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| Foundation | |
| Achievement standard | |
| Version 9.0 | Version 8.4 |
| By the end of the Foundation year, students use play and imagination to interact and create French texts, with support. They identify that French and English look and sound different. They recognise that there are languages and cultures as well as their own, and that aspects of language and culture contribute to their own and others’ cultural identity. | There was no separate achievement standard in Foundation. In Version 8.4 the achievement standard covered Foundation to Year 2. |

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| Content descriptions | | |
| Version 9.0 Foundation | | |
| Version 9.0 | Action taken | Version 8.4 |
| with support, recognise and communicate meaning in French  AC9LFF01 | New |  |
| explore, with support, language features of French noticing similarities and differences between French and English  AC9LFF02 | New |  |
| explore connections between language and culture  AC9LFF03 | New |  |

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| Years 1–2 | |
| Achievement standard | |
| Version 9.0 | Version 8.4 |
| By the end of Year 2, students use French language to interact and share information related to the classroom and themselves. They use cues to respond to questions and instructions, and use simple formulaic language. They locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning. They use familiar words and modelled language to create texts.  Students imitate the sounds and rhythms of French and demonstrate understanding that French has conventions and rules for non-verbal communication, pronunciation and writing. They give examples of similarities and differences between some features of French and English. They understand that language is connected with culture, and notice how this is reflected in their own language(s) and culture(s). | By the end of Year 2, students interact with teachers and each other through action-related talk and play. They exchange greetings such as *Bonjour! Comment ça va? Très bien, merci* and respond to question cues with single words or set phrases such as *Qu’est-ce que c’est? Un éléphant. Tu veux un croissant? Non, merci.* They choose between options when responding to questions such as *Tu veux le rouge ou le bleu?* They make meaning using visual, non-verbal and contextual cues such as intonation, gestures and facial expressions. They mimic French pronunciation, appro identify key words in spoken texts, such as names of people, places or objects. They use modelled examples and formulaic language to convey factual information at word and simple sentence level, such as making statements about themselves, their class and home environment, the weather or date. They write simple texts such as lists, labels, captions and descriptions. Students use some pronouns, prepositions and simple present tense forms of regular verbs.  Students identify ways in which spoken French sounds different to English and know that it uses the same alphabet when written. They identify words that are written the same in both languages but pronounced differently. They know that French is the language used in France and also in many other regions of the world. They know that language is used differently in different situations and between different people. They identify differences and similarities between their own and other’s languages and cultures. |

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| Content descriptions | | |
| Version 9.0 Strand: Communicating meaning in French | | |
| Version 9.0 | Action taken | Version 8.4 |
| Version 9.0 Sub-strand: Interacting in French | | |
| recognise and respond to modelled classroom-related greetings, instructions and routines; and personal introductions  AC9LF2C01 | Refined  Combined | Interact with each other and the teacher using simple language and gestures for exchanges such as greetings and farewells, thanks and introductions, and for talking about self and family  [Key concepts: self, family, home, friendship; Key processes: interacting, greeting, thanking, describing] (ACLFRC001)  Recognise and respond to classroom interactions such as opening and closing of lessons, transition activities, and giving and following instructions  [Key concepts: roles, routines, rules, interactions; Key processes: listening, observing, cooperating, responding] (ACLFRC003) |
| participate in a range of guided, play-based language activities using formulaic expressions, visual and spoken cues  AC9LF2C02 | Refined | Participate in guided group activities using simple repetitive language in songs, rhymes, games and transactions  [Key concepts: play, performance, action learning, exchange; Key processes: participating, performing, taking turns, requesting] (ACLFRC002) |
| Version 9.0 Sub-strand: Mediating meaning in and between languages | | |
| locate, with support, key information in familiar texts, and respond using gestures, images, words and formulaic phrases  AC9LF2C03 | Combined  Refined | Identify key points of information in simple texts  [Key concepts: text, meaning, context; Key processes: decoding, guessing, making meaning] (ACLFRC004)  Convey factual information about self, family, friends and possessions, using simple statements, gestures and support materials  [Key concepts: self, family, school; Key processes: naming, labelling, showing, describing] ([[(ACLFRC005](http://www.scootle.edu.au/ec/search?accContentId=ACLFRC005))](http://www.scootle.edu.au/ec/search?accContentId=ACLFRC005)  [ACLFRC005) FRC005CLFRC005](http://www.scootle.edu.au/ec/search?accContentId=ACLFRC005) |
| notice that language carries cultural meaning in classroom-related greetings, introductions, instructions and routines  AC9LF2C04 | Refined | Understand that French speakers use language differently in different situations, such as in playground games, at home with the family or in the classroom  [Key concepts: language as social practice, language conventions; Key processes: noticing, comparing] (ACLFRU015 |
|  | Removed | Engage with a range of imaginative texts through action, dance, drawing and other forms of expression  [Key concepts: imagination, response, character, expression; Key processes: responding, acting, dancing, expressing] (ACLFRC006) |
| Version 9.0 Sub-strand: Creating text in French | | |
| use words, familiar phrases and modelled language to create spoken, written and multimodal texts  AC9LF2C05 | Combined  Refined | Participate in shared performance and presentation of stories, songs or nursery rhymes, playing with sound patterns, rhyming words and non-verbal forms of expression  [Key concepts: rhythm, expression, pronunciation; Key processes: chanting, miming, drawing, dancing] (ACLFRC007)  Create simple print or digital texts that use both French and English, such as labels, word banks, wall charts or ID cards  [Key concepts: vocabulary, translation, meaning; Key processes: naming, comparing, copying] (ACLFRC009) |
|  | Removed | Describe themselves, the people they are close to and the ways they communicate, using simple statements and gestures  [Key concepts: identity, self, communication; Key processes: describing, explaining, presenting] (ACLFRC011 |

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| Version 9.0 Strand: Understanding language and culture | | |
| Version 9.0 | Action taken | Version 8.4 |
| Version 9.0 Sub-strand: Understanding systems of language | | |
| recognise and imitate the sounds and rhythms of French  AC9LF2U01 | Refined | Recognise and reproduce the sounds and rhythms of spoken French, noticing how they are produced and how they are represented in words and symbols  [Key concepts: pitch, stress, intonation, letters, pronunciation; Key processes: listening, distinguishing, reading, recognising] (ACLFRU012) |
| recognise that the Roman alphabet is used to construct meaning in texts in French  AC9LF2U02 | New |  |
| notice that French has features that may be similar to or different from English  AC9LF2U03 | Combined  Refined | Notice how using French feels and sounds different to using own language(s) and involves behaviours as well as words  [Key concepts: language, culture, difference; Key processes: noticing, considering, comparing] (ACLFRC010)  Understand some first elements of French grammar, such as simple verb and gender forms, definite articles, pronouns and prepositions  [Key concepts: words, sentences, grammar, patterns, rules; Key processes: recognising, naming, selecting] (ACLFRU013) |
|  | Removed | Translate simple French words, phrases and gestures for family and friends, noticing how they may have similar or different meanings in English or other known languages  [Key concepts: language, vocabulary, meaning; Key processes: demonstrating, explaining, comparing] (ACLFRC008) |
|  | Removed | Understand that language is organised as ‘texts’, which take different forms and use different structures and features to achieve their purposes  [Key concepts: genre, text, meaning; Key processes: noticing, applying] (ACLFRU014) |
|  | Removed | Understand that all languages continuously change through contact with each other and through changes in society  [Key concepts: language, change, word borrowing; Key processes: noticing, comparing, listing] (ACLFRU016) |
| Version 9.0 Sub-strand: Understanding the interrelationship of language and culture | | |
| notice that people use language in ways that reflect cultural practices  AC9LF2U04 | Refined | Understand that people use language in ways that reflect their culture, such as where and how they live and what is important to them [Key concepts: language, culture, meaning; Key processes: noticing, asking questions, reflecting, explaining] (ACLFRU018) |
|  | Removed | Recognise that Australia is a multilingual society with speakers of many different languages, including French  [Key concepts: multilingualism, culture, community; Key processes: discussing, observing, mapping] (ACLFRU017) |

