Prep: Languages/French

Key	same/refined	removed	new	moved

Note:

- the key applies to the content descriptions only
- v8.4 content descriptions may have been reordered to align with v9.0 content descriptions.

Version 8.4	Version 9.0
Achievement standard	**Achievement standard**
By the end of Year 2, students interact with teachers and each other through action-related talk and play. They exchange greetings such as Bonjour! Comment ça va? Très bien, merci and respond to question cues with single words or set phrases such as Qu'est-ce que c'est? Un éléphant. Tu veux un croissant? Non, merci. They choose between options when responding to questions such as Tu veux le rouge ou le bleu? They make meaning using visual, non-verbal and contextual cues such as intonation, gestures and facial expressions. They mimic French pronunciation, approximating vowel sounds and consonant combinations with some accuracy. They identify key words in spoken texts, such as names of people, places or objects. They use modelled examples and formulaic language to convey factual information at word and simple sentence level, such as making statements about themselves, their class and home environment, the weather or date. They write simple texts such as lists, labels, captions and descriptions. Students use some pronouns, prepositions and simple present tense forms of regular verbs. Students identify ways in which spoken French sounds different to English and know that it uses the same alphabet when written. They identify words that are written the same in both languages but pronounced differently. They know that French is the language used in France and also in many other regions of the world. They know that language is used differently in different situations and between different people. They identify differences and similarities between their own and other's languages and cultures.	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.

Strands	Content descriptions	Content descriptions	Sub-strands	Strands
Communicating	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	with support, recognise and communicate meaning in French AC9LFF01	Interacting in French	Communicating meaning in French
	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			
	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 **Moved to Years 1–2 band**			
	identify key points of information in simple texts [Key concepts: text, meaning, context; Key processes: decoding, guessing, making meaning] ACLFRC004 **Moved to Years 1–2 band**			
	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 **Moved to Years 1–2 band**			
	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 **Moved to Years 1–2 band**			
	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 **Moved to Years 1–2 band**			
	translate simple French words, phrases and gestures for family and friends, noticing how they may have similar or different meanings in English or other known languages [Key concepts: language, vocabulary, meaning; Key processes: demonstrating, explaining, comparing] ACLFRC008			

| Key | same/refined | removed | new | moved |

Note:
- the key applies to the content descriptions only
- v8.4 content descriptions may have been reordered to align with v9.0 content descriptions.

Version 8.4		Version 9.0			
	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 **Moved to Years 1–2 band**				
	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 **Moved to Years 1–2 band**				
	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 **Moved to Years 1–2 band**				
Understanding	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	explore, with support, language features of French noticing similarities and differences between French and English AC9LFF02	Understanding systems of language		Understanding language and culture
	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 **Moved to Years 1–2 band**				
	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				
	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	explore connections between language and culture AC9LFF03		Understanding the interrelationship of language and culture	
	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				
	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 **Moved to Years 1–2 band**				
	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 **Moved to Years 1–2 band**				