Year 10 Syllabus

Year Level Description

Year 10 French: Second Language builds on the skills, knowledge and understanding required of students to communicate in the French language developed in Year 9 and focuses on extending their oral and written communication skills and their understandings of French language and culture. Students require continued guidance and mentoring at this stage of their language learning, but work increasingly independently to analyse, reflect on and monitor their language learning and intercultural experiences. They are considering future pathways and prospects, including how the French language may feature in these.

Students communicate in French, initiating and participating in sustained interactions in formal and informal exchanges to discuss young people's experiences and interest in contemporary culture and social issues. They contribute ideas, opinions and suggestions in interactions related to shared activities, solving problems and managing diverse views. Students analyse, synthesise and evaluate ideas and information from a range of perspectives on texts related to aspects of their personal, natural and social worlds. They convey information, comments and experiences on texts, using different modes of presentation to achieve different purposes. Students analyse how imaginative texts create effects in ways that reflect cultural influence. They create and present a range of imaginative texts on themes of personal or social relevance.

Students understand the systems of the French language, increasing control of regular and irregular elements of spoken and written French, using non-verbal elements, liaisons, accents and expression to engage interest. They increase control of context-related vocabulary and extend knowledge of grammatical elements such as noticing how grammatical choices can shade meaning, determine perspective and establish

relationship, when encountered in expressions and scaffolded language contexts. Students further develop a metalanguage to discuss and explain grammatical forms and functions.

Students understand that French language and culture are interrelated and that they shape and are shaped by each other in a given moment and over time.

In Year 10 students are challenged with more independent learning experiences, however, these experiences continue to be supported with scaffolding and monitoring.

Communicating

SOCIALISING

Initiate and participate in sustained interactions, using descriptive and expressive language in formal and informal exchanges to discuss young people's experiences and interest in contemporary culture and social issues, for example, la santé des jeunes, apprendre les langues, les responsabilités maintenant et dans le futur

Express feelings and justify opinions, for example, C'est comment pour toi ?; C'est difficile pour vous d'apprendre le français ? Moi, je trouve que…; Que peut-on faire pour maintenir la santé de la

Understanding

SYSTEMS OF LANGUAGE

Increase control of regular and irregular elements of spoken and written French, using non-verbal elements, liaisons, accents and expression to engage interest (ACLFRU084)

▤ Literacy

ⓒ Critical and creative thinking

Increase control of context-related vocabulary and analyse how grammatical elements impact on the making of meaning in texts, including:

- noticing how grammatical

terre ?; Qu'est-ce que vous étudierez l'année prochaine et pourquoi ?
[(ACLFRC073)](ACLFRC073)

📄 Literacy

🖳 Information and Communication Technology (ICT) capability

🌀 Critical and creative thinking

👥 Personal and social capability

🌐 Intercultural understanding

Contribute ideas, opinions and suggestions in interactions related to shared activities such as organising real or simulated forums, social media or daily news segments, protests or rallies to raise awareness of contemporary culture and social issues, exchanging resources and information, solving problems and managing diverse views
[(ACLFRC074)](ACLFRC074)

📄 Literacy

🖳 Information and Communication Technology (ICT) capability

🌀 Critical and creative thinking

👥 Personal and social capability

⚖ Ethical understanding

choices can shade meaning, determine perspective and establish relationship, for example, an imperative verb mood can indicate authority or enthusiasm such as Arrêtez !; Allons-y !; Donnez-moi votre billet, Mademoiselle; shifting from the use of vous to tu can signal a more informal, friendly relationship

- exploring how choices of words such as nouns and adjectives can indicate values and attitudes, for example, C'est un bon à rien/C'est un brave jeune homme; Ce sont des illégaux/Ce sont des réfugiés

- using le présent, l'impératif, le futur proche, le passé composé and l'imparfait

- understanding and using in simple constructions le futur and le conditionnel

INFORMING

Analyse, synthesise and evaluate ideas and information from a range of perspectives on texts related to aspects of their personal, natural and social worlds such as regional news headlines and local community announcements and advertisements and identify how context and culture affect how information is presented (ACLFRC076)

- Literacy
- Information and Communication Technology (ICT) capability
- Critical and creative thinking
- Personal and social capability
- Ethical understanding
- Intercultural understanding

Convey information, comments, perspectives and experiences on texts related to aspects of their personal, natural and social worlds, using different modes of presentation to suit different audiences or to achieve different

- understanding that past participles agree with the preceding direct object when the verb is conjugated with the auxiliary verb avoir, for example, J'ai acheté une tartelette aux fraises — je l'ai mangée trop vite !
- understanding and using infinitive verb forms and phrasal verbs such as avoir besoin de faire quelque chose; commencer à faire…
- using relative, emphatic and direct/indirect object pronouns, for example, qui, que, elle, eux, lui, leur, le, la, les

Further develop a metalanguage to discuss and explain grammatical forms and functions (ACLFRU085)

- Literacy
- Critical and creative thinking

Analyse how different types of text

purposes
(ACLFRC077)

- Literacy
- Numeracy
- Information and Communication Technology (ICT) capability
- Critical and creative thinking
- Personal and social capability
- Intercultural understanding

CREATING

Analyse how imaginative texts create aesthetic, humorous or emotional effects in ways that reflect cultural influence such as poems, songs, dance, street art and performance
(ACLFRC078)