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| Years 3–4 | |
| Achievement standard | |
| Version 9.0 | Version 8.4 |
| By the end of Year 4, students use French language to initiate structured interactions to share information related to the classroom and their personal world. They use modelled language to participate in spoken and written activities that involve planning. They locate and respond to key items of information in texts using strategies to help interpret and convey meaning in familiar contexts. They use modelled language and basic syntax to create texts.  Students imitate sound combinations and rhythms of French language. They demonstrate understanding that French has non-verbal, spoken and written language conventions and rules to create and make meaning. They recognise that some terms have cultural meanings. They identify patterns in French and make comparisons between French and English. They understand that the French language is connected with culture, and identify how this is reflected in their own language(s) and culture(s). | By the end of Year 4, students interact with teachers and each other through classroom routines, action-related talk and play. They exchange greetings and wishes, respond to familiar instructions and to questions such as *Qu’est-ce que c’est?* and *Qu’est-ce que tu fais?* They share simple ideas and information, express positive and negative feelings (for example, *Je suis très contente; Je n’aime pas la pluie*) and ask for help, clarification and permission. They interpret visual, non-verbal and contextual cues such as intonation, gestures and facial expressions to help make meaning. They make statements using the present tense and present + infinitive form about self, family and interests (for example, *Je suis australien et italien; J’habite à Brisbane; Je vais partir demain*). They approximate the sounds, rhythms and pitch of spoken French. They comprehend simple, spoken, written, visual and multimodal texts, using cues such as context, graphics, familiar vocabulary and language features. They use modelled sentence structures to compose short original texts such as descriptions, captions or simple narratives, using conjunctions such as *et* and *mais*, and prepositions such as *sous, sur* and *devant*. They use vocabulary related to familiar contexts and their personal worlds, and apply gender and number agreements in simple constructions (for example, *une petite maison, les grands chiens*).  Students know that French is a significant language spoken in many parts of the world, including Australia; that it is similar to English in some ways (for example, it has the same alphabet and basic sentence structure and many shared words) and different in other ways (such as in the use of titles, gestures, some new sounds such as *r* and *u* and gender forms). They know that languages change over time and influence each other. They identify French words used in English (such as *menu, mousse*) and English words used in French (such as *le weekend, stop!*). They demonstrate understanding of the fact that language may need to be adjusted to suit different situations and relationships (for example, formal and informal language, different text types). They explain how French has its own rules for pronunciation, non-verbal communication and grammar. They use terms such as verb, adjective and gender for talking about language and learning. Students identify ways in  which languages are connected with cultures, and how the French language, like their own, reflects ways of behaving and thinking as well as ways of using language. |

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| Content descriptions | | |
| Version 9.0 Strand: Communicating meaning in French | | |
| Version 9.0 | Action taken | Version 8.4 |
| Version 9.0 Sub-strand: Interacting in French | | |
| initiate exchanges and respond to modelled questions about self, others, and classroom environment, using formulaic expressions  AC9LF4C01 | Combined  Refined | Participate in routine exchanges such as asking each other how they are, offering wishes and sharing information about aspects of their personal worlds  [Key concepts: communication, politeness, friendship; Key processes: interacting, listening, questioning, responding] (ACLFRC019)  Follow the teacher’s instructions and use simple questions, statements and gestures to support own learning, such as asking for help or permission or attracting attention  [Key concepts: learning strategies, support; Key processes: requesting, clarifying, responding] (ACLFRC021) |
| participate in activities that involve planning with others, using a range of familiar phrases and modelled structures  AC9LF4C02 | Refined | Make statements, ask questions and collaborate in shared tasks such as science experiments, cooking or craft activities, building collections or swapping items  [Key concepts: collaboration, creativity, discovery; Key processes: contributing, collecting, exchanging] (ACLFRC020) |

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| Version 9.0 Sub-strand: Mediating meaning in and between languages | | |
| locate and respond to key information related to familiar content obtained from spoken, written and multimodal texts  AC9LF4C03 | Combined  Refined | Locate specific points of information in different types of texts relating to social and natural worlds  [Key concepts: community, family, friends, environment; Key processes: focused reading, information selection and organisation] (ACLFRC022) |
| develop strategies to comprehend and adjust French language in familiar contexts to convey cultural meaning  AC9LF4C04 | New |  |
|  | Removed | Participate in interactive stories and performances, acting out responses, identifying favourite elements, and making simple statements about characters or themes  [Key concepts: response, action, expression; Key processes: participating, imagining, interpreting] [(ACLFRC024](http://www.scootle.edu.au/ec/search?accContentId=ACLFRC024)) |
|  | Removed | Translate high-frequency words and expressions in simple texts such as captions, story titles or recurring lines in a story, noticing which ones are difficult to interpret  [Key concepts: translation, meaning, culture; Key processes: noticing, explaining, comparing] (ACLFRC026) |
| Version 9.0 Sub-strand: Creating text in French | | |
| create and present informative and imaginative spoken, written and multimodal texts using formulaic expressions, simple phrases and sentences and modelled textual conventions  AC9LF4C05 | Combined  Refined | Present factual information about self, others, and home and school life, using graphic support such as photos, maps or charts  [Key concepts: home, school, information; Key processes: selecting, presenting, comparing] [(ACLFRC023](http://www.scootle.edu.au/ec/search?accContentId=ACLFRC023))  Create short imaginative texts that allow for exploration and enjoyment of language  [Key concepts: fantasy, imagination; Key processes: experimenting, playing, creating, performing] (ACLFRC025) |
|  | Removed | Create bilingual versions of texts such as picture dictionaries, action games or captions for images  [Key concepts: translation, meaning; Key processes: selecting, code-mixing, explaining] [(ACLFRC027](http://www.scootle.edu.au/ec/search?accContentId=ACLFRC027)) |

