

LANGUAGES

CONSULTATION CURRICULUM

French – Comparative information F–10 and 7–10

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COMPARISON OF CURRENT AND REVISED CURRICULUM IN LANGUAGES: FRENCH

The following comparative data refers to the two sequences (Foundation to Year 10 and Years 7 to 10).

Content descriptions: Foundation (New)

Content descriptions	
Proposed	with support, recognise and communicate meaning in French (AC9LFF01)
Proposed	explore, with support, language features of French noticing similarities and differences between French and English (AC9LFF02)
Proposed	explore connections between language and culture (AC9LFF03)
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.	

Content descriptions: Years 1 to 6

Strand			
Original	Communicating		
Proposed	Communicating in French		
Sub-strand			
Original	Socialising		
Proposed	Interacting in French		
Content descriptions	Years 1 and 2 <i>Students learn to:</i>	Years 3 and 4 <i>Students learn to:</i>	Years 5 and 6 <i>Students learn to:</i>
Original	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)	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)	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)
Original	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)	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)	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)
Proposed	recognise and respond to modelled classroom-related greetings, instructions	initiate exchanges and respond to modelled questions about self, others, and classroom	initiate and sustain modelled exchanges in familiar contexts related to students' personal world and school environment

	and routines; and personal introductions (AC9LF2C01)	environment, using formulaic expressions (AC9LF4C01)	(AC9LFC01)
Original	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)	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)	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)
Proposed	participate in a range of guided, play-based language activities using formulaic expressions, visual and spoken cues (AC9LF2C02)	participate in activities that involve planning and transacting 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	
Original	Informing
Proposed	<i>Removed</i>
Sub-strand	
Original	Translating
Proposed	<i>Removed</i>
Sub-strand	
Original	Reflecting
Proposed	<i>Removed</i>

Sub-strand New			
Original	Informing; Translating; Reflecting		
Proposed	Mediating in and between languages		
Content descriptions	Years 1 and 2 <i>Students learn to:</i>	Years 3 and 4 <i>Students learn to:</i>	Years 5 and 6 <i>Students learn to:</i>
Original	Identify key points of information in simple texts [Key concepts: text, meaning, context; Key processes: decoding, guessing, making meaning] (ACLFRC004)	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)	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)
Original	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)	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)	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)
Proposed	locate, with support, key information in familiar texts, and respond using gestures, images, words and formulaic phrases. (AC9LF2C03)	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)
Original	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	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	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)

	[Key concepts: language, vocabulary, meaning; Key processes: demonstrating, explaining, comparing] (ACLFRC008)	[Key concepts: translation, meaning, culture; Key processes: noticing, explaining, comparing] (ACLFRC026)	
Original	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)	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)	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)
Proposed	notice that language carries cultural meaning in classroom-related greetings, introductions, instructions and routines (AC9LF2C04)	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 spoken, written and non-verbal cultural contexts (AC9LF6C04)

Sub-strand			
Original	Creating		
Proposed	Creating text in French		
Content descriptions	Years 1 and 2 <i>Students learn to:</i>	Years 3 and 4 <i>Students learn to:</i>	Years 5 and 6 <i>Students learn to:</i>
Original	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)	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)	Convey information and ideas in different formats to suit specific audiences and contexts [Key concepts: content, audience, purpose; Key processes: organising, comparing, selecting] (ACLFRC041)

Original	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 short imaginative texts that allow for exploration and enjoyment of language [Key concepts: fantasy, imagination; Key processes: experimenting, playing, creating, performing] (ACLFRC025)	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)
Original	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)	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)	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)
Original	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)	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)	
Proposed	use words, familiar phrases and modelled language to create spoken, written and multimodal texts (AC9LF2C05)	create and present informative and imaginative spoken and written texts using formulaic expressions, simple phrases and sentences and modelled textual conventions (AC9LF4C05)	create and present a range of spoken and written texts using a variety of modelled sentence structures to sequence information and ideas, and conventions appropriate to text type (AC9LF6C05)
Original			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)
Proposed			demonstrate understanding of how language reflects culture by beginning to use words and expressions that reflect cultural practices and conventions (AC9LF6C06)

