

# Year 9 Syllabus

## Year Level Description

Year 9 French: Second Language builds on the skills, knowledge and understanding required of students to communicate in the French language developed in Year 8 and focuses on extending their oral and written communication skills and their understandings of French language and culture.

Students communicate in French, initiating and participating in sustained interactions to share, compare and justify personal opinions about aspects of childhood, teenage life and relationships. They engage in shared activities such as planning and managing activities, events or experiences, exchanging resources and information. Students analyse ideas and information from a range of texts, identifying context, purpose and intended audience. They convey information and ideas and offer their own views on texts, using appropriate formats and styles of presentation. Students discuss how imaginative texts reflect French cultural values or experiences. They create and present imaginative texts designed to engage different audiences that involve moods and effects.

Students understand the systems of the French language, increasing control of regular and irregular elements of spoken and written French, using elements such as pitch, pace and gestures to maintain momentum, liaisons and accents. They increase control of context-related vocabulary and extend knowledge of grammatical elements such as understanding the function of verb tenses to situate events in time, when encountered in familiar expressions and scaffolded language contexts. Students further develop a metalanguage to discuss and explain grammatical forms and functions.

Students increasingly monitor language choices when using French, considering their own and others' responses and reactions in intercultural

communication, questioning assumptions and values and taking responsibility for modifying language and behaviours in relation to different cultural perspectives.

In Year 9 learning is characterised by consolidation and progression. Students are provided with new challenges and engage in some independent learning experiences, always supported by modelling, scaffolding and monitoring.

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## Communicating

### SOCIALISING

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Initiate and participate in sustained interactions, using informative and descriptive language to share, compare and justify personal opinions about aspects of childhood, teenage life and relationships, for example, Quand j'avais dix ans...; Maintenant...; À l'avenir...; C'est bien/dûr d'être ado car...; À mon avis...; À ton avis ?; Si tu me demandes...; Je ne suis pas d'accord du tout  
[\(ACLFRC073\)](#)

 Literacy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

## Understanding

### SYSTEMS OF LANGUAGE

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Increase control of regular and irregular elements of spoken and written French, using elements such as pitch, pace and gestures to maintain momentum, liaisons and accents


[\(ACLFRU084\)](#)

 Literacy

 Critical and creative thinking

Increase control of context-related vocabulary and extend knowledge of grammatical elements, including:

- understanding the function of verb tenses to situate events in

 Personal and social capability

 Intercultural understanding

Engage in shared activities such as planning and managing activities, events or experiences, exchanging resources and information, for example, plan a display or performance to illustrate their memories of aspects of their childhood or organise a forum to raise awareness of issues of interest to teenagers

[\(ACLFRC074\)](#)

 Literacy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Ethical understanding

 Intercultural understanding

## INFORMING

Analyse ideas and information from a range of texts related to aspects of their personal and social worlds, identifying context, purpose and intended audience

[\(ACLFRC076\)](#)


time, for example, Ils vont partir demain matin; Je suis allée en France quand j'avais six ans and to express intention or desire, for example, Je voudrais bien aller à Tunis avec toi l'année prochaine !

- recognising variations in conjugation for verbs such as nettoyer, envoyer, essayer, appeler, acheter, manger, for example, nous mangeons, j'essaie
- consolidating the use of le passé composé, using verbs conjugated with être as the auxiliary that involve agreement between subject and past participle, for example, Elles sont parties hier matin
- using l'imparfait to distinguish between a completed and a continuing action in the past, for example, Nous étions déjà au lit

 Literacy


 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Ethical understanding

 Intercultural understanding

Convey information and ideas and offer their own views on texts related to aspects of their personal and social worlds, using appropriate formats and styles of presentation


[\(ACLFRC077\)](#)

 Literacy

 Numeracy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

## CREATING

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Discuss how imaginative texts reflect French cultural values or experiences through structure, language and mood, to build action,

quand Papa a téléphoné

- understanding the function of the reflexive pronoun and practising using the reflexive verb structure, for example, Je me suis levée à sept heures; Je me suis entraînée...
- understanding the function and use of relative pronouns such as qui, que, dont

Further develop a metalanguage to discuss and explain grammatical forms and functions

