- organising real or simulated forums, protests or rallies to raise awareness of environmental, social or ethical issues such as le réchauffement de la planète, les droits des populations indigènes, le développement durable, les préjugés, la discrimination
- creating a news segment, for school or a community television or radio station, using appropriate terms to introduce, identify and summarise en direct de ... notre envoyé spécial ... l'enquête de ... les titres/en tête/à la une de cette édition ...
- negotiating for goods and services, considering concepts of value for money, availability, competition and ethics of production
- organising and planning an occasion, for example, Si on allait au théâtre? Non, le théâtre ne m'intéresse pas. Je préfère aller ... On se trouve à ... Rendez-vous à la gare. On arrive à 18h chez mon frère.
- preparing print or digital information in French for real or imagined French visitors to the school, for example, recording/filming an introduction to the school, preparing welcome speeches, conducting guided tours of the school
- negotiating the elements of an ideal home with team members (how many bedrooms, types of shared spaces, outdoor areas, number of bathrooms, etc.) and using to design it, for example, Moi, je voudrais un jardin immense. Ah moi, je préfère une salle de bains à moi.

Students learn to:

**contribute to discussions that involve diverse views to negotiate outcomes, address  
compare experiences**

(AC9LF10C02)

## **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 .

### **Practising digital safety and wellbeing**

- Manage online safety

### **Social management**

- Collaboration

### **Creating and exchanging**

- Create, communicate and collaborate

### **Social management**

- Communication

### **Self-management**

- Perseverance and adaptability

### **Futures**

- Sustainable futures are achieved through informed individual, community, business and political action that values local, national and global equity and fairness across generations into the future.
- 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.

### **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 that recognise the interdependence of Earth's systems, and value diversity, equity and social justice, are essential for achieving sustainability.

### **Social management**

- Communication

### **Number sense and algebra**

- Understanding money

### **Social management**

- Collaboration

### **Social management**

- Collaboration

### **Creating and exchanging**

- Create, communicate and collaborate

### **Social management**

- Collaboration

### **Resources**

### **Snapshot – Interacting**

#### **Literacy: Speaking and listening: Interacting**

#### **Content description**

AC9LF10C02

#### **Learning progression extract**

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

- 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**

AC9LF10C02

##### **Continuum extract**

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

- 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**

AC9LF10C02

##### **Continuum extract**

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

- 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 – Manage online safety**

#### **Digital Literacy: Practising digital safety and wellbeing: Manage online safety**

##### **Content description**

AC9LF10C02

using digital communication (email, group chats, SMS, texts, community websites, etc.) implementing safe and ethical protocols, including responsible engagement with the audience, to plan events or activities such as la fête de la Musique, cahier/guide de recommandations pour visiter un pays francophone

##### **Continuum extract**

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

- identify online abuse and bullying and report them to trusted adults, appropriate authorities and in online tools
- stop engaging in negative online social interactions
- engage in safe, legal and ethical online behaviour and defuse negative online social interactions
- recognise the benefits and risks of anonymity online

### **Snapshot – Collaboration**

#### **Personal and Social capability: Social management: Collaboration**

##### **Content description**

AC9LF10C02



using digital communication (email, group chats, SMS, texts, community websites, etc.) implementing safe and ethical protocols, including responsible engagement with the audience, to plan events or activities such as la fête de la Musique, cahier/guide de recommandations pour visiter un pays francophone

### **Continuum extract**

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

- 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 – Create, communicate and collaborate**

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

##### **Content description**

AC9LF10C02

planning a multimodal presentation for family and friends to showcase what they know and can do in French, using spoken and written texts including role-plays, chansons en français, explication des coutumes et habitudes différentes

##### **Continuum extract**

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

- 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**

AC9LF10C02

planning a multimodal presentation for family and friends to showcase what they know and can do in French, using spoken and written texts including role-plays, chansons en français, explication des coutumes et habitudes différentes

##### **Continuum extract**

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

- 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 – Perseverance and adaptability**

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

##### **Content description**

AC9LF10C02

organising real or simulated forums, protests or rallies to raise awareness of environmental, social or ethical issues such as le réchauffement de la planète, les droits des populations indigènes, le développement durable, les préjugés, la discrimination

##### **Continuum extract**

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

- 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**

AC9LF10C02

creating a news segment, for school or a community television or radio station, using appropriate terms to introduce, identify and summarise en direct de ... notre envoyé spécial ... l'enquête de ... les

titres/en tête/à la une de cette édition ...

