Key	same/refined	removed	new	moved

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- 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 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).

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	recognise and respond to modelled classroom-related greetings, instructions and routines; and personal introductions AC9LF2C01	Interacting in French	Communicating meaning in French
	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			
	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	participate in a range of guided, play-based language activities using formulaic expressions, visual and spoken cues AC9LF2C02		
	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			
	identify key points of information in simple texts [Key concepts: text, meaning, context; Key processes: decoding, guessing, making meaning] ACLFRC004	locate, with support, key information in familiar texts, and respond using gestures, images, words and formulaic phrases AC9LF2C03	Mediating meaning in and between languages	
	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			
	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	notice that language carries cultural meaning in classroom-related greetings, introductions, instructions and routines AC9LF2C04		
	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			
	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	use words, familiar phrases and modelled language to create spoken, written and multimodal texts AC9LF2C05	Creating text in French	
	create simple print or digital texts that use both French and English, such as labels, word banks, wall charts or ID cards			

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	Version 8.4	Version 9.0		
	[Key concepts: vocabulary, translation, meaning; Key processes: naming, comparing, copying] ACLFRC009			
	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			
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	recognise and imitate the sounds and rhythms of French AC9LF2U01	Understanding systems of language	Understanding language and culture
		recognise that the Roman alphabet is used to construct meaning in texts in French AC9LF2U02		
	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 that French has features that may be similar to or different from English AC9LF2U03		
	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			
	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 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	notice that people use language in ways that reflect cultural practices AC9LF2U04	Understanding the interrelationship of language and culture	
	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			
	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			