

Comparison of AC v8.4 to v9.0

Years 3–4 band: Languages/French

Key	same/refined	removed	new	moved
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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		
<p>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 Qu'est-ce que c'est? and Qu'est-ce que tu fais? They share simple ideas and information, express positive and negative feelings (for example, Je suis très contente; Je n'aime pas la pluie) 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, Je suis australien et italien; J'habite à Brisbane; Je vais partir demain). 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 et and mais, and prepositions such as sous, sur and devant. They use vocabulary related to familiar contexts and their personal worlds, and apply gender and number agreements in simple constructions (for example, une petite maison, les grands chiens).</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 r and u and gender forms). They know that languages change over time and influence each other. They identify French words used in English (such as menu, mousse) and English words used in French (such as le weekend, stop!). They demonstrate understanding of the fact that language may need to be adjusted to suit different situations and relationships (for example, formal and 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.</p>		<p>By the end of Year 4, students use French language to initiate structured interactions to share information related to the classroom and their personal world. They use modelled language to participate in spoken and written activities that involve planning. 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 texts.</p> <p>Students imitate sound combinations and rhythms of French language. They demonstrate understanding that French has non-verbal, spoken and written language conventions and rules to create and make meaning. They recognise that some terms have cultural meanings. They identify patterns in French and make comparisons between French and English. They understand that the French language is connected with culture, and identify how this is reflected in their own language(s) and culture(s).</p>		
Strands	Content descriptions	Content descriptions	Sub-strands	Strands
Communicating	<p>participate in routine exchanges such as asking each other how they are, offering wishes and sharing information about aspects of their personal worlds</p> <p>[Key concepts: communication, politeness, friendship; Key processes: interacting, listening, questioning, responding] ACLFRC019</p>	<p>initiate exchanges and respond to modelled questions about self, others, and classroom environment, using formulaic expressions AC9LF4C01</p>	Interacting in French	Communicating meaning in French
	<p>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</p> <p>[Key concepts: learning strategies, support; Key processes: requesting, clarifying, responding] ACLFRC021</p>			
	<p>make statements, ask questions and collaborate in shared tasks such as science experiments, cooking or craft activities, building collections or swapping items</p> <p>[Key concepts: collaboration, creativity, discovery; Key processes: contributing, collecting, exchanging] ACLFRC020</p>			
	<p>participate in interactive stories and performances, acting out responses, identifying favourite elements, and making simple statements about characters or themes</p> <p>[Key concepts: response, action, expression; Key processes: participating, imagining, interpreting] ACLFRC024</p>	<p>locate and respond to key information related to familiar content obtained from spoken, written and multimodal texts AC9LF4C03</p>	Mediating meaning in and between languages	
	<p>locate specific points of information in different types of texts relating to social and natural worlds</p> <p>[Key concepts: community, family, friends, environment; Key processes: focused reading, information selection and organisation] ACLFRC022</p>	<p>develop strategies to comprehend and adjust French language in familiar contexts to convey cultural meaning AC9LF4C04</p>		
	<p>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</p> <p>[Key concepts: translation, meaning, culture; Key processes: noticing, explaining, comparing] ACLFRC026</p>	<p>create and present informative and imaginative spoken, written and multimodal texts using formulaic expressions, simple phrases and sentences and modelled textual conventions AC9LF4C05</p>	Creating text in French	
<p>present factual information about self, others, and home and school life, using graphic support such as photos, maps or charts</p> <p>[Key concepts: home, school, information; Key processes: selecting, presenting, comparing] ACLFRC023</p>				

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	create short imaginative texts that allow for exploration and enjoyment of language [Key concepts: fantasy, imagination; Key processes: experimenting, playing, creating, performing] ACLFRC025			
	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			
	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 Moved to Years 5–6 band			
Understanding	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 use modelled combinations of sounds, pronunciation and intonation patterns of French to form words and phrases AC9LF4U01	Understanding systems of language	Understanding language and culture
	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	recognise French language conventions, grammatical structures and basic syntax in familiar texts and contexts AC9LF4U02		
	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	recognise familiar French language features and compare with those of English, in known contexts AC9LF4U03		
	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			
	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	identify connections between French language and cultural practices AC9LF4U04	Understanding the interrelationship of language and culture	
	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			
	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			
	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			

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