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| Version 9.0 Strand: Understanding language and culture | | |
| Version 9.0 | Action taken | Version 8.4 |
| Version 9.0 Sub-strand: Understanding systems of language | | |
| recognise and use modelled combinations of sounds, pronunciation and intonation patterns of French to form words and phrases  AC9LF4U01 | Refined | Experiment with the pronunciation of vowel sounds, letter combinations and intonation patterns, and recognise and write high-frequency words and expressions in familiar contexts  [Key concepts: pronunciation, accent, spelling, writing; Key processes: alphabetic recognition, discriminating sounds, recognising words] [(ACLFRU030](http://www.scootle.edu.au/ec/search?accContentId=ACLFRU030)) |
| recognise French language conventions, grammatical structures and basic syntax in familiar texts and contexts  AC9LF4U02 | Refined | Notice and apply elements of French grammar such as word order, gender and singular/plural forms, adverbs, pronouns and prepositions in simple spoken and written texts  [Key concepts: sentence, gender, number; Key processes: recognising, applying, naming] [(ACLFRU031](http://www.scootle.edu.au/ec/search?accContentId=ACLFRU031)) |
| recognise familiar French language features and compare with those of English, in known contexts  AC9LF4U03 | Combined  Refined | Notice differences between simple spoken, written and multimodal French texts used in familiar contexts, and compare with similar texts in English.  [Key concepts: mode, medium, language features; Key processes: noticing, comparing, describing, explaining] [(ACLFRU032](http://www.scootle.edu.au/ec/search?accContentId=ACLFRU032))  Understand that languages change over time and influence each other, and that French has influenced many languages, including English  [Key concepts: influence, change, exchange; Key processes: identifying, classifying, interpreting] [(ACLFRU034](http://www.scootle.edu.au/ec/search?accContentId=ACLFRU034)) |
| Version 9.0 Sub-strand: Understanding the interrelationship of language and culture | | |
| identify connections between French language and cultural practices  AC9LF4U04 | Combined  Refined | Notice what looks or feels similar or different to own language and culture when interacting in French  [Key concepts: communication, difference, respect; Key processes: noticing, comparing, reflecting] (ACLFRC028)  Notice differences between French, Australian and other cultures’ practices and how these are reflected in language  [Key concepts: culture as process and practice, beliefs, values; Key processes: identifying, describing, discussing] [(ACLFRU036](http://www.scootle.edu.au/ec/search?accContentId=ACLFRU036)) |
|  | Removed | Explore their own sense of identity, including elements such as family, friends and interests, and ways of using language with different people  [Key concepts: identity, friends, groups; Key processes: noticing, describing, identifying] [(ACLFRC029](http://www.scootle.edu.au/ec/search?accContentId=ACLFRC029)) |
|  | Removed | Understand that different ways of using French reflect different regions and countries, different relationships and different ways of making meaning  [Key concepts: variation, register, tenor; Key processes: observing, explaining] [(ACLFRU033](http://www.scootle.edu.au/ec/search?accContentId=ACLFRU033)) |
|  | Removed | Know that French is an important global language used by communities in many countries around the world and that it has connections with several other languages  [Key concepts: global language, culture, identity, communication; Key processes: collecting data, mapping, grouping] [(ACLFRU035](http://www.scootle.edu.au/ec/search?accContentId=ACLFRU035)) |

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| Years 5–6 | |
| Achievement standard | |
| Version 9.0 | Version 8.4 |
| By the end of Year 6, students initiate and use strategies to maintain interactions in French language that are related to their immediate environment. They use appropriate sound combinations, intonation and rhythm in spoken texts. They collaborate in spoken and written activities that involve the language of planning and problem-solving to share information, ideas and preferences. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in French or English, adjusting their response to context, purpose and audience. They create texts, selecting and using a variety of vocabulary and sentence structures to suit context. They sequence information and ideas, and use conventions appropriate to text type.  Students apply rules for pronunciation and intonation, spelling and punctuation, and modelled structures, when creating and responding in French. They compare language structures and features in French and English, using some metalanguage. They show understanding of how some language reflects cultural practices and consider how this is reflected in their own language(s), culture(s) and identity. | By the end of Year 6, students use written and spoken French for classroom interactions and transactions, and to exchange personal ideas, experiences and feelings. They ask and answer questions in complete sentences in familiar contexts (For example, *Est-ce que je peux … ? Tu peux..… ?*), using appropriate pronunciation, intonation and non-verbal communication strategies. They use appropriate forms of address for different audiences, such as *tu* forms with friends and family members, and *vous* for teachers and other adults or when more than one person is involved. They gather and compare information from a range of texts. They identify key points and supporting details when reading and listening, and interpret and translate short community texts such as signs or notices. They create connected texts such as descriptions, conversations and picture books, using structured models and processes of drafting and re-drafting. They convey information in different formats to suit specific audiences and contexts. Students use present tense verb forms, conjunctions and connectives (such as *et, mais, parce que, plus tard, maintenant*), positive and negative statements (such as *j’ai trois amis, je n’ai plus d’amis*), and adverbs such as *très, aussi, beaucoup, un peu* and *lentement*. They recognise and use with support verb forms such as *le futur proche* (*je vais* + *l’infinitif*) and *le passé composé* (*j’ai* + regular forms of past participle) as set phrases. They identify *l’imparfait* when reading (for example, *c’était, il était*). They use possessive pronouns and adjectives with modelling and support, and prepositions to mark time and place (such as *avant, après, devant, derrière*).  Students identify differences between spoken and written forms of French, comparing them with English and other known languages. They identify differences in commonly-used text types (for example, greetings, instructions and menus), commenting on differences in language features and text structures. They use metalanguage for language explanation (for example, formal and informal language, body language) and for reflecting on the experience of French language and culture learning. They identify relationships between parts of words (such as suffixes, prefixes) and stems of words (for example, *préparer, préparation; le marché, le supermarché, l’hypermarché*). Students make comparisons between French and their own  language and culture, drawing from texts which relate to familiar routines and daily life (such as *la vie scolaire, la famille, les courses, les loisirs, la cuisine*). They explain to others French terms and expressions that reflect cultural practices (for example, *bon appétit, bonne fête*). They reflect on their own cultural identity in light of their experience of learning French, explaining how their ideas and ways of communicating are influenced by their membership of cultural groups. |

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| Content descriptions | | |
| Version 9.0 Strand: Communicating meaning in French | | |
| Version 9.0 | Action taken | Version 8.4 |
| Version 9.0 Sub-strand: Interacting in French | | |
| initiate and sustain modelled exchanges in familiar contexts related to students’ personal world and school environment  AC9LF6C01 | Combined  Refined | Interact using descriptive and expressive language to share ideas, relate experiences and express feelings such as concern or sympathy  [Key concepts: communication, exchange, interests; Key processes: expressing, comparing, socialising] (ACLFRC037)  Use questions, statements and responses to participate in learning activities, to indicate understanding and to monitor learning  [Key concepts: mindful learning, process, outcome; Key processes: discussing, planning, monitoring, reflecting] (ACLFRC039) |
| participate in activities that involve planning and negotiating with others, using language that expresses information, preferences and ideas  AC9LF6C02 | Refined | Participate in guided tasks such as organising displays, developing projects or budgeting for events  [Key concepts: task, collaboration, budget; Key processes: planning, organising, budgeting] (ACLFRC038) |

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| Version 9.0 Sub-strand: Mediating meaning in and between languages | | |
| locate and process information and ideas in a range of spoken, written and multimodal texts, and respond in different ways to suit purpose  AC9LF6C03 | Combined  Refined | Gather and compare information from a range of sources relating to social and cultural worlds  [Key concepts; environment, communication, social behaviours; Key processes: researching, reading, listening, collating, evaluating] (ACLFRC040)  Convey information and ideas in different formats to suit specific audiences and contexts  [Key concepts: content, audience, purpose; Key processes: organising, comparing, selecting] [(ACLFRC041)A1](http://www.scootle.edu.au/ec/search?accContentId=ACLFRC041) |
| apply strategies to interpret and convey meaning in French language in familiar non-verbal, spoken and written cultural contexts  AC9LF6C04 | New |  |
|  | Removed | Share responses to characters, events and ideas in texts such as stories, cartoons or films, making connections with own experience and feelings  [Key concepts: character, plot, imagination, feelings; Key processes: interpreting, expressing, comparing] [(ACLFRC042](http://www.scootle.edu.au/ec/search?accContentId=ACLFRC042)) |
|  | Removed | Translate simple texts from French to English and vice versa, noticing which words or phrases require interpretation or explanation  [Key concepts: meaning, translation, word borrowing; Key processes: comparing, interpreting, translating] (ACLFRC044) |