### **Continuum extract**

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

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

### **Snapshot – Understanding money**

#### **Numeracy: Number sense and algebra: Understanding money**

##### **Content description**

AC9LF10C02

##### **Learning progression extract**

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

##### **Working with money proportionally**

- applies proportional strategies for decision making, such as determining "best buys", currency conversion, determining gross domestic product (e.g. comparing cost per 100 g or comparing the cost of a single item on sale versus a multi-pack at the regular price)
- determines the best payment method or payment plan for a variety of contexts using rates, percentages and discounts (e.g. decides which phone plan would be better based on call rates, monthly data usage, insurance and other upfront costs)
- calculates the percentage change including the profit or loss made on a transaction (e.g. profit made from on-selling second-hand goods through an online retail site)

##### **Working with money proportionally**

- makes decisions about situations involving compound interest (e.g. compares total outlay and time taken to pay off a credit card debt as soon as possible as opposed to making minimum monthly repayments)
- chooses and uses proportional strategies for decision making (e.g. in purchasing a car calculates the depreciation, ongoing maintenance, insurance and the effect of loan repayments on disposable income; evaluates the benefits of "buy now pay later" schemes)

### **Snapshot – Collaboration**

#### **Personal and Social capability: Social management: Collaboration**

##### **Content description**

AC9LF10C02

organising and planning an occasion, for example, Si on allait au théâtre? Non, le théâtre ne m'intéresse pas. Je préfère aller ... On se trouve à ... Rendez-vous à la gare. On arrive à 18h chez mon frère.

##### **Continuum extract**

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

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

### **Snapshot – Collaboration**

#### **Personal and Social capability: Social management: Collaboration**

##### **Content description**

AC9LF10C02

##### **Continuum extract**

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

- 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 – Create, communicate and collaborate**

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

## Content description

AC9LF10C02

negotiating the elements of an ideal home with team members (how many bedrooms, types of shared spaces, outdoor areas, number of bathrooms, etc.) and using digital tools to design it, for example, *Moi, je voudrais un jardin immense. Ah moi, je préfère une salle de bains à moi.*

## Continuum extract

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

- 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 – Collaboration

### Personal and Social capability: Social management: Collaboration

## Content description

AC9LF10C02

negotiating the elements of an ideal home with team members (how many bedrooms, types of shared spaces, outdoor areas, number of bathrooms, etc.) and using digital tools to design it, for example, *Moi, je voudrais un jardin immense. Ah moi, je préfère une salle de bains à moi.*

## Continuum extract

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

- 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

## AC9LF10C03

**evaluate and synthesise information, ideas and in a broad range of spoken, written and and respond appropriately to cultural , and**

- 
- 

## Elaborations

- summarising information from spoken, written or visual that reflect different aspects of related to topics such as entertainment, special occasions, health and lifestyle or fashion
- comparing lyrics, themes and styles of popular French and English songs, and tracking similarities and differences in ideas, referring to Eurovision, Victoires de la Musique /ARIA
- to, , viewing extracts from expressive contemporary (tales, poems, songs, dance, street art, , including influences from minority groups and subcultures, etc.) and identifying and comparing elements of cultural traditions in Australia and the French-speaking world
- to or a First Nations Australian's stories and discussing their opinions and ideas, and, in French, presenting their personal profile to the class
- obtaining information from a range of , including television weather reports, interviews and digital video clips and summarising main points and presenting key information in their own
- exploring how achieve different effects such as moving from generic terms *les fleurs*, to specific terms *les violettes*, *les jonquilles* for desired effect
- summarising the key points from a range of such as media and interviews
- identifying underlying , cultural references of different such as an advertisement or , and evaluating the effect on
- evaluating techniques (humour, imagery, , etc.) used in contemporary drama, television programs, film and poetry

Students learn to:

**evaluate and synthesise information, ideas and perspectives in a broad range of spoken and written multimodal texts and respond appropriately to cultural context, purpose and audience**

(AC9LF10C03)

**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

### **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

### **Inquiring**

- Identify, process and evaluate information

### **Inquiring**

- Identify, process and evaluate information

### **Resources**

### **Snapshot – Identify, process and evaluate information**

#### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

#### **Content description**

AC9LF10C03

#### **Continuum extract**

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

- 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**

AC9LF10C03

#### **Learning progression extract**

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

#### **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**

AC9LF10C03

#### **Learning progression extract**

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

- 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 information**

##### **Content description**

AC9LF10C03

##### **Continuum extract**

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

- 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 information**

##### **Content description**

AC9LF10C03

comparing lyrics, themes and styles of popular French and English language songs, and tracking similarities and differences in ideas, referring to Eurovision, Victoires de la Musique /ARIA

##### **Continuum extract**

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

- 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 information**

##### **Content description**

AC9LF10C03

##### **Continuum extract**

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

- 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 information**

##### **Content description**

AC9LF10C03

##### **Continuum extract**

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

- 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 information**

##### **Content description**

AC9LF10C03

exploring how texts achieve different effects such as moving from generic terms *les fleurs*, to specific terms *les violettes*, *les jonquilles* for desired effect