Strand			
Original	Understanding		
Proposed	Understanding language and culture		
Sub-strand			
Original	Systems of language		
Proposed	Understanding systems of language		
Content descriptions	Years 1 and 2 <i>Students learn to:</i>	Years 3 and 4 <i>Students learn to:</i>	Years 5 and 6 <i>Students learn to:</i>
Original	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)	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)	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] (ACLFRC048)
Proposed	recognise and imitate the sounds and rhythms of French (AC9LF2U01)	recognise and use modelled combinations of sounds, pronunciation and intonation patterns of	apply knowledge of combinations of sounds, syllables, pronunciation and intonation patterns

		French to form words and phrases (AC9LF4U01)	to develop fluency and rhythm to known words and phrases (AC9LF6U01)
Original	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)	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)	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)
Proposed	recognise that the Roman alphabet is used to construct meaning in texts in French (AC9LF2U02)	recognise French language conventions, grammatical structures and basic syntax in familiar texts and contexts (AC9LF4U02)	apply modelled grammatical structures and formulaic expressions to compose and respond to texts using appropriate punctuation and textual conventions (AC9LF6U02)
Original	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)	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)	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)
Proposed	notice that French has features that may be similar to or different from English (AC9LF2U03)	recognise familiar French language features and compare with those of English, in known contexts (AC9LF4U03)	use familiar metalanguage to compare some French language functions, structures and features with those of English, in known contexts (AC9LF6U03)

Sub-strand			
Original	Language variation and change		
Proposed	<i>Removed</i>		

Sub-strand			
Original	Language variation and change; Role of language and culture		
Proposed	Understanding the interrelationship of language and culture		
Content descriptions	Years 1 and 2 <i>Students learn to:</i>	Years 3 and 4 <i>Students learn to:</i>	Years 5 and 6 <i>Students learn to:</i>
Original	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)	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)	Understand that language is used differently in different contexts and situations [Key concepts: language, identity, culture, context; Key processes: observing, comparing, analysing, explaining] (ACLF051)
Original	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)	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)	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] (ACLF052)
Original	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)	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)	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] (ACLF053)

Original	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)	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)	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)
Proposed	notice that people use language in ways that reflect cultural practices and behaviours (AC9LF2U04)	identify connections between French language and cultural practices and behaviours (AC9LF4U04)	recognise connections between language and cultural practices, behaviours and values and reflect on the impact on communication (AC9LF6U04)

Achievement standard Years 1 to 6

	Years 1 and 2	Years 3 and 4	Years 5 and 6
Original	By the end of Year 2, students interact with teachers and each other through action-related talk and play. They exchange greetings such as <i>Bonjour! Comment ça va? Très bien, merci</i> and respond to question cues with single words or set phrases such as <i>Qu'est-ce que c'est? Un éléphant. Tu veux un croissant? Non, merci.</i> They choose between options when responding to questions such as <i>Tu veux le rouge ou le bleu?</i> They make meaning using visual, non-verbal and contextual cues such as intonation, gestures and facial expressions. They mimic French pronunciation, approximating vowel sounds and consonant combinations with some accuracy. They	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 <i>Qu'est-ce que c'est?</i> and <i>Qu'est-ce que tu fais?</i> They share simple ideas and information, express positive and negative feelings (for example, <i>Je suis très contente; Je n'aime pas la pluie</i>) 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, <i>Je</i>	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, <i>Est-ce que je peux ... ? Tu peux.... ?</i>), using appropriate pronunciation, intonation and non-verbal communication strategies. They use appropriate forms of address for different audiences, such as <i>tu</i> forms with friends and family members, and <i>vous</i> 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