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| Version 9.0 Sub-strand: Creating text in French | | |
| create and present a range of informative and imaginative spoken, written and multimodal texts using a variety of modelled sentence structures to sequence information and ideas, and conventions appropriate to text type  AC9LF6C05 | New |  |
|  | Removed | Present, reinterpret or create alternative versions of songs or stories, adapting events or characters to different modes or contexts  [Key concepts: adaptation, genre, plot, character; Key processes: imagining, creating, interpreting] (ACLFRC043) |
|  | Removed | Create own bilingual texts and learning resources such as displays, websites, newsletters or word banks  [Key concepts: bilingualism, word borrowing, meaning; Key processes: identifying, classifying, selecting, explaining] [(ACLFRC045](http://www.scootle.edu.au/ec/search?accContentId=ACLFRC045) |

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| Version 9.0 Strand: Understanding language and culture | | |
| Version 9.0 | Action taken | Version 8.4 |
| Version 9.0 Sub-strand: Understanding systems of language | | |
| apply knowledge of combinations of sounds, syllables, pronunciation and intonation patterns to develop fluency and rhythm to known words and phrases  AC9LF6U01 | Refined | Recognise and apply features of intonation, pronunciation and writing conventions used in different types of texts and contexts  [Key concepts: listening discrimination, accuracy, fluency; Key processes: listening, reading, recognising] (ACLFRF048) |

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| use knowledge of modelled grammatical structures and formulaic expressions to compose and respond to texts using appropriate punctuation and textual conventions  AC9LF6U02 | Combined  Refined | Develop knowledge of grammatical elements such as tenses, and combine them with an increasing range of nouns, adjectives and adverbs to construct simple statements, questions and exclamations  [Key concepts: grammatical rules, patterns, exceptions; Key processes: classifying, discriminating, vocabulary building] [(ACLFRF049](http://www.scootle.edu.au/ec/search?accContentId=ACLFRF049)  Understand that language is used differently in different contexts and situations  [Key concepts: language, identity, culture, context; Key processes: observing, comparing, analysing, explaining] (ACLFRF051) |
| compare some French language structures and features with those of English, using some familiar metalanguage  AC9LF6U03 | Combined  Refined | Compare ways of communicating in Australian and French-speaking contexts, and identify ways that culture influences language use  [Key concepts: difference, language, culture; Key processes: noticing, reflecting, describing] (ACLFRC046)  Understand how different French texts use language in ways that create different effects and suit different audiences  [Key concepts: genre, structure, audience, sequencing; Key processes: comparing, noticing, explaining] [(ACLFRF050](http://www.scootle.edu.au/ec/search?accContentId=ACLFRF050)) |
|  | Removed | Understand that the French language is constantly changing due to contact with other languages and to the impact of new technologies and knowledge  [Key concepts: language contact, word borrowing, digital media; Key processes: observing, identifying, classifying] [(ACLFRF052](http://www.scootle.edu.au/ec/search?accContentId=ACLFRF052)) |

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| Version 9.0 Sub-strand: Understanding the interrelationship of language and culture | | |
| recognise that language reflects cultural practices, values and identity, and that this impacts on non-verbal and verbal communication  AC9LF6U04 | Combined  Refined | Reflect on aspects of own identity and language use, for example, by creating personal or group profiles or portfolios  [Key concepts: identity, community, bilingualism; Key processes: identifying, presenting, explaining] (ACLFRC047)  Reflect on how ways of using language are shaped by communities’ ways of thinking and behaving and may be differently interpreted by others  [Key concepts: cultures, norms, perspectives; Key processes: reflecting, observing, comparing] [(ACLFRF054](http://www.scootle.edu.au/ec/search?accContentId=ACLFRF054))  Understand that there are different forms of spoken and written French used in different contexts within France and in other regions of the world  [Key concepts: diversity, creoles, dialects, accents; Key processes: mapping, comparing, distinguishing] (ACLFRF053) |

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| Years 7–8 (F–10) | |
| Achievement standard | |
| Version 9.0 | Version 8.4 |
| By the end of Year 8, students initiate and maintain interactions in French language in familiar and some unfamiliar contexts related to a range of interests and experiences. They use French to collaborate and problem-solve, and adjust language in response to others. They interpret information, ideas and opinions in texts. They demonstrate understanding of similarities and differences between languages, in both familiar and some unfamiliar cultural contexts, by adjusting and reorganising responses. They select and use vocabulary, sentence structures and expressions to create texts.  Students apply the conventions of spoken French to develop fluency. They demonstrate understanding that spoken, written and multimodal texts use different language conventions, structures and features to convey meaning. They comment on structures and features of French text, using metalanguage. They reflect on how the French language, culture and identity are interconnected, and compare this with their own language(s), culture(s) and identity. | By the end of Year 8, students use written and spoken French to interact with teachers, peers and others and to 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 à 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 (such as 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, discussing how these might be interpreted by others. |

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| Content descriptions | | |
| Version 9.0 Strand: Communicating meaning in French | | |
| Version 9.0 | Action taken | Version 8.4 |
| Version 9.0 Sub-strand: Interacting in French | | |
| initiate and sustain exchanges in familiar and some unfamiliar contexts related to students’ experiences, feelings and views, adjusting their language in response to others  AC9LF8C01 | Combined  Refined | Participate in a range of spoken and written interactions, for example, exchanging views or experiences, apologising or excusing, inviting or congratulating  [Key concepts: friendship, respect, communication; Key processes: responding, expressing, connecting] [(ACLFRC055](http://www.scootle.edu.au/ec/search?accContentId=ACLFRC055))  Interact in classroom activities and discussions through asking and responding to open-ended questions, offering opinions and explaining positions  [Key concepts: exploratory talk, discussion, exchange; Key processes: eliciting, prompting, responding, explaining] [(ACLFRC057](http://www.scootle.edu.au/ec/search?accContentId=ACLFRC057)) |
| collaborate in activities that involve the language of transaction, negotiation and problem-solving to plan projects and events  AC9LF8C02 | Refined | Engage in tasks and activities that involve negotiation and problem-solving  [Key concepts: value, design, audience, purpose; Key processes: negotiating, considering, reflecting, evaluating] [(ACLFRC056](http://www.scootle.edu.au/ec/search?accContentId=ACLFRC056)) |

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| Version 9.0 Sub-strand: Mediating meaning in and between languages | | |
| interpret information, ideas and opinions in a range of spoken, written and multimodal texts, and respond appropriately to cultural context, purpose and audience  AC9LF8C03 | Combined  Refined | Access, summarise and analyse information from different sources relating to contemporary community and lifestyle issues  [Key concepts: values, generation, culture; Key processes: researching, comparing, evaluating, reflecting] [(ACLFRC058](http://www.scootle.edu.au/ec/search?accContentId=ACLFRC058))  Organise and present information and ideas on different topics, issues or events, comparing perspectives and experiences  [Key concepts: perspective, engagement, action, debate; Key processes: managing information, shaping text, engaging] [(ACLFRC059](http://www.scootle.edu.au/ec/search?accContentId=ACLFRC059)) |
| interpret and adjust non-verbal, spoken and written language to convey meaning in French language in familiar and some unfamiliar cultural contexts  AC9LF8C04 | New |  |
|  | Removed | Respond to a variety of imaginative texts, analysing ideas, themes, values and techniques used to engage and entertain audiences  [Key concepts: audience, engagement, themes; Key processes: responding, analysing, contextualising, explaining] [(ACLFRC060](http://www.scootle.edu.au/ec/search?accContentId=ACLFRC060)) |
|  | Removed | 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  [Key concepts: culture, equivalence, idiom; Key processes: translating, interpreting, mediating] [(ACLFRC062](http://www.scootle.edu.au/ec/search?accContentId=ACLFRC062)) |

