

Years 1–2 band French

Australian Curriculum Version 9.0: Achievement standard aligned to content descriptions

This resource shows alignment between aspects of the achievement standard and relevant content descriptions for Years 1–2 band. A similar resource is available for Prep/other bands.

The Australian Curriculum (AC) v9.0 code for each content description includes an element indicating the strand by which it is organised, e.g. AC9LF2C01 indicates the Communicating meaning in French strand.

Key to content description codes: French	
e.g. AC9LF2C01	Strands:
Australian Curriculum (AC)	• C — Communicating meaning in French
Version 9 (9)	• U — Understanding language and culture
Languages (L)	
French (F)	
Years 1–2 band (2)	
Strand (C, U)	
Content description number (##)	

Years 1–2 band Australian Curriculum: French achievement standard

By the end of Year 2, students use French language to interact and share information related to the classroom and themselves. They use cues to respond to questions and instructions, and use simple formulaic language. They locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning. They use familiar words and modelled language to create texts.

Students imitate the sounds and rhythms of French and demonstrate understanding that French has conventions and rules for non-verbal communication, pronunciation and writing. They give examples of similarities and differences between some features of French and English. They understand that language is connected with culture, and notice how this is reflected in their own language(s) and culture(s).

Achievement standard aspect	Relevant content description/s	AC v9.0 code
By the end of Year 2	Students learn to:	
Students use French language to interact and share information related to the classroom and themselves.	<ul style="list-style-type: none"> recognise and respond to modelled classroom-related greetings, instructions and routines; and personal introductions 	AC9LF2C01
They use cues to respond to questions and instructions, and use simple formulaic language.	<ul style="list-style-type: none"> recognise and respond to modelled classroom-related greetings, instructions and routines; and personal introductions 	AC9LF2C01
	<ul style="list-style-type: none"> participate in a range of guided, play-based language activities using formulaic expressions, visual and spoken cues 	AC9LF2C02
	<ul style="list-style-type: none"> notice that language carries cultural meaning in classroom-related greetings, introductions, instructions and routines 	AC9LF2C04
They locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning.	<ul style="list-style-type: none"> locate, with support, key information in familiar texts, and respond using gestures, images, words and formulaic phrases 	AC9LF2C03
They use familiar words and modelled language to create texts.	<ul style="list-style-type: none"> use words, familiar phrases and modelled language to create spoken, written and multimodal texts 	AC9LF2C05
Students imitate the sounds and rhythms of French and demonstrate understanding that French has conventions and rules for non-verbal communication, pronunciation and writing.	<ul style="list-style-type: none"> recognise and imitate the sounds and rhythms of French 	AC9LF2U01
	<ul style="list-style-type: none"> recognise that the Roman alphabet is used to construct meaning in texts in French 	AC9LF2U02
They give examples of similarities and differences between some features of French and English.	<ul style="list-style-type: none"> recognise that the Roman alphabet is used to construct meaning in texts in French 	AC9LF2U02
	<ul style="list-style-type: none"> notice that French has features that may be similar to or different from English 	AC9LF2U03
They understand that language is connected with culture, and notice how this is reflected in their own language(s) and culture(s).	<ul style="list-style-type: none"> notice that people use language in ways that reflect cultural practices. 	AC9LF2U04

More information

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

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