##### **Continuum extract**

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

- 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 information**

##### **Content description**

AC9LF10C03

##### **Continuum extract**

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

- 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 information**

##### **Content description**

AC9LF10C03

##### **Continuum extract**

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

- 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 information**

##### **Content description**

AC9LF10C03

##### **Continuum extract**

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

- 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

## AC9LF10C04

**interpret and non-verbal, spoken and written and to meaning and understanding in familiar and unfamiliar**

- 
- 
- 

### Elaborations

- identifying terms associated with particular elements of French lifestyles ( la cuisine, la mode, les loisirs, la famille, etc.) noting the importance of the and how the vocabulary changes with , for example, les recettes de grands chefs /La cuisine en cinq minutes, la famille traditionnelle/recomposée... - belle mère/beau père
- translating familiar such as argot and verlan into standard French
- cultural differences, protocols and in such as job application selection criteria, lettre de motivation, formules de politesse
- textual popular with young French speakers, such as , abbreviations and acronyms used in messaging, for example, bjr = bonjour; A+ = à plus; biz = bisous; 12C4 = un de ces quatre
- used by French speakers to signal meanings such as Parfait! J'ai du nez! C'est fini , and comparing with used in Australian English and other known
- finding examples of , expressions and behaviours used in Australian English that do not literally into French, for example, 'bush tucker', 'surf's up', 'schoolies', and providing cultural explanations for French speakers

Students learn to:

**interpret and translate non-verbal, spoken and written interactions and texts to convey intercultural understanding in familiar and unfamiliar contexts**

(AC9LF10C04)

### 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

#### Navigating intercultural contexts

- Adapt in intercultural exchanges

#### Analysing

- Interpret concepts and problems

#### Analysing

- Interpret concepts and problems

#### Navigating intercultural contexts

- Adapt in intercultural exchanges

#### Analysing

- Interpret concepts and problems

#### Analysing

- Interpret concepts and problems



## **Navigating intercultural contexts**

- Adapt in intercultural exchanges

## **Navigating intercultural contexts**

- Adapt in intercultural exchanges

## **Resources**

### **Snapshot – Interpret concepts and problems**

#### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

##### **Content description**

AC9LF10C04

##### **Continuum extract**

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

- 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 intercultural exchanges**

##### **Content description**

AC9LF10C04

##### **Continuum extract**

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

- 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**

AC9LF10C04

##### **Learning progression extract**

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

##### **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**

AC9LF10C04

#### **Learning progression extract**

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

- 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**

AC9LF10C04

identifying terms associated with particular elements of French lifestyles ( la cuisine, la mode, les loisirs, la famille, etc.) noting the importance of the audience and how the vocabulary changes with context, for example, les recettes de grands chefs /La cuisine en cinq minutes, la famille traditionnelle/recomposée... - belle mère/beau père

#### **Continuum extract**

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

- 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 intercultural exchanges**

### **Content description**

AC9LF10C04

identifying terms associated with particular elements of French lifestyles ( la cuisine, la mode, les loisirs, la famille, etc.) noting the importance of the audience and how the vocabulary changes with context, for example, les recettes de grands chefs /La cuisine en cinq minutes, la famille traditionnelle/recomposée... - belle mère/beau père

### **Continuum extract**

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

- 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**

AC9LF10C04

translating familiar language such as argot and verlan into standard French

### **Continuum extract**

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

- 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**

AC9LF10C04

interpreting cultural differences, protocols and conventions in genres such as job application selection criteria, lettre de motivation, formules de politesse

### **Continuum extract**

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

- 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 intercultural exchanges**

### **Content description**

AC9LF10C04

interpreting cultural differences, protocols and conventions in genres such as job application selection criteria, lettre de motivation, formules de politesse

### **Continuum extract**

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

- 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**

AC9LF10C04

interpreting textual conventions popular with young French speakers, such as contractions, abbreviations and acronyms used in text messaging, for example, bjr = bonjour; A+ = à plus; biz = bisous; 12C4 = un de ces quatre

### **Continuum extract**

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

- 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**

AC9LF10C04

interpreting gestures used by French speakers to signal meanings such as Parfait! J'ai du nez! C'est fini , and comparing with gestures used in Australian English and other known languages

### **Continuum extract**

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

- 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 intercultural exchanges**

### **Content description**

AC9LF10C04

interpreting gestures used by French speakers to signal meanings such as Parfait! J'ai du nez! C'est fini , and comparing with gestures used in Australian English and other known languages

### **Continuum extract**

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

- 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 intercultural exchanges**

### **Content description**

AC9LF10C04

### **Continuum extract**

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

- 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

### **AC9LF10C05**

and present informative and imaginative for diverse and , selecting vocabulary, expressions, grammatical structures and a range of features and to different

- 
- 

### **Elaborations**

- creating a profile, biography of or tribute to a prominent French-speaking person in the Australian community; outlining successes achieved, challenges overcome and goals and aspirations for the future
- an instruction manual such as mode d'emploi pour l'installation d'un logiciel and advising a friend on the steps to take, using plain French
- and illustrating a children's story book and it to younger children within the school or the community, using expressive French , , and appropriate
- a journal entry, or contributing to a school newsletter in French reflecting on the impact of a visit to a significant cultural location on a First Nations , and, with permission, referring to cultural knowledge of the site
- making choices that indicate and when creating , for example, the placement of and C'est un bon à rien; C'est un brave jeune homme/C'est un jeune homme brave; Ce sont des sans-papiers/Ce sont des réfugiés.
- creating a real or simulated role-play using for buying and selling goods and services such as ordering in a bakery, selling second-hand clothes, organising travel, considering using planes or trains for carbon footprint, and raising money for charities
- creating the for a talk to present their on the pros and cons regarding a current issue of interest, such as animal welfare, climate change, anti-racism, explaining their reasons for agreeing or disagreeing, and applying strategies to convince their
- and performing a poem, song, monologue or dialogue, the and to suit the
- using emotive and images when creating such as reports on current issues, C'est émouvant, C'est troublant, C'est déraisonnable.
- exploring the use of French colloquialisms, codifié such as argot or verlan , for example, zyva – vas-y; ouf – fou ; zarbi-bizarre and , for example, tomber dans les pommes, les doigts dans le nez when creating for a young
- making an entry in an imagined diary or journal about memorable past experiences or future plans and aspirations