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| Version 9.0 Sub-strand: Creating text in French | | |
| Version 9.0 | Action taken | Version 8.4 |
| create and present spoken, written and multimodal, informative and imaginative texts for specific purposes, selecting vocabulary, expressions, grammatical structures, features and conventions appropriate to text type and context  AC9LF8C05 | New |  |
|  | Removed | Create simple songs, plays or stories to entertain others, involving imagined contexts and characters  [Key concepts: mood, drama, effect, audience; Key processes: character and context building, creating] [(ACLFRC061](http://www.scootle.edu.au/ec/search?accContentId=ACLFRC061)) |
|  | Removed | Create bilingual texts such as glossaries, menus, captions or brochures, identifying words or expressions that carry specific cultural meaning in either language  [Key concepts: language, culture, meaning; Key processes: selecting, identifying, explaining, comparing] [(ACLFRC063](http://www.scootle.edu.au/ec/search?accContentId=ACLFRC063)) |

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| Version 9.0 Strand: Understanding language and culture | | |
| Version 9.0 | Action taken | Version 8.4 |
| Version 9.0 Sub-strand: Understanding systems of language | | |
| apply knowledge of conventions of spoken French to enhance fluency, and to respond to and create texts in familiar and some unfamiliar contexts  AC9LF8U01 | Refined | 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  [Key concepts: word parts, idioms, expression; Key processes: listening, reading, identifying, describing] [(ACLFRU066](http://www.scootle.edu.au/ec/search?accContentId=ACLFRU066)) |

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| apply understanding of grammatical structures and expressions to compose and respond to texts  AC9LF8U02 | Refined | Understand and control additional elements of French grammar such as compound tenses, irregular and reflexive verb forms, verb moods and modalities  [Key concepts: tenses, parts of speech, moods, modalities, metalanguage; Key processes: analysing, categorising, distinguishing] [(ACLFRU067](http://www.scootle.edu.au/ec/search?accContentId=ACLFRU067)) |
| reflect on similarities and differences between French and English language structures and features, using metalanguage  AC9LF8U03 | Combined  Refined | Analyse the structure and organisation of a range of texts created for purposes such as information exchange or social interaction  [Key concepts: tenor, lexical and rhetorical resources; Key processes: experimenting, reflecting, comparing] [(ACLFRU068](http://www.scootle.edu.au/ec/search?accContentId=ACLFRU068))  Examine how elements of communication such as gestures, facial expressions and choice of language vary according to context and situation  [Key concepts: body language, personal space, expression; Key processes: observing, comparing, analysing] [(ACLFRU069](http://www.scootle.edu.au/ec/search?accContentId=ACLFRU069)) |
| Version 9.0 Sub-strand: Understanding the interrelationship of language and culture | | |
| reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes  AC9LF8U04 | Combined  Refined | Reflect on cultural differences between French and English communicative styles and on how these affect intercultural interactions  [Key concepts: values, perspective, respect; Key processes: reflecting, analysing, comparing] [(ACLFRC064](http://www.scootle.edu.au/ec/search?accContentId=ACLFRC064))  Consider how own biography including family origins, traditions, interests and experience, impacts on identity and communication  [Key concepts: culture, community, communication, identity; Key processes: reflecting, analysing, explaining] [(ACLFRC065](http://www.scootle.edu.au/ec/search?accContentId=ACLFRC065)) |

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|  | Removed | Reflect on changes in their own use of language(s) over time, noticing how and when new ways are adopted or existing ways adapted  [Key concepts: change, influence, communication, identity; Key processes: observing, reflecting, explaining] (ACLFRU070) |
|  | Removed | Reflect on different aspects of the cultural dimension of learning and using French  [Key concepts: cultural expression, representation, difference, diversity; Key processes: reflecting, comparing, analysing] [(ACLFRU072](http://www.scootle.edu.au/ec/search?accContentId=ACLFRU072)) |
|  | Removed | Investigate the nature and extent of French language use in both Australian and global contexts  [Key concepts: community, arts, fashion, music, cuisine; Key processes: researching, analysing, classifying] (ACLFRU071) |

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| Years 9–10 (F–10) | |
| Achievement standard | |
| Version 9.0 | Version 8.4 |
| 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. | By the end of Year 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 use expressive and descriptive language to participate in different modes of imaginative and creative expression. They initiate conversations and discussion (such as *Qu’est-ce que vous pensez au sujet de ... ? A mon avis ...*), change or elaborate on topics (for example, *Oui, mais … d’autre part ...*), and provide feedback and encouragement (for example, *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 use with support *futur* 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 identify the contribution of non-verbal elements of spoken communication and the crafted nature of written text (for example, grammatical elaboration, cohesion). They provide examples of the blurring of these differences in 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 (for example, *le franglais*). They demonstrate understanding of the power of language to shape relationships, to include and exclude. They use appropriate terminology to explain some irregularities of grammatical patterns and rules (such as 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 discuss how these are impacted by French language and culture learning. |

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| Content descriptions | | |
| Version 9.0 Strand: Communicating meaning in French | | |
| Version 9.0 | Action taken | Version 8.4 |
| Version 9.0 Sub-strand: Interacting in French | | |
| initiate, sustain and extend exchanges in familiar and unfamiliar contexts related to students’ own and others’ experiences of the world, adjusting their language in response to others  AC9LF10C01 | Refined | Discuss and compare young people’s interests, behaviours and values across cultural contexts, using formal and informal registers  [Key concepts: perspectives, generation, change, cultural diversity; Key processes: exchanging, responding, discussing] [(ACLFRC073](http://www.scootle.edu.au/ec/search?accContentId=ACLFRC073)) |
| contribute to discussions that involve diverse views to negotiate outcomes, address issues and compare experiences  AC9LF10C02 | Refined | Engage in shared activities such as planning and managing events, exchanging resources and information  [Key concepts: communication, collaboration, information exchange; Key processes: calculating, predicting, planning] [(ACLFRC074](http://www.scootle.edu.au/ec/search?accContentId=ACLFRC074) |

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| Version 9.0 Sub-strand: Mediating meaning in and between languages | | |
| evaluate and synthesise information, ideas and perspectives in a broad range of spoken, written and multimodal texts and respond appropriately to cultural context, purpose and audience  AC9LF10C03 | Combined  Refined | Research and evaluate information from different perspectives on local and global issues, identifying how culture and context affect how information is presented  [Key concepts: standpoint, representation, cultural literacy; Key processes: researching, comparing, analysing] [(ACLFRC076](http://www.scootle.edu.au/ec/search?accContentId=ACLFRC076))  Convey information on selected topics, using different modes of presentation to suit different audiences or to achieve different purposes  [Key concepts: content, audience, mode; Key processes: selecting, designing, aligning] (ACLFRC077) |
| interpret and translate non-verbal, spoken and written interactions and texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts  AC9LF10C04 | Refined | Consider the nature of translating and interpreting and the role of culture when transferring meaning from one language to another  [Key concepts: culture, text, context, perspective; Key processes: comparing, analysing, critical and cultural reading] [(ACLFRC080](http://www.scootle.edu.au/ec/search?accContentId=ACLFRC080)) |
|  | Removed | Analyse how expressive and imaginative texts create aesthetic, humorous or emotional effects in ways that reflect cultural influence  [Key concepts: culture, humour, expression, tradition; Key processes: interpreting, analysing, evaluating] [(ACLFRC078](http://www.scootle.edu.au/ec/search?accContentId=ACLFRC078)) |
| Version 9.0 Sub-strand: Creating text in French | | |
| 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  AC9LF10C05 | New |  |
|  | Removed | Create imaginative texts involving moods and effects designed to engage different audiences  [Key concepts: imagination, creativity, stimulus; Key processes: planning, projecting, engaging, entertaining] [(ACLFRC079](http://www.scootle.edu.au/ec/search?accContentId=ACLFRC079)) |
|  | Removed | Create glossaries to interpret cultural aspects of contemporary and traditional French texts  [Key concepts: representation, critical and cultural literacy; Key processes: referencing, explaining, interpreting] [(ACLFRC081](http://www.scootle.edu.au/ec/search?accContentId=ACLFRC081)) |

