Prep–Year 10 and Years 7–10 (Year 7 entry sequence) French

ACiQ | v9.0

Australian Curriculum Version 9.0: Sequence of achievement standards aspects and related content descriptions

Languages is presented in two sequences that offer different entry points into language learning: from Prep to Year 10 or Year 7 to Year 10. This resource provides both the sequence of the achievement standards aspects, with related content descriptions, for Prep–Year 10 French, and Years 7–10 French (Year 7 entry sequence), for the Second Language Learner Pathway, organised by strands.

By breaking each achievement standard into discrete aspects and including aligned content descriptions, the increasing complexity of the achievement standard can be seen across Prep–Year 10. This supports teachers to identify the knowledge, understanding and skills that come before and after the enrolled year level/band.

When planning teaching, learning and assessment, teachers can use this resource to:

- plan for the range of learners within a single year level or band
- determine appropriate curriculum access points for all students
- better understand aspects of achievement standards through consideration of where they are introduced, their progression and where they conclude.

The following key has been used to assist teachers to identify the sub-strand for each content description.

Key	Interacting in French	Mediating meaning in and between languages	Creating text in French	Understanding systems of language	Understanding the interrelationship of language and culture

		Prep Students:	Years 1–2 band Students:	Years 3–4 band Students:	Years 5–6 band Students:	Years 7–8 band Students:	Years 9–10 band Students:
Communicating meaning in French	**P–10 sequence**	use play and imagination to interact and create French texts, with support AC9LFF01	use French language to interact and share information related to the classroom and themselves AC9LF2C01 use cues to respond to questions and instructions, and use simple formulaic language AC9LF2C01 AC9LF2C02 AC9LF2C04	use French language to initiate structured interactions to share information related to the classroom and their personal world AC9LF4C01 use modelled language to participate in spoken and written activities that involve planning AC9LF4C02	initiate and use strategies to maintain interactions in French language that are related to their immediate environment AC9LF6C01 use appropriate sound combinations, intonation and rhythm in spoken texts AC9LF6C01 AC9LF6C04 collaborate in spoken and written activities that involve the language of planning and problem-solving to share information, ideas and preferences AC9LF6C02	initiate and maintain interactions in French language in familiar and some unfamiliar contexts related to a range of interests and experiences AC9LF8C01 use French to collaborate and problem-solve, and adjust language in response to others AC9LF8C02	contribute to and extend interactions in French language in increasingly unfamiliar contexts related to a wide range of interests and issues AC9LF10C01 AC9LF10C02 interpret texts by evaluating and synthesising information, ideas and perspectives AC9LF10C02 AC9LF10C03
			locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning AC9LF2C03	locate and respond to key items of information in texts using strategies to help interpret and convey meaning in familiar contexts AC9LF4C03 AC9LF4C04	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 AC9LF6C03 AC9LF6C04	interpret information, ideas and opinions in texts AC9LF8C03 AC9LF8C04 demonstrate understanding of similarities and differences between languages, in both familiar and some unfamiliar cultural contexts, by adjusting and reorganising responses AC9LF8C04	show understanding of how features of language can be used to influence audience response AC9LF10C03 AC9LF10C04

	Prep Students:	Years 1–2 band Students:	Years 3–4 band Students:	Years 5–6 band Students:	Years 7–8 band Students:	Years 9–10 band Students:
		use familiar words and modelled language to create texts AC9LF2C05	use modelled language and basic syntax to create texts AC9LF4C05	create texts, selecting and using a variety of vocabulary and sentence structures to suit context AC9LF6C05 sequence information and ideas, and use conventions appropriate to text type AC9LF6C05	select and use vocabulary, sentence structures and expressions to create texts AC9LF8C05	create texts, selecting and manipulating language for a range of contexts, purposes and audiences AC9LF10C05 apply and use complex sentences and structures to create and respond to spoken and written texts AC9LF10C05 use a variety of tenses to sequence events and use language devices to enhance meaning and cohesion AC9LF10C05
Year 7 entry sequence					use French language to interact and collaborate with others, and to share information and plan activities in familiar contexts AC9LF8EC01 respond to others' contributions, and recognise familiar gestures, questions and instructions in exchanges AC9LF8EC02 AC9LF8EC03	initiate and sustain French language to exchange and compare ideas and experiences about their own and others' personal world AC9LF10EC01 AC9LF10EC02 communicate using non-verbal, spoken and written language to collaborate, plan and reflect on activities and events AC9LF10EC02 AC9LF10EC03
					recognise relationships between spoken and written forms AC9LF8EC03 AC9LF8EC04 locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning AC9LF8EC04 respond in French or English, and demonstrate understanding of context, purpose and audience in texts AC9LF8EC05	interpret and analyse information and ideas in texts and demonstrate understanding of different perspectives AC9LF10EC04 synthesise information and respond in French or English, adjusting language to convey meaning and to suit context, purpose and audience AC9LF10EC04 AC9LF10EC05
					use familiar language, and modelled sentence and grammatical structures to create texts, and demonstrate understanding of how some language reflects cultural practices AC9LF8EC06	use structures and features of spoken and written French to create texts AC9LF10EC06