Students learn to:

**create and present informative and imaginative texts for diverse contexts and purposes using appropriate French vocabulary, expressions, grammatical structures and a range of features and conventions to suit different audiences**

(AC9LF10C05)

### **General capabilities and cross-curriculum priorities**

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

#### **Speaking and listening**

- Speaking

#### **Writing**

- Creating texts
- Creating texts

#### **Social management**

- Communication

#### **Elaborations**

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

#### **Social management**

- Communication

#### **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

## **Navigating intercultural contexts**

- Consider responses to intercultural contexts

## **Social management**

- Communication

## **Social management**

- Communication

## **Social management**

- Communication

## **Social management**

- Communication

## **Resources**

## **Work Samples**

### **WS01 - Ma vie a tellement changé (My life has changed so much)**

#### **Snapshot – Speaking**

#### **Literacy: Speaking and listening: Speaking**

#### **Content description**

AC9LF10C05

#### **Learning progression extract**

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

#### **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**

AC9LF10C05

#### **Learning progression extract**

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

##### **Crafting ideas**

- creates informative texts to explain and analyse (e.g. analyses how artists use visual conventions in artworks)
- creates texts to compare and contrast phenomena (e.g. identify the similarities and differences between species of animals)
- orients the reader clearly to the topic or concept (e.g. using a definition or classification in the opening paragraph)
- intentionally selects structural elements for effect (e.g. includes an effective conclusion that synthesises complex ideas)
- uses evidence and research including digital resources to expand upon information and elaborate concepts

##### **Text forms and features**

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

##### **Vocabulary**

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

##### **Crafting ideas**

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

##### **Text forms and features**

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

##### **Vocabulary**

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

## **Snapshot – Creating texts**

### **Literacy: Writing: Creating texts**

#### **Content description**

AC9LF10C05

#### **Learning progression extract**

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

### **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**

AC9LF10C05

#### **Continuum extract**

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

- 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**

AC9LF10C05

#### **Continuum extract**

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

- 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**

AC9LF10C05

reading an instruction manual such as mode d'emploi pour l'installation d'un logiciel and advising a friend on the steps to take, using plain French

#### **Continuum extract**

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

- 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**

AC9LF10C05

#### **Continuum extract**

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

- 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**

AC9LF10C05

making language choices that indicate values and attitudes when creating texts, for example, the placement of nouns and adjectives C'est un bon à rien; C'est un brave jeune homme/C'est un jeune homme brave; Ce sont des sans-papiers/Ce sont des réfugiés.

#### **Continuum extract**

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

- 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**

AC9LF10C05

#### **Continuum extract**

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

- 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**

AC9LF10C05

#### **Continuum extract**

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

- 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 – Consider responses to intercultural contexts**

### **Intercultural Understanding: Navigating intercultural contexts: Consider response**

## **contexts**

### **Content description**

AC9LF10C05

#### **Continuum extract**

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

- 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 – Communication**

#### **Personal and Social capability: Social management: Communication**

### **Content description**

AC9LF10C05

#### **Continuum extract**

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

- 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**

AC9LF10C05

using emotive language and images when creating texts such as reports on current issues, C'est émouvant, C'est troublant, C'est déraisonnable.

#### **Continuum extract**

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

- 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**

AC9LF10C05

exploring the use of French colloquialisms, language codifié such as argot or verlan , for example, zyva – vas-y; ouf – fou ; zarbi-bizarre and idioms, for example, tomber dans les pommes, les doigts dans le nez when creating texts for a young audience

#### **Continuum extract**

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

- 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**

AC9LF10C05

#### **Continuum extract**

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

- 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 - Ma vie a tellement changé (My life has changed so much)**

By the end of Year 10, students contribute to and extend interactions in French language in increasingly unfamiliar contexts related to a wide range of interests and issues. They interpret texts by evaluating and synthesising information, ideas and perspectives. They show understanding of how features of language can be used to influence audience response. They create texts, selecting and manipulating language for a range of contexts, purposes and audiences. They apply and use complex sentences and structures to create and respond to spoken and written texts. They use a variety of tenses to sequence events and use language devices to enhance meaning and cohesion.

Students incorporate the features and conventions of spoken French to extend fluency. They demonstrate understanding of the conventions of spoken and written texts and the connections between them. They apply knowledge of language structures and features to make and predict meaning. They support analysis of French texts, using metalanguage. They reflect on their own cultural perspectives and identity, and draw on their experience of learning French, to evaluate how this learning influences their ideas and ways of communicating.