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| Version 9.0 Strand: Understanding language and culture | | |
| Version 9.0 | Action taken | Version 8.4 |
| Version 9.0 Sub-strand: Understanding systems of language | | |
| apply features and conventions of spoken French to extend fluency in responding to and creating texts in familiar and unfamiliar contexts  AC9LF10U01 | Refined | Increase control of regular and irregular elements of spoken and written French, using elements such as liaisons, accents and expression  [Key concepts: liaisons, accents, expression, style; Key processes: recognising, classifying, discriminating] [(ACLFRU084](http://www.scootle.edu.au/ec/search?accContentId=ACLFRU084)) |
| apply knowledge of grammatical structures to predict meaning and compose texts that contain some complex structures and ideas  AC9LF10U02 | Refined | Analyse how grammatical elements such as tenses and verb moods impact on the making of meaning  [Key concepts: grammatical analysis, register, tenor; Key processes: identifying, defining, classifying] [(ACLFRU085](http://www.scootle.edu.au/ec/search?accContentId=ACLFRU085)) |

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| reflect on and evaluate French texts, using metalanguage to analyse language structures and features  AC9LF10U03 | Combined  Refined | Analyse how different types of text incorporate cultural and contextual elements  [Key concepts: context, culture, perspective; Key processes: comparing, analysing, identifying] [(ACLFRU08](http://www.scootle.edu.au/ec/search?accContentId=ACLFRU086)6)  Analyse and explain how and why language is used differently in different contexts and relationships  [Key concepts: genres, register, variation; Key processes: grammatical and lexical analysis] [(ACLFRU087](http://www.scootle.edu.au/ec/search?accContentId=ACLFRU087))  Explore changes to both French and Australian English, and identify reasons for these changes, such as technology, popular culture and intercultural exchange  [Key concepts: globalisation, exchange, influence; Key processes: mapping, classifying, analysing] [(ACLFRU088](http://www.scootle.edu.au/ec/search?accContentId=ACLFRU088)) |
| Version 9.0 Sub-strand: Understanding the interrelationship of language and culture | | |
| reflect on and evaluate how identity is shaped by language(s), culture(s), beliefs, attitudes and values and how these affect ways of communicating  AC9LF10U04 | Combined  Refined | Reflect on own cultural identity and how it shapes personal ways of communicating and thinking  [Key concepts: identity, culture, communication; Key processes: reflecting, explaining] [(ACLFRC083](http://www.scootle.edu.au/ec/search?accContentId=ACLFRC083))  Understand that language and culture are interrelated, that they shape and are shaped by each other  [Key concepts: culture, language, meaning; Key processes: discussing, reflecting, comparing] [(ACLFRU090](http://www.scootle.edu.au/ec/search?accContentId=ACLFRU090)) |
|  | Removed | Reflect on the experience of learning and using French, considering how intercultural communication involves shared responsibility for meaning making  [Key concepts: reciprocity, understanding, intercultural experience; Key processes: communicating, observing, reflecting, analysing, responding] [(ACLFRC082](http://www.scootle.edu.au/ec/search?accContentId=ACLFRC082)) |

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|  | Removed | Identify examples of French language used to influence social and cultural ACLFRC075) relationships and practices  [Key concepts: authority, language as power, inclusion, exclusion; Key processes: scanning, selecting, analysing] [[(ACLFRU08](http://www.scootle.edu.au/ec/search?accContentId=ACLFRU089)9)ACLFRU08](http://www.scootle.edu.au/ec/search?accContentId=ACLFRU089) |
|  | Removed | Compare and reflect on the experience of learning and using French  [Key concepts: metalanguage, reflection, awareness; Key processes: expressing, reflecting, analysing] (ACLFRCO75) |

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| Years 7–8 (Year 7 entry) | |
| Achievement standard | |
| Version 9.0 | Version 8.4 |
| By the end of Year 8, students use French language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others’ contributions, and recognise familiar gestures, questions and instructions in exchanges. They recognise relationships between spoken and written forms. They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning. They respond in French or English, and demonstrate understanding of context, purpose and audience in texts. They use familiar language, and modelled sentence and grammatical structures to create texts, and demonstrate understanding of how some language reflects cultural practices.  Students approximate French sound patterns, intonation and rhythms, and demonstrate understanding that French has conventions and rules for non-verbal, spoken and written communication. They comment on aspects of French and English language structures and features, using metalanguage. They demonstrate awareness that the French language is connected with culture and identity, and that this is reflected in their own language(s), culture(s) and identity. | By the end of Year 8, students use French to interact with each other, teachers and online French-speaking contacts, to exchange information, opinions, experiences, thoughts and feelings about themselves, their families and friends. They initiate and sustain conversation by using active-listening skills and responding to others’ contributions (for example, *c’est vrai ...; ah oui, en effet ...; pas possible!)*. They respond to familiar questions and directions (such as *Qu’est-ce que c’est? Qui est-ce? Posez la question à ..*.), and request help or clarification (for example, *Pardon? Pourquoi? Peux-tu répéter?*). They approximate French sound patterns, intonation and rhythms, including novel elements of pronunciation such as *-r, -u* and *-ille*. They use the present tense and present + infinitive form to make statements and ask questions about self, peers, family and interests (for example, *je suis italien-australien; j’habite à Cairns; j’ai une sœur et deux frères; j’aime chanter; et toi?*). They locate factual information from a range of texts and use non-verbal, visual and contextual cues to help make meaning. They describe familiar objects, contexts and experiences (such as *la maison, le quartier, l’école*), using appropriate subject-verb and noun-adjective gender and number agreements and vocabulary to describe appearance (for example, *grand, petit, belle, bizarre*), character (for example, *sympa, compliqué*) and quantity (for example, *les numéros, beaucoup de ...*). They use modelled sentence structures, formulaic expressions and high-frequency vocabulary to create texts such as captions, emails, posters or short narratives and presentations. They use conjunctions and connectives (such as *puis, ensuite* and *mais*), and prepositions of place and time (such as *sous, sur, devant, après* and *avant*) to build cohesion and extend sentence structure. They translate short texts and explain French gestures, expressions or signs to friends and family. They provide examples of how languages do not always translate directly, and how interpreting and translating involve meaning (for example, values, ideas, attitudes) as well as parts of speech (such as nouns, verbs, adverbs). They adjust language use to suit contexts and situations (for example, use of *tu* or *vous*, different forms of address), and respond in culturally appropriate ways to interactions with French speakers or resources.  Students provide examples of the dynamic nature of contact between languages and cultures in the contemporary world. They identify the significance of French as a world language and the distribution of communities of French speakers in different countries and regions. They give examples of similarities between French and English (for example, the same alphabet and basic sentence structure, many words in common), and some differences (such as pronunciation and intonation patterns, non-verbal language, grammatical gender forms and politeness protocols). They identify French words used in English (such as ‘*menu’, ‘mousse’*), English words used in French (such as *le weekend, le football*), and explain how languages and cultures influence and interact with each other (technology, globalisation, popular culture). They know that French has its own rules for pronunciation, grammar and non-verbal communication and that they need to adjust language to suit different situations and relationships (for example, formal and informal language, different text types). They use metalanguage to explain features of language, texts and grammar, making connections with terms such as ‘verb’, ‘adjective’ and ‘tense’ that are used in English learning, and incorporating new concepts such as grammatical gender for talking about French. Students give examples of how languages are connected with cultures, and of how French language reflects ways of behaving and thinking as does their own language. |