	<p>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.</p> <p>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.</p>	<p><i>suis australien et italien; J'habite à Brisbane; Je vais partir demain</i>). 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 <i>et</i> and <i>mais</i>, and prepositions such as <i>sous</i>, <i>sur</i> and <i>devant</i>. They use vocabulary related to familiar contexts and their personal worlds, and apply gender and number agreements in simple constructions (for example, <i>une petite maison, les grands chiens</i>).</p> <p>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 <i>r</i> and <i>u</i> and gender forms). They know that languages change over time and influence each other. They identify French words used in English (such as <i>menu, mousse</i>) and English words used in French (such as <i>le weekend, stop!</i>). They demonstrate understanding of the fact that language may need to be adjusted to suit different situations and relationships (for example, formal and</p>	<p>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 <i>et, mais, parce que, plus tard, maintenant</i>), positive and negative statements (such as <i>j'ai trois amis, je n'ai plus d'amis</i>), and adverbs such as <i>très, aussi, beaucoup, un peu</i> and <i>lentement</i>. They recognise and use with support verb forms such as <i>le futur proche (je vais + l'infinitif)</i> and <i>le passé composé (j'ai + regular forms of past participle)</i> as set phrases. They identify <i>l'imparfait</i> when reading (for example, <i>c'était, il était</i>). They use possessive pronouns and adjectives with modelling and support, and prepositions to mark time and place (such as <i>avant, après, devant, derrière</i>).</p> <p>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,</p>
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		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.	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, <i>préparer, préparation; le marché, le supermarché, l'hypermarché</i>). Students make comparisons between French and their own language and culture, drawing from texts which relate to familiar routines and daily life (such as <i>la vie scolaire, la famille, les courses, les loisirs, la cuisine</i>). They explain to others French terms and expressions that reflect cultural practices (for example, <i>bon appétit, bonne fête</i>). 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.
Proposed	By the end of Year 2, students use French to interact and share information related to the classroom and themselves. They use cues to respond to questions and instructions. They know and use basic French sound patterns, intonation, rhythm and simple formulaic expressions. 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 text.	By the end of Year 4, students use French to initiate structured interactions to share information related to the classroom and their personal world. They use modelled language to participate in oral and written activities that involve plans and transactions. 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 and present text.	By the end of Year 6, students initiate and use strategies to maintain interactions in French related to their immediate environment. They collaborate in oral and written activities that involve the language of transaction 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 appropriately to context, purpose and audience. They create texts,

	<p>Students understand that French has 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 identity, and notice how this is reflected in their own language, culture and identity.</p>	<p>Students understand that French has language conventions and grammar rules to create and make meaning and that some terms have specific cultural meanings. Students identify patterns in French and make comparisons between French and English. They understand that the French language is connected with culture and identity, and identify how this is reflected in their own language, culture and identity.</p>	<p>selecting and using a variety of vocabulary and sentence structures to suit context, and show understanding of how some language reflects cultural practices. They sequence information and ideas and use conventions appropriate to text type.</p> <p>Students apply rules for pronunciation, spelling, punctuation and modelled grammatical structures when creating and responding in French. They use metalanguage to compare frequently used language features in French and English. They understand that the French language is connected with culture and identity, and consider how this is reflected in their own language, culture and identity.</p>
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Content descriptions: Years 7 to 10 (Foundation to Year 10)

Strand		
Original	Communicating	
Proposed	Communicating in French	
Sub-strand		
Original	Socialising	
Proposed	Interacting in French	
Content descriptions	Years 7 and 8 <i>Students learn to:</i>	Years 9 and 10 <i>Students learn to:</i>
Original	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)	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)
Original	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)	
Proposed	initiate and sustain exchanges in familiar and 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)
Original	Engage in tasks and activities that involve negotiation and problem-solving [Key concepts: value, design, audience, purpose; Key processes: negotiating, considering, reflecting, evaluating] (ACLFRC056)	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)

Proposed	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 cultural experiences (AC9LF10C02)
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Sub-strand	
Original	Informing
Proposed	<i>Removed</i>
Sub-strand	
Original	Translating
Proposed	<i>Removed</i>
Sub-strand	
Original	Reflecting
Proposed	<i>Removed</i>

Sub-strand New		
Original	Informing; Translating; Reflecting	
Proposed	Mediating in and between languages	
Content descriptions	Years 7 and 8 <i>Students learn to:</i>	Years 9 and 10 <i>Students learn to:</i>
Original	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)	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)
Original	Organise and present information and ideas on different topics, issues or events, comparing perspectives and experiences	Convey information on selected topics, using different modes of presentation to suit different audiences or to achieve different purposes

	[Key concepts: perspective, engagement, action, debate; Key processes: managing information, shaping text, engaging] (ACLFRC059)	[Key concepts: content, audience, mode; Key processes: selecting, designing, aligning] (ACLFRC077)
Proposed	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)
Original	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)	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)
Proposed	interpret and adjust spoken, written and non-verbal language to convey meaning in French language in familiar and unfamiliar cultural contexts (AC9LF8C04)	interpret and translate spoken, written and non-verbal interactions and texts to convey intercultural understanding in familiar and unfamiliar contexts (AC9LF10C04)
Original	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)	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)
Proposed	reflect on similarities and differences in cultural interpretations between French and their own language use and behaviour (AC9LF8C05)	evaluate how intercultural contexts shape meaning in interactions and texts in French and their own language (AC9LF10C05)

