Languages – French scope and sequence: 7–10 Sequence, Levels 7 to 10

| **Levels 7 and 8** | **Levels 9 and 10** | |
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| Achievement standard | | |
| By the end of Level 8, students use French to interact and collaborate with others, and to share information and plan activities in familiar contexts. They recognise and respond to familiar gestures, questions and instructions when interacting with others. They locate and respond to information in texts and use visual and contextual cues to help make meaning. They respond in French or English, and demonstrate their understanding of context, purpose and audience in texts. They use familiar language, modelled sentences and grammatical structures to create texts appropriate to audience.  Students begin to use pronunciation, intonation and rhythm in spoken French to develop fluency. They demonstrate understanding that French has conventions for non-verbal, spoken and written communication. They comment on aspects of French and English language structures and features, using some metalanguage. They understand how aspects of language and culture contribute to their own and others’ identity. | By the end of Level 10, students initiate and sustain French to exchange and compare ideas and experiences about their own and others’ personal worlds. They communicate using spoken and written language to collaborate, plan and reflect on activities and events. They interpret and analyse information and ideas in texts and demonstrate their understanding of different perspectives. They identify and evaluate information and respond in French or English, adjusting their language to convey meaning and to suit context, purpose and audience. They use structures and features of non-verbal, spoken and written French to create texts.  Students apply features and conventions of spoken French to enhance fluency. They select and apply knowledge of language conventions, structures and features to interact, make meaning from, and create spoken and written texts appropriate to different levels of formality. They discuss the structures and features of French texts using metalanguage. They reflect on their own language use and cultural identity, and draw on their experience of learning French, to discuss how this influences their ideas and ways of communicating. | |
| Content descriptions | | |
| Strand: Communicating Meaning in French | | |
| Sub-strand: Interacting in French | | | |
| *Students learn to:* | | | |
| interact with others using modelled language to exchange information in familiar contexts about themselves and their personal worlds  VC2LF8CM01 | | initiate and sustain interactions in familiar and some unfamiliar contexts to exchange ideas, experiences and opinions about their own and others’ personal worlds  VC2LF10CM01 | |
| develop language to interact in exchanges, routines and tasks related to their classroom and interests  VC2LF8CM02 | | use French language in exchanges to question, offer ideas and opinions, negotiate, compare and discuss  VC2LF10CM02 | |
| engage in modelled spoken and written exchanges with peers to organise activities relating to daily life and school environment  VC2LF8CM03 | | use spoken and written exchanges to discuss, plan and reflect on activities, events and experiences with peers  VC2LF10CM03 | |
| Sub-strand: Mediating meaning in and between languages | | | |
| *Students learn to:* | | | |
| locate information and ideas in familiar spoken, written, viewed and multimodal texts, responding appropriately to context, purpose and audience  VC2LF8CM04 | | interpret and evaluate information, ideas and perspectives in a range of spoken, written, viewed and multimodal texts and respond appropriately to context, purpose and audience  VC2LF10CM04 | |
| develop and apply strategies to interpret and respond to French texts, and to convey meaning and intercultural understanding in French in familiar contexts  VC2LF8CM05 | | apply strategies to interpret and respond to non-verbal, spoken and written interactions and produce texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts  VC2LF10CM05 | |
| Sub-strand: Creating text in French | | | |
| *Students learn to:* | | | |
| create spoken and written texts using appropriate vocabulary, expressions and grammatical structures, and some textual conventions  VC2LF8CM06 | | create and present spoken and written texts, selecting vocabulary, expressions, grammatical structures and textual conventions for familiar and some unfamiliar contexts and purposes, to engage different audiences  VC2LF10CM06 | |
| Strand: Understanding Language and Culture | | |
| Sub-strand: Understanding systems of language | | | |
| *Students learn to:* | | | |
| recognise and apply the sounds and conventions of spoken French to develop fluency, and to respond to and create simple texts in familiar and some unfamiliar contexts  VC2LF8UL01 | | apply features and conventions of spoken French to enhance and extend fluency, and to respond to and create a range of texts in familiar and unfamiliar contexts  VC2LF10UL01 | |
| apply understanding of grammatical structures to respond to and create a range of texts using conventions appropriate to audience and text type  VC2LF8UL02 | | apply understanding of context and grammatical structures to respond to and create a range of texts that include some complex structures, ideas and conventions appropriate to formality and text type  VC2LF10UL02 | |
| compare the structures and features of French with English and/or other languages using some metalanguage  VC2LF8UL03 | | reflect on and evaluate French texts, using metalanguage to discuss language structures and features  VC2LF10UL03 | |
| Sub-strand: Understanding the interrelationship of language and culture | | | |
| *Students learn to:* | | | |
| recognise how identity is shaped by language(s), culture(s), beliefs, attitudes and values  VC2LF8UL04 | | reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes and values, and how these affect ways of communicating  VC2LF10UL04 | |