- Literacy
- Critical and creative thinking
- Personal and social capability
- Intercultural understanding

Create and present a range of imaginative texts on themes of personal or social relevance, to express ideas or that reflect cultural values, social issues or

incorporate cultural and contextual elements
(ACLFRU086)

- Literacy
- Critical and creative thinking
- Personal and social capability
- Intercultural understanding

LANGUAGE VARIATION AND CHANGE

Analyse and explain how and why language is used differently in a range of texts, considering features such as dialects and register
(ACLFRU087)

- Literacy
- Critical and creative thinking
- Personal and social capability
- Intercultural understanding

Explain how French language and culture have evolved and how they continue to change over time and understand that language use has the power to influence social and cultural relationships and practices
(ACLFRU088) (ACLFRU089)

- Literacy
- Information and Communication

experience
[(ACLFRC079)](ACLFRC079)

- 🗐 Literacy
- ⊙ Critical and creative thinking
- 🐾 Personal and social capability
- ↻ Intercultural understanding

TRANSLATING

Consider the nature of translating and interpreting, explaining how cultural perspectives and concepts have been represented when transferring meaning from one language to another, for example, how popular French expressions and idioms such as Être bien dans sa peau; Dans son assiette; Avoir le cafard; Revenons à nos moutons, can create confusion when translated literally
[(ACLFRC080)](ACLFRC080)

- 🗐 Literacy
- ⋮⋏ Information and Communication Technology (ICT) capability
- ⊙ Critical and creative thinking
- 🐾 Personal and social capability
- ↻ Intercultural understanding

REFLECTING

Technology (ICT) capability

- ⊙ Critical and creative thinking
- 🐾 Personal and social capability
- ↻ Intercultural understanding

ROLE OF LANGUAGE AND CULTURE

Understand that French language and culture are interrelated and that they shape and are shaped by each other in a given moment and over time
[(ACLFRU090)](ACLFRU090)

- 🗐 Literacy
- ⊙ Critical and creative thinking
- 🐾 Personal and social capability
- ↻ Intercultural understanding

Reflect on the experience of learning and using French, considering how intercultural communication involves taking responsibility for contributing to mutual understanding, by modifying language and behaviours in relation to cultural perspectives

[(ACLFRC082)](#)

🗏 Literacy

⠐⠅ Information and Communication Technology (ICT) capability

◉ Critical and creative thinking

👥 Personal and social capability

🔗 Intercultural understanding

Explore and express own cultural identity and ability to act as a cultural mediator between French speakers and Australians [(ACLFRC083)](#)

🗏 Literacy

◉ Critical and creative thinking

👥 Personal and social capability

🔗 Intercultural understanding

Achievement standard

At standard, students initiate and participate in sustained spoken and written interactions in French with others through collaborative tasks, activities and transactions to provide information on young people's experiences and interest in contemporary culture and social issues, such as la santé des jeunes, apprendre les langues, les responsabilités maintenant et dans le futur. They use familiar descriptive and expressive language, in formal and some informal exchanges, to express feelings and justify opinions, with some examples. Students contribute ideas, opinions and suggestions in interactions related to exchanging resources and information, solving problems and managing diverse views. Students analyse, synthesise and evaluate some ideas and information from a range of perspectives on texts, and identify how context and culture affect how information is presented in texts related to aspects of their personal, natural and social worlds. They use modes of presentation, generally appropriate to audiences or purposes, to convey information, comments, perspectives and experiences on texts related to aspects of their personal, natural and social worlds. Students explain how aesthetic, humorous or emotional effects are used in imaginative texts to reflect cultural influence, and create and present simple imaginative texts on familiar personal or social themes that express ideas or that reflect cultural values, social issues or experience. When translating and interpreting from one language to another they describe how cultural perspectives and concepts have been represented. They describe the experience of learning and using French, considering how intercultural communication involves taking responsibility by modifying language and behaviours. They also explore and express their own cultural identity and ability to act as a cultural mediator between French speakers and Australians.

Students better understand the systems of the French language, applying, with some inaccuracies, regular and irregular elements of spoken and written French, using non-verbal elements, liaisons, accents and expression to engage interest. Students use familiar vocabulary and apply elements of grammar in spoken and written texts, with a satisfactory level of accuracy.

Students analyse how elements of grammar impact on the making of meaning in texts, including identifying how grammatical choices can shade meaning, determine perspective and establish relationship, for example, shifting from the use of vous to tu can signal a more informal, friendly relationship. They explore how choices of words, such as nouns and adjectives can indicate values and attitudes, for example, C'est un brave jeune homme and Ce sont des réfugiés. Students use le présent, l'impératif, le futur proche, le passé composé and l'imparfait, and use le futur and le conditionnel in simple constructions. Students identify that past participles agree with the preceding direct object when the verb is conjugated with the auxiliary verb avoir, for example, J'ai acheté une tartelette aux fraises — je l'ai mangée trop vite ! They use infinitive verb forms and phrasal verbs, such as avoir besoin de faire quelque chose, and relative, emphatic and direct/indirect object pronouns. Students use metalanguage to discuss and explain some grammatical forms and functions. They analyse how different types of text include cultural and contextual elements, and explain how and why language is used differently in a range of texts. They explain how French language and culture have evolved, and how they continue to change over time, and identify how language use has the power to influence social and cultural relationships and practices. Students describe how French language and culture are interrelated and how they shape, and are shaped by, each other.

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