[\(ACLF RU085\)](#)

 Literacy

 Critical and creative thinking

Examine the interrelationship between different text types, language choices, audience, context and purpose

[\(ACLF RU086\)](#)

 Literacy





 Critical and creative thinking

 Personal and social capability

 Intercultural understanding





develop character and position the reader/audience

[\(ACLFRC078\)](#)

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

Create and present imaginative texts designed to engage different audiences that involve moods and effects, for example, les chants d'amours, les virelangues, les récits de guerre, le rap, le rock

[\(ACLFRC079\)](#)

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

## TRANSLATING

Translate and interpret a range of texts and discuss how to convey concepts that do not translate easily across different linguistic and cultural contexts





[\(ACLFRC080\)](#)

-  Literacy

## LANGUAGE VARIATION AND CHANGE



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




[\(ACLFRC087\)](#)

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

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

[\(ACLFRC088\)](#) [\(ACLFRC089\)](#)

-  Literacy
-  Information and Communication Technology (ICT) capability

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

## ROLE OF LANGUAGE AND CULTURE

Explore how language both reflects and shapes cultural distinctions such as community, social class,

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

## REFLECTING

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Monitor language choices when using French, considering their own and others' responses and reactions in intercultural communication, questioning assumptions and values and taking responsibility for modifying language and behaviours in relation to different cultural perspectives

[\(ACLFRC082\)](#)

 Literacy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding


Investigate and share family and cultural traditions and experiences, considering how these have shaped and continue to shape

gender and generation

[\(ACLF RU090\)](#)

 Literacy

 Critical and creative thinking

 Personal and social capability


 Intercultural understanding

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personal and cultural identity

[\(ACLFRC083\)](#)

 Literacy

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

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## Achievement standard

At standard, students initiate, in part, and participate in sustained spoken and written interactions in French with others through collaborative tasks, activities and transactions to exchange information on aspects of childhood, teenage life and relationships. They use familiar descriptive and expressive language to share, compare and justify personal opinions, such as *À l'avenir...* and *C'est bien/dûr d'être ado car...* Students engage in shared activities, such as the planning and managing of activities, events or experiences, exchanging resources and information. They analyse ideas and most information and, in part, identify context, purpose and intended audience from a range of texts related to aspects of their personal and social worlds. Students use some appropriate formats and styles of presentation to convey information and ideas, and offer their views on texts related to aspects of their personal and social worlds. Students provide examples of how imaginative texts reflect French cultural values or experiences, through structure, language and mood, to build action, develop character and position the reader or audience. They also create and present simple imaginative texts with moods and effects, in order to engage different audiences. Students translate and interpret, with some accuracy, a range of texts, and discuss how to convey concepts that do not translate easily across different linguistic and cultural contexts. They monitor their

language choices when using French and consider, at times, their own and others' responses and reactions in intercultural communication. Students question some assumptions and values, and occasionally, modify their language and behaviours in relation to different cultural perspectives. They also investigate and share family and cultural traditions and experiences, considering how these have shaped, and continue to shape, personal and cultural identity.

Students better understand the systems of the French language, applying regular and irregular elements of spoken and written French, such as pitch, pace and gestures to maintain momentum, liaisons and accents. They use familiar vocabulary and apply elements of grammar in spoken and written texts, with a satisfactory level of accuracy. Students show increased control when using le présent, le passé composé, l'imparfait and le futur proche, as well as identifying tenses to use when situating events in time, for example, Je suis allée en France quand j'avais six ans, and to express intention or desire, for example, Je voudrais bien aller à Tunis avec toi l'année prochaine ! They identify variations in conjugation for verbs, such as envoyer, appeler and manger. Students describe the function of the reflexive pronoun and practise using the reflexive verb structure, for example, Je me suis levée à sept heures. They identify the function and use of relative pronouns, such as qui, que and dont. Students use metalanguage to discuss and to explain some grammatical forms and functions. They examine the interrelationship between different text types, language choices, audience, context and purpose. Students analyse how and why language is used differently in different contexts and with different speakers, and explore changes to both French and Australian English, identifying some reasons for these changes. Students explore how language reflects and shapes cultural distinctions, such as community, social class, gender and generation.



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