## **AC9LF10C05**

create and present informative and imaginative texts for diverse contexts and purposes, selecting vocabulary, expressions, grammatical structures and a range of features and conventions to engage different audiences

## **AC9LF10U02**

apply knowledge of grammatical structures to predict meaning and compose texts that contain some complex structures and ideas

## **AC9LF10U03**

reflect on and evaluate French texts, using metalanguage to analyse language structures and features

## **AC9LF10U04**

reflect on and evaluate how identity is shaped by language(s), culture(s), beliefs, attitudes and values and how these affect ways of communicating

## **AC9LF10U01**

**apply features and of spoken French to in responding to and creating in familiar and unfamiliar**

- 
- 

### **Elaborations**

- increasing and , using appropriate , and the use of such as normalement ... à vrai dire ... and to enhance
- applying correct to more complex combinations, for example, la magnitude, les augmentations
- recognising the fluid nature of spoken , identifying features such as interactivity and the use of , pauses, interruptions and such as the dropping of ne in negative structures, je sais pas trop ; incomplete and reliance on non-verbal elements and vocal expression, Dis donc, t'es là? Je suis déjà là — t'es où toi?
- recognising and responding to challenges associated with clarity and in audio such as station or airport announcements or recorded phone messages
- recognising the of spoken forms of French from region to region, such as les du Midi, l'parisien, toulousain, picard and from country to country le Québécois, la Réunion, considering concepts such as la norme, la diversité, l'intelligibilité and les élites in terms of how variation can both reflect and shape social and cultural
- applying appropriate pauses and of delivery to meaning, emphasis, feelings, emotion and effects in spoken
- using features and devices such as , , , simile and metaphor to and emphasis meaning in spoken
- elongating the to fit the of a song with the notes in music

Students learn to:

**apply features and conventions of spoken French to extend fluency in responding to texts in familiar and unfamiliar contexts**

(AC9LF10U01)

**General capabilities and cross-curriculum priorities**

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

### **Speaking and listening**

- Speaking

### **Social management**

- Communication

### **Elaborations**

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

### **Social management**

- Communication

### **Social management**

- Communication

### **Social management**

- Communication

### **Social management**

- Communication

### **Social management**

- Communication

### **Social management**

- Communication

### **Social management**

- Communication

### **Social management**

- Communication

### **Resources**

### **Snapshot – Speaking**

#### **Literacy: Speaking and listening: Speaking**

#### **Content description**

AC9LF10U01

#### **Learning progression extract**

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

#### **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**

AC9LF10U01

#### **Continuum extract**

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

- 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**

AC9LF10U01

increasing fluency and accuracy, using appropriate rhythm, pitch and the use of connectives such as *normalement ... à vrai dire ...* and gestures to enhance communication

#### **Continuum extract**

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

- 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**

AC9LF10U01

applying correct pronunciation to more complex syllable combinations, for example, *la magnitude, les augmentations*

#### **Continuum extract**

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

- 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**

AC9LF10U01

recognising the fluid nature of spoken language, identifying features such as interactivity and the use of repetition, pauses, interruptions and contractions such as the dropping of *ne* in negative structures, *je sais pas trop* ; incomplete sentences and reliance on non-verbal elements and vocal expression, *Dis donc, t'es là? Je suis déjà là — t'es où toi?*

#### **Continuum extract**

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

- 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**

AC9LF10U01

### **Continuum extract**

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

- 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**

AC9LF10U01

recognising the diversity of spoken forms of French from region to region, such as les accents du Midi, l'accent parisien, toulousain, picard and from country to country le Québécois, la Réunion, considering concepts such as la norme, la diversité, l'intelligibilité and les élites in terms of how language variation can both reflect and shape social and cultural processes

### **Continuum extract**

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

- 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**

AC9LF10U01

### **Continuum extract**

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

- 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**

AC9LF10U01

### **Continuum extract**

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

- 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**

AC9LF10U01

### **Continuum extract**

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

- 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

## AC9LF10U02

### **apply knowledge of grammatical structures to meaning and compose that contain some complex structures and ideas**

- 
- 

#### **Elaborations**

- noticing how grammatical choices indicate meaning, determine and establish relationships, for example, imperative used to show authority or enthusiasm Arrêtez! Allons-y! Donnez-moi votre billet, Mademoiselle.
- understanding the differences of use between l'imparfait and the passé composé to distinguish between a completed and a continuing action in the past, Nous étions déjà au lit quand Papa a téléphoné.
- recognising that conjugated with the auxiliary être (intransitive , pronominal and passive ) involve agreement between and past participle, for example, Elles sont parties, Je me suis levée à sept heures. Nous nous sommes amusés. La pomme a été mangée par Pierre; as do past participles conjugated with the avoir when preceded by the direct object , for example, J'ai acheté des fleurs, et je les ai données à ma mère.
- understanding the use of the reflexive for reflexive , for example, Je me réveille. Emma s'est lavée, and reciprocal , for example, Nous nous parlons. Ils se disent bonjour.
- understanding how to use relative ( qui, que, dont ), emphatic ( moi, lui, eux ), direct object ( me, le, la, nous ) and indirect object ( me, lui, vous, leur )
- understanding plus-que-parfait, imparfait, passé composé, présent de l'indicatif, futur proche-simple, conditionnel – Tu avais mangé. Tu mangeais. Tu as mangé. Tu manges. Tu vas manger. Tu mangeras. Tu mangerais.
- understanding how to use the si to express intention, desire or regrets in the present or in the past through examples in various , for example, Si je m'étais levée à temps, je serais arrivée à l'heure. Si j'avais su, j'aurais révisé davantage.
- being exposed to le subjonctif forms in set such as il faut que tu partes, il faut que je finisse mes devoirs
- considering the development of le franglais in communities of French speakers ( il faut speeder,