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Australian Curriculum Version 9.0: Sequence of achievement standards aspects and related content descriptions

Queensland Curriculum & Assessment Authority
July 2025

Page **2** of 4

		Prep Students:	Years 1–2 band Students:	Years 3–4 band Students:	Years 5–6 band Students:	Years 7–8 band Students:	Years 9–10 band Students:
Understanding language and culture	**P–10 sequence**	identify that French and English look and sound different AC9LFF02	imitate the sounds and rhythms of French and demonstrate understanding that French has conventions and rules for non-verbal communication, pronunciation and writing AC9LF2U01 AC9LF2U02 give examples of similarities and differences between some features of French and English AC9LF2U02 AC9LF2U03	imitate sound combinations and rhythms of French language AC9LF4U01 demonstrate understanding that French has non-verbal, spoken and written language conventions and rules to create and make meaning AC9LF4U01 AC9LF4U02 identify patterns in French and make comparisons between French and English AC9LF4U03	apply rules for pronunciation and intonation, spelling and punctuation, and modelled structures, when creating and responding in French AC9LF6U01 AC9LF6U02 compare language structures and features in French and English, using some metalanguage AC9LF6U03	apply the conventions of spoken French to develop fluency AC9LF8U01 demonstrate understanding that spoken, written and multimodal texts use different language conventions, structures and features to convey meaning AC9LF8U02 comment on structures and features of French text, using metalanguage AC9LF8U03	incorporate the features and conventions of spoken French to extend fluency AC9LF10U01 demonstrate understanding of the conventions of spoken and written texts and the connections between them AC9LF10U01 AC9LF10U02 apply knowledge of language structures and features to make and predict meaning AC9LF10U02 support analysis of French texts, using metalanguage AC9LF10U03
		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 AC9LFF03	understand that language is connected with culture, and notice how this is reflected in their own language(s) and culture(s) AC9LF2U04	recognise that some terms have cultural meanings AC9LF4U04 understand that the French language is connected with culture, and identify how this is reflected in their own language(s) and culture(s) AC9LF4U04	show understanding of how some language reflects cultural practices and consider how this is reflected in their own language(s), culture(s) and identity AC9LF6U04	reflect on how the French language, culture and identity are interconnected, and compare this with their own language(s), culture(s) and identity AC9LF8U04	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 AC9LF10U04
	Year 7 entry sequence					approximate French sound patterns, intonation and rhythms, and demonstrate understanding that French has conventions and rules for non-verbal, spoken and written communication AC9LF8EU01 AC9LF8EU02 comment on aspects of French and English language structures and features, using metalanguage AC9LF8EU03	apply features of the French sound system to enhance fluency and demonstrate understanding of the sound system in spoken exchanges AC9LF10EU01 select and apply knowledge of language conventions, structures and features to interact, make meaning and create texts AC9LF10EU02 support discussion of structures and features of texts, using metalanguage AC9LF10EU03
						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 AC9LF8EU04	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 AC9LF10EU04

More information

If you would like more information, please visit the QCAA website www.qcaa.qld.edu.au or email the K–10 Curriculum and Assessment Branch at australiancurriculum@qcaa.qld.edu.au.

Prep–Year 10 and Years 7–10 (Year 7 entry sequence) French
Australian Curriculum Version 9.0: Sequence of achievement standards aspects and related content descriptions

Queensland Curriculum & Assessment Authority
July 2025

Page **4** of 4