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| **Foundation** | **Years 1–2** |
| **Achievement standard** | |
| 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. | 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). |

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| **Content descriptions** | |
|  | **Strand: Communicating meaning in French** |
|  | **Sub-strand: Interacting in French** |
| with support, recognise and communicate meaning in French  AC9LFF01 | recognise and respond to modelled classroom-related greetings, instructions and routines; and personal introductions  AC9LF2C01 |
| explore, with support, language features of French noticing similarities and differences between French and English  AC9LFF02 | participate in a range of guided, play-based language activities using formulaic expressions, visual and spoken cues  AC9LF2C02 |
| explore connections between language and culture  AC9LFF03 |  |
|  | **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 |
|  | notice that language carries cultural meaning in classroom-related greetings, introductions, instructions and routines  AC9LF2C04 |
|  | **Sub-strand: Creating text in French** |
|  | use words, familiar phrases and modelled language to create spoken, written and multimodal texts  AC9LF2C05 |

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|  | **Strand: Understanding language and culture** |
|  | **Sub-strand: Understanding systems of language** |
|  | recognise and imitate the sounds and rhythms of French  AC9LF2U01 |
|  | recognise that the Roman alphabet is used to construct meaning in texts in French  AC9LF2U02 |
|  | notice that French has features that may be similar to or different from English  AC9LF2U03 |
|  | **Sub-strand: Understanding the interrelationship of language and culture** |
|  | notice that people use language in ways that reflect cultural practices  AC9LF2U04 |

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| **Years 3–4** | **Years 5–6** |
| **Achievement standard** | |
| 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 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. |

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| **Content descriptions** | |
| **Strand: Communicating meaning in French** | |
| **Sub-strand: Interacting in French** | |
| initiate exchanges and respond to modelled questions about self, others, and classroom environment, using formulaic expressions  AC9LF4C01 | initiate and sustain modelled exchanges in familiar contexts related to students’ personal world and school environment  AC9LF6C01 |
| participate in activities that involve planning with others, using a range of familiar phrases and modelled structures  AC9LF4C02 | participate in activities that involve planning and negotiating with others, using language that expresses information, preferences and ideas  AC9LF6C02 |
| **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 | locate and process information and ideas in a range of spoken, written and multimodal texts, and respond in different ways to suit purpose  AC9LF6C03 |
| develop strategies to comprehend and adjust French language in familiar contexts to convey cultural meaning  AC9LF4C04 | apply strategies to interpret and convey meaning in French language in familiar non-verbal, spoken and written cultural contexts  AC9LF6C04 |
| **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 | 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 |

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| **Strand: Understanding language and culture** | |
| **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 | apply knowledge of combinations of sounds, syllables, pronunciation and intonation patterns to develop fluency and rhythm to known words and phrases  AC9LF6U01 |
| recognise French language conventions, grammatical structures and basic syntax in familiar texts and contexts  AC9LF4U02 | use knowledge of modelled grammatical structures and formulaic expressions to compose and respond to texts using appropriate punctuation and textual conventions  AC9LF6U02 |
| recognise familiar French language features and compare with those of English, in known contexts  AC9LF4U03 | compare some French language structures and features with those of English, using some familiar metalanguage  AC9LF6U03 |
| **Sub-strand: Understanding the interrelationship of language and culture** | |
| identify connections between French language and cultural practices  AC9LF4U04 | recognise that language reflects cultural practices, values and identity, and that this impacts on non-verbal and verbal communication  AC9LF6U04 |

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| **Years 7­–8 (F–10)** | **Years 9–10 (F–10)** |
| **Achievement standard** | |
| 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 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. |

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| **Content descriptions** | |
| **Strand: Communicating meaning in French** | |
| **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 | 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 |
| collaborate in activities that involve the language of transaction, negotiation and problem-solving to plan projects and events  AC9LF8C02 | contribute to discussions that involve diverse views to negotiate outcomes, address issues and compare experiences  AC9LF10C02 |
| **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 | 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 |
| interpret and adjust non-verbal, spoken and written language to convey meaning in French language in familiar and some unfamiliar cultural contexts  AC9LF8C04 | interpret and translate non-verbal, spoken and written interactions and texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts  AC9LF10C04 |
| **Sub-strand: Creating text in French** | |
| 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 | 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 |

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| **Strand: Understanding language and culture** | |
| **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 | apply features and conventions of spoken French to extend fluency in responding to and creating texts in familiar and unfamiliar contexts  AC9LF10U01 |
| apply understanding of grammatical structures and expressions to compose and respond to texts  AC9LF8U02 | apply knowledge of grammatical structures to predict meaning and compose texts that contain some complex structures and ideas  AC9LF10U02 |
| reflect on similarities and differences between French and English language structures and features, using metalanguage  AC9LF8U03 | reflect on and evaluate French texts, using metalanguage to analyse language structures and features  AC9LF10U03 |
| **Sub-strand: Understanding the interrelationship of language and culture** | |

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| reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes and values  AC9LF8U04 | 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 |

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| **Years 7–8 (Year 7 entry)** | **Years 9–10 (Year 7 entry)** |
| **Achievement standard** | |
| 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 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. |

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| **Content descriptions** | |
| **Strand: Communicating meaning in French** | |
| **Sub-strand: Interacting in French** | |
| interact with others using modelled language to exchange information in familiar contexts about self and personal world  AC9LF8EC01 | initiate and sustain interactions in familiar and some unfamiliar contexts to exchange ideas, experiences and opinions about their own and others’ personal world  AC9LF10EC01 |
| develop language to interact in exchanges, routines, tasks and responsibilities related to classroom and interests  AC9LF8EC02 | use French language in exchanges to question, offer opinions and compare and discuss ideas  AC9LF10EC02 |
| engage in modelled non-verbal, spoken and written exchanges with peers to organise activities relating to daily life and school environment  AC9LF8EC03 | use non-verbal, spoken and written exchanges to discuss, plan and reflect on activities, events and experiences with peers  AC9LF10EC03 |
| **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 | 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 |
| develop and begin to apply strategies to interpret, translate and convey meaning in French in familiar contexts  AC9LF8EC05 | 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 |

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| **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 | 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 |

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| **Strand: Understanding language and culture** | |
| **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 | 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 |
| 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 | select and use structures and features of the French grammatical and writing systems to enhance meaning and create spoken, written and multimodal texts  AC9LF10EU02 |
| compare French language structures and features with English, using familiar metalanguage  AC9LF8EU03 | reflect on and evaluate French texts, using metalanguage to discuss language structures and features  AC9LF10EU03 |
| **Sub-strand: Understanding the interrelationship of language and culture** | |
| recognise how identity is shaped by language(s), culture(s), beliefs, attitudes and values  AC9LF8EU04 | 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 |