Sub-strand		
Original	Creating	
Proposed	Creating text in French	
Content descriptions	Years 7 and 8 <i>Students learn to:</i>	Years 9 and 10 <i>Students learn to:</i>
Original	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)	Create imaginative texts involving moods and effects designed to engage different audiences [Key concepts: imagination, creativity, stimulus; Key processes: planning, projecting, engaging, entertaining] (ACLFRC079)
Original	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)	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)
Proposed	create and present spoken, written and multimodal texts for specific purposes, selecting vocabulary, grammatical structures and textual features and conventions appropriate to text type and context (AC9LF8C06)	create a range of texts for diverse contexts and purposes, selecting text structures and language features to engage different audiences (AC9LF10C06)
Proposed	consider and select words and expressions to create texts that reflect cultural values and beliefs (AC9LF8C07)	use a broad range of words, expressions and idioms to enhance the cultural authenticity of texts (AC9LF10C07)

Strand		
Original	<i>Understanding</i>	
Proposed	<i>Understanding language and culture</i>	
Sub-strand:		
Original	Systems of language	
Proposed	Understanding systems of language	
Content descriptions	Years 7 and 8 <i>Students learn to:</i>	Years 9 and 10 <i>Students learn to:</i>
Original	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] (ACLF8U066)	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] (ACLF9U084)
Original	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] (ACLF8U069)	
Proposed	apply knowledge of conventions of spoken French to known and unfamiliar language to enhance fluency, and use this knowledge in responding to and creating texts (AC9LF8U01)	apply features and conventions of spoken French to extend fluency in responding to and creating spoken and written texts in known and unfamiliar contexts (AC9LF10U01)
Original	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] (ACLF8U067)	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] (ACLF9U085)

Proposed	apply a range of grammatical structures and expressions to compose and respond to texts using appropriate punctuation and textual conventions (AC9LF8U02)	apply grammatical knowledge to predict meaning and compose texts that contain some complex structures and ideas (AC9LF10U02)
Original	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] (ACLF8U068)	Analyse how different types of text incorporate cultural and contextual elements [Key concepts: context, culture, perspective; Key processes: comparing, analysing, identifying] (ACLF8U086)
Original		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] (ACLF8U087)
Original		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] (ACLF8U088)
Proposed	use metalanguage to reflect on similarities and differences between French language functions, structures and features with those of English, in known contexts (AC9LF8U03)	use metalanguage to reflect on and evaluate French texts, and to compare use of language features in French and English (AC9LF10U03)

Sub-strand		
Original	Language variation and change	
Proposed	<i>Removed</i>	

Sub-strand		
Original	Language variation and change; Role of language and culture	
Proposed	Understanding the interrelationship of language and culture	
Content descriptions	Years 7 and 8 <i>Students learn to:</i>	Years 9 and 10 <i>Students learn to:</i>
Original	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)	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)
Original		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)
Original	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)	Identify examples of French language used to influence social and cultural relationships and practices [Key concepts: authority, language as power, inclusion, exclusion; Key processes: scanning, selecting, analysing] (ACLFRC089)
Original	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] (ACLFRC072)	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] (ACLFRC090)
Original		Compare and reflect on the experience of learning and using French [Key concepts: metalanguage, reflection, awareness; Key processes: expressing, reflecting, analysing] (ACLFRC075)

Proposed	explain how the French language reflects cultural practices, perspectives and identity, and compare these with their own (AC9LF8U04)	evaluate how language choice in French reflects cultural values, perspectives and identity, and compare these with their own (AC9LF10U04)
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Achievement standard Year 7 and 10 (Foundation to Year 10)

	Years 7 and 8	Years 9 and 10
Original	<p>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, <i>les nouvelles technologies, les rapports entre les générations, le travail, la musique</i>). They ask, give and follow directions and instructions, using phrases such as <i>prenez la deuxième rue à gauche ..., suivez le boulevard jusqu'à ... and choisissez la photo</i>. 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 <i>passé composé</i> form independently as well as high-frequency irregular verbs such as <i>faire, être and avoir</i>. 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</p>	<p>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 <i>Qu'est-ce que vous pensez au sujet de ... ? A mon avis ...</i>), change or elaborate on topics (for example, <i>Oui, mais ... d'autre part ...</i>), and provide feedback and encouragement (for example, <i>En effet - c'est intéressant; et toi, qu'est-ce que tu en dis?</i>). 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 <i>présent, passé composé, imparfait</i> and <i>futur proche</i> tenses in their own texts, and the conditional tense to express intention or preference (for example, <i>Je voudrais aller au cinéma ce soir</i>). They use with support</p>