faire du shopping ), and developing awareness of some aspects of current debates and discussions around its use

- recognising ways in which written is different from spoken , for example, understanding that written can be more crafted, precise, elaborated and complex, using interrelated and support detail
- Le Pays de Galles a remporté, samedi, le Tournoi des VI Nations en corrigeant l'Angleterre, pourtant favorite, avec un score de 30 à 3 au Millennium Stadium de Cardiff.

Students learn to:

## **apply knowledge of grammatical structures to predict meaning and compose texts t complex structures and ideas**

(AC9LF10U02)

### **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

#### **Resources**

#### **Work Samples**

### **WS01 - Ma vie a tellement changé (My life has changed so much)**

#### **Snapshot – Grammar**

#### **Literacy: Writing: Grammar**

#### **Content description**

AC9LF10U02

#### **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**

AC9LF10U02

#### **Continuum extract**

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

- 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**

AC9LF10U02

recognising that verbs conjugated with the auxiliary être (intransitive verbs, pronominal verbs and passive voice) involve agreement between subject and past participle, for example, Elles sont parties, Je me suis levée à sept heures. Nous nous sommes amusés. La pomme a été mangée par Pierre; as do past participles conjugated with the auxiliary verb avoir when preceded by the direct object

pronoun, for example, J'ai acheté des fleurs, et je les ai données à ma mère.

### **Continuum extract**

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

- 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**

AC9LF10U02

understanding the use of the reflexive pronoun for reflexive verbs, for example, Je me réveille.

Emma s'est lavée, and reciprocal verbs, for example, Nous nous parlons. Ils se disent bonjour.

### **Continuum extract**

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

- 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**

AC9LF10U02

understanding how to use relative pronouns ( qui, que, dont ), emphatic pronouns ( moi, lui, eux ),

direct object pronouns ( me, le, la, nous ) and indirect object pronouns ( me, lui, vous, leur )

### **Continuum extract**

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

- 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**

AC9LF10U02

understanding verb tenses plus-que-parfait, imparfait, passé composé, présent de l'indicatif, futur proche-simple, conditionnel – Tu avais mangé. Tu mangeais. Tu as mangé. Tu manges. Tu vas manger. Tu mangeras. Tu mangerais.

### **Continuum extract**

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

- 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**

AC9LF10U02

understanding how to use the si clause to express intention, desire or regrets in the present or in the past through modelled examples in various tenses, for example, Si je m'étais levée à temps, je serais arrivée à l'heure. Si j'avais su, j'aurais révisé davantage.

### **Continuum extract**

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

- 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**

AC9LF10U02

being exposed to le subjonctif verb forms in set phrases such as il faut que tu partes, il faut que je finisse mes devoirs

### **Continuum extract**

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

- 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**

AC9LF10U02

considering the development of le franglais in communities of French speakers ( il faut speeder, faire du shopping ), and developing awareness of some aspects of current debates and discussions around its use

### **Continuum extract**

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

- 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**

AC9LF10U02

recognising ways in which written language is different from spoken language, for example, understanding that written language can be more crafted, precise, elaborated and complex, using interrelated clauses and support detail Le Pays de Galles a remporté, samedi, le Tournoi des VI Nations en corrigeant l'Angleterre, pourtant favourite, avec un score de 30 à 3 au Millennium Stadium de Cardiff.

### **Continuum extract**

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

- 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 - Ma vie a tellement changé (My life has changed so much)**

By the end of Year 10, students contribute to and extend interactions in French language in increasingly unfamiliar contexts related to a wide range of interests and issues. They interpret texts by evaluating and synthesising information, ideas and perspectives. They show understanding of how features of language can be used to influence audience response. They create texts, selecting and manipulating language for a range of contexts, purposes and audiences. They apply and use complex sentences and structures to create and respond to spoken and written texts. They use a variety of tenses to sequence events and use language devices to enhance meaning and cohesion.

Students incorporate the features and conventions of spoken French to extend fluency. They demonstrate understanding of the conventions of spoken and written texts and the connections between them. They apply knowledge of language structures and features to make and predict meaning. They support analysis of French texts, using metalanguage. They reflect on their own cultural perspectives and identity, and draw on their experience of learning French, to evaluate how this learning influences their ideas and ways of communicating.

