## Communicating

## Socialising

Participate in a range of spoken and written interactions, for example, exchanging views or experiences, apologising or excusing, inviting or congratulating

Engage in tasks and activities that involve negotiation and problem-solving
Interact in classroom activities and discussions through asking and responding to open-ended questions, offering opinions and explaining positions

## Informing

Access, summarise and analyse information from different sources relating to contemporary community and lifestyle issues

Organise and present information and ideas on different topics, issues or events, comparing perspectives and experiences

## Creating

Respond to a variety of imaginative texts, analysing ideas, themes, values and techniques used to engage and entertain audiences

Create simple songs, plays or stories to entertain others, involving imagined contexts and characters

## Translating

Translate and interpret texts, compare own translation to classmates', and consider why there might be differences in interpretation and how language reflects elements of culture
Create bilingual texts such as glossaries, menus, captions or brochures, identifying words or expressions that carry specific cultural meaning in either language

## Reflecting

Reflect on cultural differences between French and English communicative styles and on how these affect intercultural interactions

Consider how own biography including family origins, traditions, interests and experience, impacts on identity and communication

## Understanding

Systems of language
Recognise individual elements of spoken and written words, phrases and non-verbal forms of expression, and notice how they combine to make or to change meaning
Understand and control additional elements of French grammar such as compound tenses, irregular and reflexive verb forms, verb moods and modalities

Analyse the structure and organisation of a range of texts created for purposes such as information exchange or social interaction
Language variation and change
Examine how elements of communication such as gestures, facial expressions and choice of language vary according to context and situation
Reflect on changes in their own use of language(s) over time, noticing how and when new ways are adopted or existing ways adapted

Investigate the nature and extent of French language use in both Australian and global contexts

## Role of language and culture

Reflect on different aspects of the cultural dimension of learning and using French

## Achievement Standard

By the end of Level 8, students use written and spoken French to interact with teachers, peers and others and exchange experiences, opinions and views. They use descriptive and expressive language to talk and write about immediate environments, personal interests and feelings and technical language to discuss issues of wider interest (for example, les nouvelles téchnologies, les rapports entre les générations, le travail, la musique). They ask, give and follow directions and instructions, using phrases such as prenez la deuxième rue à gauche ..., suivez le boulevard jusqu'à ... and choisissez la photo.
They locate and analyse information from different sources presenting it in modes and formats suitable for the intended audience. They use strategies such as emphasis, repetition and summary to support fluency and expression in shared reading, performances, discussions and debate. They plan, draft and present imaginative, informative and persuasive texts, using simple and compound sentences to structure arguments, and to explain or justify a position. Students use regular verbs in the passé composé form independently as well as high-frequency irregular verbs such as faire, être and avoir. They use declarative, imperative and interrogative verbs in affirmative and negative forms. They interpret and translate language which has colloquial or cultural associations in either French or Australian English, providing alternative expressions when equivalence is not possible (for example, à tout al l'heure, good on ya!!. They make appropriate language choices when communicating in French in different contexts and situations.
Students use metalanguage to explain language features and elements, using appropriate grammatical terms (tenses, genres, agreement). They identify how language features such as vocabulary, tenor and register serve different purposes in different modes. They make connections between texts and contexts, comparing expression and representation in similar texts from different cultural contexts (for example, invitations to celebrations or ceremonies, postcards or letters between friends). Students identify the relationship between language and culture, understanding that personal and community identity are expressed through cultural expression and language use. They reflect on their own ways of communicating, considering how these might be interpreted by others.

Discuss and compare young people's interests, behaviours and values across cultural contexts, using formal and informal registers
Engage in shared activities such as planning and managing events, exchanging resources and information
Compare and reflect on the experience of learning and using French

Research and evaluate information from different perspectives on local and global issues, identifying how culture and context affect how information is presented

Convey information on selected topics, using different modes of presentation to suit different audiences or to achieve different purposes

Analyse how expressive and imaginative texts create aesthetic, humorous or emotional effects in ways that reflect cultural influence
Create imaginative texts involving moods and effects designed to engage different audiences

Consider the nature of translating and interpreting and the role of culture when transferring meaning from one language to another
Create glossaries to interpret cultural aspects of contemporary and traditional French texts

Reflect on the experience of learning and using French, considering how intercultural communication involves shared responsibility for meaning making

Reflect on own cultural identity and how it shapes personal ways of communicating and thinking

Increase control of regular and irregular elements of spoken and written French, using elements such as liaisons, accents and expression

Analyse how grammatical elements such as tenses and verb moods impact on the making of meaning

Analyse how different types of text incorporate cultural and contextual elements

Analyse and explain how and why language is used differently in different contexts and relationships

Explore changes to both French and Australian English, and identify reasons for these changes, such as technology, popular culture and intercultural exchange

Identify examples of French language used to influence social and cultural relationships and practices

Understand that language and culture are interrelated, that they shape and are shaped by each other

By the end of Level 10, students use written and spoken French to communicate with teachers, peers and others in a range of settings and for a range of purposes They use language to access and exchange information on a broad range of social, cultural and youth-related issues (for example, student politics and priorities, the environment, virtual worlds). They socialise, express feelings and opinions, and participate in different modes of imaginative and creative expression, such as songs, skits, interviews and performances. They initiate conversations and discussion (Qu'est-ce que vous pensez au sujet de ... ? A mon avis ...), change or elaborate on topics (Oui, mais ... d'autre part ...), and provide feedback and encouragement (En effet - c'est intéressant; et toi, qu'est-ce que tu en dis?). They employ self-correction and repair strategies, and use non-verbal elements such as gestures, pacing and pitch to maintain momentum and engage interest. They locate and evaluate information on local and global issues from a range of perspectives and sources. They produce informative, persuasive and imaginative texts, incorporating relative clauses and adverbial phrases, using some specialised vocabulary and cohesive devices. Students use présent, passé composé, imparfait and futur proche tenses in their own texts, and the conditional tense to express intention or preference (for example, Je voudrais aller au cinéma ce soir). They understand and use with support future and plus-que-parfait tenses. Students translate and interpret a range of French and English texts, comparing versions and analysing processes.
Students explain differences between spoken and written French, and recognise the contribution of non-verbal elements of spoken communication and the crafted nature of written text (for example, grammatical elaboration, cohesion). They recognise the blurring of these differences in some modes of communication such as text messages, emails or conversation transcripts. They describe how languages change, borrow from, build upon and blend with each other (le franglais). They understand the power of language to shape relationships, to include and exclude. They recognise and use appropriate terminology to explain some irregularities of grammatical patterns and rules (irregular verb forms, different word order of some adjective-noun combinations), and textual conventions associated with familiar genres such as invitations, apologies or music reviews. They reflect on their own cultural perspectives and consider how these are impacted by French language and culture learning.