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| Content descriptions | | |
| Version 9.0 Strand: Communicating meaning in French | | |
| Version 9.0 | Action taken | Version 8.4 |
| Version 9.0 Sub-strand: Interacting in French | | |
| interact with others using modelled language to exchange information in familiar contexts about self and personal world  AC9LF8EC01 | Refined | Interact with peers and teacher to exchange information and opinions, talk about self, family, friends and interests, and express feelings, likes and dislikes  [Key concepts: family, friendship, home; Key processes: interacting, describing] (ACLFRC091) |

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| develop language to interact in exchanges, routines, tasks and responsibilities related to classroom and interests  AC9LF8EC02 | Refined | Participate in classroom routines and interactions by following instructions, asking and answering questions, and requesting help or permission  [Key concepts: roles, routines, interaction patterns; Key processes: participating, interacting, contributing, responding] [(ACLFRC093)](http://www.scootle.edu.au/ec/search?accContentId=ACLFRC093) |
| engage in modelled non-verbal, spoken and written exchanges with peers to organise activities relating to daily life and school environment  AC9LF8EC03 | Refined | Participate in collaborative activities such as performances and presentations that involve planning, making arrangements, transacting and negotiating  [Key concepts: tasks, performance, transaction, collaborative learning; Key processes: planning and managing tasks, acting] (ACLFRC092) |
| Version 9.0 Sub-strand: Mediating meaning in and between languages | | |
| locate and process information and ideas in familiar spoken, written and multimodal texts, responding in ways appropriate to cultural context, purpose and audience  AC9LF8EC04 | Refined | Locate factual information from a range of texts and resources and use the information in new ways  [Key concepts: concepts from learning areas such as health or environmental studies; Key processes: researching, reading/listening, ordering, classifying] [(ACLFRC094)](http://www.scootle.edu.au/ec/search?accContentId=ACLFRC094) |
| develop and begin to apply strategies to interpret, translate and convey meaning in French in familiar contexts  AC9LF8EC05 | New |  |
|  | Removed | Present information and ideas relating to social worlds and natural environments in spoken, written and digital forms  [Key concepts: community, traditions, environment; Key processes: composing, presenting, informing] [(ACLFRC095](http://www.scootle.edu.au/ec/search?accContentId=ACLFRC095)) |
|  | Removed | Translate short texts from French to English and vice versa, noticing which words or phrases translate easily and which do not  Key concepts: translation, equivalence; Key processes: comparing, translating, interpreting, explaining] (ACLFRC098) |
|  | Removed | Create bilingual texts and resources such as learning support materials, games or posters, deciding how to deal with elements that cannot be readily translated  [Key concepts: equivalence, context, meaning; Key processes: translating, interpreting, explaining] (ACLFRC099) |
| Version 9.0 Sub-strand: Creating text in French | | |
| create spoken, written and multimodal, informative and imaginative texts using appropriate vocabulary, expressions, grammatical structures, and some textual conventions  AC9LF8EC06 | New |  |
|  | Removed | Engage with imaginative and creative texts such as stories, poems, songs or cartoons, comparing favourite elements, and discussing characters, events, themes and effects  [Key concepts: imagination, creativity, character, expression; Key processes: participating, responding, evaluating] (ACLFRC096) |
|  | Removed | Reinterpret or create own shared texts, experimenting with expressive and performance genres, and creating moods and effects suitable for different audiences  [Key concepts: adaptation, mode, genre, performance; Key processes: interpreting, creating, experimenting, presenting] (ACLFRC097) |

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|  | Removed | Recognise that French language use varies according to context, situation and relationship  [Key concepts: variation, context, relationship; Key processes: noticing, analysing, explaining] (ACLFRU105) |

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| Version 9.0 Strand: Understanding language and culture | | |
| Version 9.0 | Action taken | Version 8.4 |
| Version 9.0 Sub-strand: Understanding systems of language | | |
| recognise and use features of the French sound system, including pitch, rhythm, stress, pronunciation and intonation, and demonstrate understanding of how these are represented in familiar contexts  AC9LF8EU01 | Refined | Recognise and use features of the French sound system, including pitch, rhythm, stress and intonation  [Key concepts: pronunciation, intonation; Key processes: listening, distinguishing, imitating, reading aloud] (ACLFRU102) |
| develop knowledge of, and use structures and features of, the French grammatical and writing systems to understand and create spoken, written and multimodal texts  AC9LF8EU02 | Refined | Understand and use elements of the French grammatical system, including word order, gender and number variation, and present and compound forms of regular and some irregular verbs  [Key concepts: grammar, gender, number; Key processes: noticing, applying, explaining] (ACLFRU103) |
| compare French language structures and features with English, using familiar metalanguage  AC9LF8EU03 | Refined | Recognise and use features of common spoken, written and multimodal texts, and compare with features of similar texts in English  [Key concepts: genre, mode, tenor, audience, language features; Key processes: noticing, analysing, comparing] (ACLFRU104) |

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| Version 9.0 Sub-strand: Understanding the interrelationship of language and culture | | |
| recognise how identity is shaped by language(s), culture(s), beliefs, attitudes and values  AC9LF8EU04 | Combined  Refined | Engage with French speakers and resources, noticing how interaction involves culture as well as language  [Key concepts: awareness, interpretation, cultural frames, intercultural exchange; Key processes: noticing, reflecting, responding] (ACLFRC100)  Notice own and others’ ways of expressing identity, and consider the relationship between language, culture and identity  [Key concepts: communication, identity; Key processes: noticing, reflecting, comparing, adjusting] (ACLFRC101)  Explore the relationship between language and culture  [Key concepts: culture, language, meaning; Key processes: analysing, explaining, defining] (ACLFRU108) |
|  | Removed | Understand the dynamic nature of French and other languages  [Key concepts: language contact, word borrowing, globalisation; Key processes: observing, identifying, classifying] (ACLFRU106) |
|  | Removed | Recognise that French is both a local and a global language  [Key concepts: first language, global language, dialects, creoles, accents; Key processes: mapping, comparing, distinguishing] (ACLFRU107) |