## AC9LF10C05

create and present informative and imaginative texts for diverse contexts and purposes, selecting vocabulary, expressions, grammatical structures and a range of features and conventions to engage different audiences

## AC9LF10U02

apply knowledge of grammatical structures to predict meaning and compose texts that contain some complex structures and ideas

## AC9LF10U03

reflect on and evaluate French texts, using metalanguage to analyse language structures and features

## AC9LF10U04

reflect on and evaluate how identity is shaped by language(s), culture(s), beliefs, attitudes and values and how these affect ways of communicating

## AC9LF10U03

**reflect on and evaluate French , using to analyse and features**

- 
- 

### Elaborations

- explaining grammatical forms (present perfect, conditional , relative and emphatic , impersonal expressions), using
- describing and explaining grammatical concepts using , for example, futur simple and futur proche, understanding when to use le passé composé and l'imparfait, comparing with equivalent English terms
- explaining the meaning of nature and content ( le fond et la forme ) of from different sources such as travel brochure, about the venues combined with reviews by visitors
- discussing the use of personal , imperative/interrogative and emotive in advertisements, identifying how grammatical choices, and images combine in a to achieve particular intentions and effects
- , explaining and using textual popular with young French speakers, for example, the use of , abbreviations and acronyms in messaging, for example, ' bjr ' for bonjour, ' A +' for à plus , ' biz ' for bisous; the use of verlan , for example, la teuf, la meuf, ouf and slang, for example, la bagnole, la flotte, les flics
- using to compare French and English versions of a with easily recognisable , for example, a love song, recipe or horoscope, recognising differences or similarities in imagery or focus that might be culturally significant
- talking about how imaginative use structure, and to build action, develop and position the reader, using descriptive and analytic , for example, Les adjectifs et les sont très évocateurs; Il y a un rythme qui crée une atmosphère triste; La voix du narrateur calme le lecteur.
- analysing how (advertisements, letters to the editor, dating apps, les petites annonces , etc.) use persuasive techniques such as personal , emotive , , the rule of 3, , and images to achieve their and suit the

Students learn to:

**reflect on and evaluate French texts, using metalanguage to analyse language struc**

(AC9LF10U03)

### 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

#### 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

### **Inquiring**

- Identify, process and evaluate information

### **Inquiring**

- Identify, process and evaluate information

## **Engaging with cultural and linguistic diversity**

- Communicate responsively

### **Inquiring**

- Identify, process and evaluate information

### **Inquiring**

- Identify, process and evaluate information

### **Inquiring**

- Identify, process and evaluate information

## **Resources**

## **Work Samples**

### **WS01 - Ma vie a tellement changé (My life has changed so much)**

#### **Snapshot – Identify, process and evaluate information**

##### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

##### **Content description**

AC9LF10U03

##### **Continuum extract**

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

- 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 – Communicate responsively**

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

##### **Content description**

AC9LF10U03

##### **Continuum extract**

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

- 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: Communicate responsively**

##### **Content description**

AC9LF10U03

##### **Continuum extract**

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

- 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: Communicate responsively**

### **Content description**

AC9LF10U03

describing and explaining grammatical concepts using metalanguage, for example, futur simple and futur proche, understanding when to use le passé composé and l'imparfait, comparing with equivalent English terms

### **Continuum extract**

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

- 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 – Identify, process and evaluate information**

## **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

### **Content description**

AC9LF10U03

explaining the meaning of nature and content ( le fond et la forme ) of texts from different sources such as travel brochure, text about the venues combined with reviews by visitors

### **Continuum extract**

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

- 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 information**

### **Content description**

AC9LF10U03

### **Continuum extract**

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

- 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 – Communicate responsively**

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

### **Content description**

AC9LF10U03

interpreting, explaining and using textual conventions popular with young French speakers, for example, the use of contractions, abbreviations and acronyms in text messaging, for example, ' bjr ' for bonjour, ' A +' for à plus, ' biz ' for bisous; the use of verlan, for example, la teuf, la meuf, ouf and slang, for example, la bagnole, la flotte, les flics

### **Continuum extract**

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

- 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 – Identify, process and evaluate information**

### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

#### **Content description**

AC9LF10U03

#### **Continuum extract**

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

- 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 information**

#### **Content description**

AC9LF10U03

talking about how imaginative texts use structure, language and mood to build action, develop character and position the reader, using modelled descriptive and analytic language, for example, Les adjectifs et les adverbes sont très évocateurs; Il y a un rythme qui crée une atmosphère triste; La voix du narrateur calme le lecteur.