	<p>possible (for example, <i>à tout à l'heure</i>, good on ya!). They make appropriate language choices when communicating in French in different contexts and situations.</p> <p>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.</p>	<p><i>futur</i> and <i>plus-que-parfait</i> tenses. Students translate and interpret a range of French and English texts, comparing versions and analysing processes.</p> <p>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, <i>le français</i>). 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.</p>
<p>Proposed</p>	<p>By the end of Year 8, students initiate and maintain interactions in French in familiar and unfamiliar contexts related to a range of interests and experiences. They use French appropriate to collaborate and problem-solve and adjust language in response to others. Students interpret information, ideas and opinions in texts. They demonstrate understanding of similarities and differences between languages, in both familiar and unfamiliar cultural contexts, by adjusting and reorganising responses appropriately. Students select and use appropriate vocabulary, sentence structures and expressions to create spoken, written and multimodal texts.</p> <p>Students show understanding of different text types to present and respond to information, ideas and opinions, and are aware that spoken</p>	<p>By the end of Year 10, students contribute to and extend interactions in French in increasingly unfamiliar contexts related to a wide range of interests and issues. They interpret a broad range of texts and manipulate language to convey intercultural understanding. They evaluate and synthesise information, ideas and perspectives in texts. They show understanding of how features of language can be used to influence audience response. They create texts, selecting language for a range of contexts, purposes and audiences. They demonstrate knowledge of connections between spoken and written texts, and use appropriate expressions and spoken and written conventions to enhance fluency and authenticity. They apply and use complex sentences and structures to create and respond to spoken and written texts that express ideas, perspectives and opinions. They use a variety</p>

	<p>and written texts use different conventions. They use metalanguage to comment on structures and features of French text. They reflect on how the French language, culture and identity are interconnected, and compare this with their own language, culture and identity.</p>	<p>of tenses to sequence events and use language devices to enhance meaning and cohesion.</p> <p>Students use metalanguage to reflect on and evaluate French text and explain similarities and differences between French and English. They reflect on their own cultural perspectives and identity and draw on their experience of learning French to explain how this learning influences their ideas and ways of communicating.</p>
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Content descriptions: Years 7 to 10 (Year 7 Entry)

Strand		
Original	Communicating	
Proposed	Communicating in French	
Sub-strand		
Original	Socialising	
Proposed	Interacting in French	
Content descriptions	Years 7 and 8 <i>Students learn to:</i>	Years 9 and 10 <i>Students learn to:</i>
Original	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)	Socialise and exchange views on local and global issues [Key concepts: generation, environment, globalisation, relationships; Key processes: interacting, responding, explaining, comparing] (ACLFRC109)
Proposed	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 unfamiliar contexts to exchange ideas, experiences and opinions about their own and others' personal world (AC9LF10EC01)
Original	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)	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)
Proposed	develop language to interact in classroom exchanges, routines, tasks and responsibilities (AC9LF8EC02)	use French language in exchanges to question, offer opinions and compare and discuss ideas (AC9LF10EC02)

Original	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)	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)
Proposed	engage in modelled exchanges with peers orally, gesturally, and in writing, to negotiate and organise activities relating to daily life and school environment (AC9LF8EC03)	discuss, plan and reflect on activities, events and experiences with peers orally and in writing (AC9LF10EC03)

Sub-strand		
Original	Informing	
Proposed	<i>Removed</i>	
Original	Translating	
Proposed	<i>Removed</i>	
Original	Reflecting	
Proposed	<i>Removed</i>	

Sub-strand New		
Original	Informing; Translation; Reflecting	
Proposed	Mediating in and between languages	
Content descriptions	Years 7 and 8 <i>Students learn to:</i>	Years 9 and 10 <i>Students learn to:</i>
Original	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)	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)