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| Years 9–10 (Year 7 entry) | |
| Achievement standard | |
| Version 9.0 | Version 8.4 |
| By the end of Year 10, students initiate and sustain French language to exchange and compare ideas and experiences about their own and others’ personal world. They communicate using non-verbal, spoken and written language to collaborate, plan and reflect on activities and events. They interpret and analyse information and ideas in texts and demonstrate understanding of different perspectives. They synthesise information and respond in French or English, adjusting language to convey meaning and to suit context, purpose and audience. They use structures and features of spoken and written French to create texts.  Students apply features of the French sound system to enhance fluency and demonstrate understanding of the sound system in spoken exchanges. They select and apply knowledge of language conventions, structures and features to interact, make meaning and create texts. They support discussion of structures and features of 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 learning influences their ideas and ways of communicating. | By the end of Year 10, students use written and spoken French to socialise with peers, teachers and other French speakers in local contexts and online environments. They communicate about immediate and personal interests and involvements (such as family, friends, interests), and some broader social and cultural issues (such as health, social media, international experience, the environment). They approximate rhythms and intonation patterns of extended and compound sentences, using syllable combinations, and building fluency and accuracy in pronunciation, pitch and stress. They use the *passé composé* tense of regular verbs with *avoir* and *être*, noticing that the*participe passé* form of verbs with *être* involves gender and number agreement. They identify the form and function of reflexive verbs (such as *se laver, se lever*) and use appropriate forms of possessive adjectives in own language production. They locate, interpret and analyse information from different print, digital and community sources, and communicate information, ideas and views in a range of contexts using different modes of presentation. They use expressive and descriptive vocabulary to talk about feelings and experiences. They create imaginative and performative texts for a range of purposes, such as entertaining or persuading. They use French to narrate and describe, matching modes of presentation to context and intended audience. They create bilingual texts (such as guides, event commentaries, cultural glossaries), and interpret observed interactions in terms of cultural practices and comparisons.  Students identify differences between spoken and written forms of French, comparing these with English and other known languages. They identify the importance of non-verbal elements of communication, such as facial expressions, gestures and intonation. They make distinctions between familiar text types, such as greetings, instructions and menus, commenting on differences in language features and text structures. They use metalanguage for talking about language (such as formal and informal language, body language) and for reflecting on the experience of French language and culture learning. They identify relationships between parts of words (such as suffixes, prefixes) and stems of words (such as *préparer, préparation; le marché, le supermarché, l’hypermarché*). Students identify the validity of different perspectives, and make comparisons across languages and cultures, drawing from texts which relate to familiar routines and daily life (for example, *la vie scolaire, la famille, les courses, les loisirs, la cuisine*). They explain to others French terms and expressions that reflect cultural practices (such as *bon appétit, bonne fête*). They reflect on their own cultural identity in light of their experience of learning French, discussing how their ideas and ways of communicating are influenced by their membership of cultural groups. |

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| Content descriptions | | |
| Version 9.0 Strand: Communicating meaning in French | | |
| Version 9.0 | Action taken | Version 8.4 |
| Version 9.0 Sub-strand: Interacting in French | | |
| initiate and sustain interactions in familiar and some unfamiliar contexts to exchange ideas, experiences and opinions about their own and others’ personal world  AC9LF10EC01 | Refined | Socialise and exchange views on local and global issues  [Key concepts: generation, environment, globalisation, relationships; Key processes: interacting, responding, explaining, comparing] [(ACLFRC109](http://www.scootle.edu.au/ec/search?accContentId=ACLFRC109)) |
| use French language in exchanges to question, offer opinions and compare and discuss ideas  AC9LF10EC02 | Refined | Develop classroom language to manage shared learning experiences, monitor performance and discuss French language and culture learning  [Key concepts: task, outcome, performance, communication, culture; Key processes: discussing, commenting, interacting] (ACLFRC111) |
| use non-verbal, spoken and written exchanges to discuss, plan and reflect on activities, events and experiences with peers  AC9LF10EC03 | Refined | Participate in collaborative projects that make connections between French language and culture and other curriculum areas  [Key concepts: concepts from other learning areas; Key processes: task planning and resourcing, cross-referencing] (ACLFRC110) |

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| Version 9.0 Sub-strand: Mediating meaning in and between languages | | |
| interpret information, ideas and perspectives in a wide range of spoken, written and multimodal texts and respond appropriately to cultural context, purpose and audience  AC9LF10EC04 | Combined  Refined | Access and analyse information from different sources, identifying how culture and context influence the presentation of ideas  [Key concepts: information, representation, modality; Key processes: selecting, evaluating, interpreting, analysing] (ACLFRC112)  Convey information on selected topics using different modes of presentation to suit different audiences  [Key concepts: content, audience, mode; Key processes: selecting, designing, presenting] (ACLFRC113)  Respond to a range of traditional and contemporary texts, and compare themes and language style  [Key concepts: characterisation, themes, imagination, humour; Key processes: responding, comparing] (ACLFRC114) |
| apply strategies to interpret and translate non-verbal, spoken and written interactions and texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts  AC9LF10EC05 | Refined | Consider the nature of translating and interpreting and the role of culture when transferring meaning from one language to another  [Key concepts: culture, translation, interpretation, meaning; Key processes: comparing, analysing, critical and cultural reading] (ACLFRC116) |
|  | Removed | Recognise that French is used in varying ways to achieve different purposes  [Key concepts: language modes, register, context; Key processes: noticing, comparing, analysing, explaining] (ACLFRU123) |

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| Version 9.0 Sub-strand: Creating text in French | | |
| create spoken, written and multimodal, informative and imaginative texts, selecting vocabulary, expressions, grammatical structures and textual conventions for familiar and some unfamiliar contexts and purposes, to engage different audiences  AC9LF10EC06 | Refined | Analyse and compose different types of texts using appropriate linguistic, textual and cultural elements  [Key concepts: register, tenor, cohesion; Key processes: analysing, composing, explaining] (ACLFRU122) |
|  | Removed | Create imaginative texts to entertain, convey ideas and express emotions  [Key concepts: culture, expression, empathy, humour; Key processes: creating, performing, entertaining, reflecting] (ACLFRC115) |
|  | Removed | Create bilingual texts such as glossaries, footnotes or captions to interpret cultural aspects of texts  [Key concepts: representation, bilingualism, interpretation; Key processes: interpreting, explaining, comparing] (ACLFRC117) |

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| Version 9.0 Strand: Understanding language and culture | | |
| Version 9.0 | Action taken | Version 8.4 |
| Version 9.0 Sub-strand: Understanding systems of language | | |
| apply features of the French sound system, including pitch, rhythm, stress, pronunciation and intonation, and show how these are represented in familiar and some unfamiliar contexts  AC9LF10EU01 | Refined | Recognise the regularities and irregularities of spoken French, and use pronunciation, rhythm and stress in increasingly complex ways  [Key concepts: liaisons, rhythm, intonation, pitch; Key processes: recognising, discriminating, imitating, producing] (ACLFRU120) |
| select and use structures and features of the French grammatical and writing systems to enhance meaning and create spoken, written and multimodal texts  AC9LF10EU02 | Refined | Extend grammatical knowledge, including the forms and functions of reflexive verbs, verb moods and modality and the imperfect tense  [Key concepts: tense, mood, modality; Key processes: analysing, classifying, applying, explaining] (ACLFRU121) |
| reflect on and evaluate French texts, using metalanguage to discuss language structures and features  AC9LF10EU03 | New |  |
| Version 9.0 Sub-strand: Understanding the interrelationship of language and culture | | |
| reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes and values and how these affect ways of communicating  AC9LF10EU04 | Combined  Refined | Consider and discuss own and others’ cultural identities, and how they both shape and are shaped by ways of communicating and thinking  [Key concepts: identity, culture, communication; Key processes: observing, reflecting, explaining] (ACLFRC119)  Explore the dynamic nature of the relationship between language, culture and communication and how it impacts on attitudes and beliefs  [Key concepts: culture, meaning, change; Key processes: reflecting, analysing, comparing] (ACLFRU126) |
|  | Removed | Interact with French speakers and resources, recognising that intercultural communication involves shared responsibility for meaning making  [Key concepts: frames, standpoints, reciprocity, reflection; Key processes: expressing, discussing, noticing, adjusting] (ACLFRC118) |
|  | Removed | Examine the nature of language change in response to changing cultural conditions  [Key concepts: globalisation, intercultural contact, popular culture; Key processes: reflecting, analysing, comparing, explaining] (ACLFRU124) |
|  | Removed | Understand the symbolic nature of language in local and global contexts  [Key concepts: power, symbolism, culture; Key processes: exploring issues, identifying, analysing, comparing] (ACLFRU125) |