#### **Continuum extract**

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

- 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 information**

#### **Content description**

AC9LF10U03

analysing how texts (advertisements, letters to the editor, dating apps, les petites annonces, etc.) use persuasive language techniques such as personal pronouns, emotive language, alliteration, the rule of 3, rhetorical questions, and images to achieve their purpose and suit the context

#### **Continuum extract**

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

- 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

#### **AC9LF10U04**

**reflect on and evaluate how is shaped by (s), (s), , and and how these affect ways of communicating**

- 
-

## Elaborations

- used by French speakers to signal meanings Parfait! C'est fini comparing with used in Australian English and other known , and incorporating some of them into their own use
- reflecting on the impact of regional and cultural on French-speaking communities and how this is évident in expressions such as la France gastronomique: la choucroute d'Alsace, la quiche Lorraine, le bœuf bourguignon, la tapenade Provençale; la Polynésie: les cinq archipels, les ■les et les atolls
- shifting from the use of vous to tu to signal a closer relationship and using first name
- reflecting on and explaining the protocols required to authentically co-create an Acknowledgement of with a First Nations Australian, to present in French for a group of French-speaking visitors at a school assembly
- explaining to non-French speakers the expressions and cultural allusions encountered in French associated with historical, religious or civic events or traditions such as la Marianne, le tricolore, la Toussaint, le 1er mai
- understanding the power of to influence people's actions and , for example, analysing used in community appeals in response to natural disasters
- understanding how variation can reflect cultural and social , inclusion or exclusion, for example, inclusive of political speeches, Nous les pères et les mères des futurs citoyens de notre belle France ...
- reflecting on how learning French has given them insight into the close connection between and and evaluating how their own assumptions have changed
- exploring , considering how their own cultural ways of thinking and behaving affect and influence other people's responses or interpretations and how they change over time

Students learn to:

**reflect on and evaluate how identity is shaped by language(s), culture(s), beliefs, attitudes, values and how these affect ways of communicating**

(AC9LF10U04)

## 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

### Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

## Elaborations

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

### Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

### Engaging with cultural and linguistic diversity

- Communicate responsively

### 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.

### Analysing

- Interpret concepts and problems

### Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

### Engaging with cultural and linguistic diversity

- Communicate responsively



## **Analysing**

- Interpret concepts and problems

## **Engaging with cultural and linguistic diversity**

- Develop empathy

## **Navigating intercultural contexts**

- Respond to biases, stereotypes, prejudices and discrimination

## **Analysing**

- Interpret concepts and problems

## **Analysing**

- Interpret concepts and problems

## **Resources**

## **Work Samples**

### **WS01 - Ma vie a tellement changé (My life has changed so much)**

#### **Snapshot – Interpret concepts and problems**

##### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

##### **Content description**

AC9LF10U04

##### **Continuum extract**

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

- 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: Communicate responsively**

##### **Content description**

AC9LF10U04

##### **Continuum extract**

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

- 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 on the relationship between cultures and identities**

##### **Content description**

AC9LF10U04

##### **Continuum extract**

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

- 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 – Reflect on the relationship between cultures and identities**

##### **Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect on the relationship between cultures and identities**

##### **Content description**

AC9LF10U04

interpreting gestures used by French speakers to signal meanings Parfait! C'est fini comparing with gestures used in Australian English and other known languages, and incorporating some of them into their own language use

### **Continuum extract**

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

- 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 – Communicate responsively**

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

### **Content description**

AC9LF10U04

reflecting on the impact of regional and cultural diversity on French-speaking communities and how this is évident in expressions such as la France gastronomique: la choucroute d'Alsace, la quiche Lorraine, le bœuf bourguignon, la tapenade Provençale; la Polynésie: les cinq archipels, les ■les et les atolls

### **Continuum extract**

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

- 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: Communicate responsively**

### **Content description**

AC9LF10U04

shifting from the use of vous to tu to signal a closer relationship and using first name

### **Continuum extract**

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

- 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**

AC9LF10U04

explaining to non-French speakers the expressions and cultural allusions encountered in French texts associated with historical, religious or civic events or traditions such as la Marianne, le tricolore, la Toussaint, le 1er mai

### **Continuum extract**

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

- 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 – Reflect on the relationship between cultures and identities**

## **Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect on**

## **relationship between cultures and identities**

### **Content description**

AC9LF10U04

explaining to non-French speakers the expressions and cultural allusions encountered in French texts associated with historical, religious or civic events or traditions such as la Marianne, le tricolore, la Toussaint, le 1er mai

### **Continuum extract**

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

- 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 – Communicate responsively**

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

### **Content description**

AC9LF10U04

### **Continuum extract**

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

- 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**

AC9LF10U04

understanding how language variation can reflect cultural and social identity, inclusion or exclusion, for example, inclusive language of political speeches, Nous les pères et les mères des futurs citoyens de notre belle France ...

### **Continuum extract**

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

- 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 – Develop empathy**

## **Intercultural Understanding: Engaging with cultural and linguistic diversity: Develop empathy**

### **Content description**

AC9LF10U04

understanding how language variation can reflect cultural and social identity, inclusion or exclusion, for example, inclusive language of political speeches, Nous les pères et les mères des futurs citoyens de notre belle France ...

### **Continuum extract**

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

- 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 and discrimination**

## **prejudices and discrimination**

### **Content description**

AC9LF10U04

understanding how language variation can reflect cultural and social identity, inclusion or exclusion, for example, inclusive language of political speeches, Nous les pères et les mères des futurs citoyens de notre belle France ...

### **Continuum extract**

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

- 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 – Interpret concepts and problems**

### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

### **Content description**

AC9LF10U04

### **Continuum extract**

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

- 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**

AC9LF10U04

### **Continuum extract**

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

- 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