Original	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)	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)
Original		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)
Proposed	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)
Original	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)	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)
Original	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)	Recognise that French is used in varying ways to achieve different purposes [Key concepts: language modes, register, context; Key processes: noticing, comparing, analysing, explaining] (ACLFRC123)
Proposed	develop and begin to apply strategies to interpret, translate and convey cultural meaning in French in familiar contexts (AC9LF8EC05)	apply strategies to interpret and translate spoken, written and non-verbal interactions and texts to convey intercultural understanding in familiar and unfamiliar contexts (AC9LF10EC05)
Original	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)	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)

Original		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)
Proposed	reflect on some similarities and differences in cultural interpretations between French and their own language use and behaviours (AC9LF8EC06)	reflect on how intercultural contexts shape meaning in interactions and texts in French and their own language (AC9LF10EC06)

Sub-strand		
Original	Creating	
Proposed	Creating text in French	
Content descriptions	Years 7 and 8 <i>Students learn to:</i>	Years 9 and 10 <i>Students learn to</i>
Original	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)	Create imaginative texts to entertain, convey ideas and express emotions [Key concepts: culture, expression, empathy, humour; Key processes: creating, performing, entertaining, reflecting] (ACLFRC115)
Original	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)	Analyse and compose different types of texts using appropriate linguistic, textual and cultural elements [Key concepts: register, tenor, cohesion; Key processes: analysing, composing, explaining] (ACLFRC122)
Proposed	create a range of spoken and written texts for familiar contexts and purposes using appropriate conventions and linguistic features (AC9LF8EC07)	create texts for familiar and unfamiliar contexts and purposes, selecting text structures and language features to engage different audiences (AC9LF10EC07)
Original	Recognise that French language use varies according to context, situation and relationship	Create bilingual texts such as glossaries, footnotes or captions to interpret cultural aspects of texts

	[Key concepts: variation, context, relationship; Key processes: noticing, analysing, explaining] (ACLF105)	[Key concepts: representation, bilingualism, interpretation; Key processes: interpreting, explaining, comparing] (ACLF117)
Proposed	develop understanding of and use words and formulaic expressions to create spoken and written texts that reflect cultural values and beliefs (AC9LF8EC08)	use a range of words, expressions and idioms to develop cultural authenticity of texts (AC9LF10EC08)

Strand		
Original	Understanding	
Proposed	Understanding language and culture	
Sub-strand		
Original	Systems of language	
Proposed	Understanding systems of language	
Content descriptions	Years 7 and 8 <i>Students learn to:</i>	Years 9 and 10 <i>Students learn to:</i>
Original	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] (ACLF102)	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] (ACLF120)
Proposed	recognise and use features of the French sound system, including pitch, rhythm, stress, pronunciation and intonation, and demonstrate how these are represented in spoken and written forms (AC9LF8EU01)	apply features of the French sound system, including pitch, rhythm, stress, pronunciation and intonation, and show how these are represented in different spoken and written contexts (AC9LF10EU01)
Original	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] (ACLF103)	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] (ACLF121)

Proposed	develop knowledge of, and use structures and features of, the French grammatical and writing systems (AC9LF8EU02)	select and use structures and features of the French grammatical and writing systems to enhance meaning (AC9LF10EU02)
Original	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] (ACLF8EU04)	
Proposed	use familiar metalanguage to discuss French language structures and features and compare with English (AC9LF8EU03)	use metalanguage to reflect on and evaluate French texts, and to compare language structures and features in French and English (AC9LF10EU03)

Sub-strand		
Original	Language variation and change	
Proposed	<i>Removed</i>	

Sub-strand		
Original	Language variation and change; Role of language and culture	
Proposed	Understanding the interrelationship of language and culture	
Content descriptions	Years 7 and 8 <i>Students learn to:</i>	Years 9 and 10 <i>Students learn to:</i>
Original	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] (ACLF8EU04)	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] (ACLF8EU04)
Proposed	identify connections between French language and culture in shaping meaning and identity (AC9LF8EU04)	analyse and explain connections between French language and culture in shaping meaning, values and identity (AC9LF10EU04)

Original	Understand the dynamic nature of French and other languages [Key concepts: language contact, word borrowing, globalisation; Key processes: observing, identifying, classifying] (ACLF106)	Understand the symbolic nature of language in local and global contexts [Key concepts: power, symbolism, culture; Key processes: exploring issues, identifying, analysing, comparing] (ACLF125)
Original	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] (ACLF107)	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] (ACLF126)
Original	Explore the relationship between language and culture [Key concepts: culture, language, meaning; Key processes: analysing, explaining, defining] (ACLF108)	
Proposed	compare French culture, beliefs, attitudes and values with students' own (AC9LF8EU05)	reflect on French culture, beliefs, attitudes and values, identifying differences between these and students' own (AC9LF10EU05)

Achievement standard Years 7 to 10 (Year 7 Entry)

	Years 7 and 8	Years 9 and 10
Original	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, <i>c'est vrai ...; ah oui, en effet ...; pas possible!</i>). They respond to familiar questions and directions (such as <i>Qu'est-ce que c'est? Qui est-ce? Posez la question à ...</i>), and request help or clarification (for example, <i>Pardon? Pourquoi? Peux-tu répéter?</i>). They approximate French sound patterns, intonation and rhythms, including novel elements of pronunciation such as <i>-r, -u</i> and <i>-ille</i> . They use the present tense and present + infinitive form to make statements and ask questions about self, peers, family and interests	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 <i>passé composé</i> tense of regular verbs with <i>avoir</i> and <i>être</i> , noticing that the <i>participe passé</i> form of verbs with <i>être</i> involves gender and number agreement. They identify the form and function of reflexive verbs (such as <i>se laver, se lever</i>) and use appropriate forms of possessive

<p>(for example, <i>je suis italien-australien; j'habite à Cairns; j'ai une sœur et deux frères; j'aime chanter; et toi?</i>). 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 <i>la maison, le quartier, l'école</i>), using appropriate subject-verb and noun-adjective gender and number agreements and vocabulary to describe appearance (for example, <i>grand, petit, belle, bizarre</i>), character (for example, <i>sympa, compliqué</i>) and quantity (for example, <i>les numéros, beaucoup de ...</i>). 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 <i>puis, ensuite</i> and <i>mais</i>), and prepositions of place and time (such as <i>sous, sur, devant, après</i> and <i>avant</i>) 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 <i>tu</i> or <i>vous</i>, different forms of address), and respond in culturally appropriate ways to interactions with French speakers or resources.</p> <p>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 '<i>menu</i>', '<i>mousse</i>'), English words used in French (such as <i>le</i></p>	<p>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.</p> <p>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 <i>préparer, préparation; le marché, le supermarché, l'hypermarché</i>). 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, <i>la vie scolaire, la famille, les courses, les loisirs, la cuisine</i>). They explain to others French terms and expressions that reflect cultural practices (such as <i>bon appétit, bonne fête</i>). 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.</p>
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	<p><i>weekend, le football</i>), 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.</p>	
<p>Proposed</p>	<p>By the end of Year 8, students use French to interact and collaborate with others, and to share information and plan activities in familiar contexts related to their daily life, school environment and personal world. They use active listening skills to respond to others' contributions, and recognise familiar gestures, questions and instructions in exchanges. They locate and respond to information from a range of texts and use non-verbal, visual and contextual cues to help make meaning. They respond in French or English, and adjust language to suit context, purpose and audience and convey cultural meaning. They approximate French sound patterns, intonation and rhythms, and recognise relationships between spoken and written forms. They use familiar language, modelled sentence and grammatical structures, formulaic expressions and high-frequency vocabulary to create texts and demonstrate understanding of how some language reflects cultural practices.</p> <p>Students understand that French has rules for non-verbal communication, pronunciation, grammar and writing. They give examples of similarities and differences between French and English.</p>	<p>By the end of Year 10, students initiate and sustain French 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 school and social activities and events. They use structures and features of spoken and written French to create and convey meaning to suit context, purpose and audience. They interpret and analyse information and ideas from a range of texts and demonstrate understanding of different perspectives. They synthesise information and respond in French or English, adjusting language features to suit context, purpose and audience, and to convey cultural meaning. They create a range of texts for diverse purposes, and demonstrate knowledge of how text structure, word choice, expressions and language features change for different audiences.</p> <p>Students apply the sound system in spoken exchanges and select and use sentence and grammatical structures, and words and expressions to interact, create texts and convey cultural meaning. They manipulate language to suit the context and purpose and demonstrate</p>

	<p>They demonstrate understanding of how language does not always translate directly. They use metalanguage to explain aspects of language, and make connections with terms that are used in English learning. They demonstrate how the French language is connected with culture and identity, and how this is reflected in their own language, culture and identity.</p>	<p>understanding of how the style of a text can influence audience response. They use metalanguage to analyse meaning in texts. Students 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.</p>
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