

# Years 5–6 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 5–6 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. AC9LF6C01 indicates the Communicating meaning in French strand.

Key to content description codes: French	
e.g. <b>AC9LF6C01</b>	Strands:
Australian Curriculum (AC)	• <b>C</b> — Communicating meaning in French
Version 9 (9)	• <b>U</b> — Understanding language and culture
Languages (L)	
French (F)	
Years 5–6 band (6)	
Strand (C, U)	
Content description number (##)	

**Years 5–6 band Australian Curriculum: French achievement standard**

By the end of Year 6, students initiate and use strategies to maintain interactions in French language that are related to their immediate environment. They use appropriate sound combinations, intonation and rhythm in spoken texts. They collaborate in spoken and written activities that involve the language of planning and problem-solving to share information, ideas and preferences. They 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. They create texts, selecting and using a variety of vocabulary and sentence structures to suit context. They sequence information and ideas, and use conventions appropriate to text type.

Students apply rules for pronunciation and intonation, spelling and punctuation, and modelled structures, when creating and responding in French. They compare language structures and features in French and English, using some metalanguage. They show understanding of how some language reflects cultural practices and consider how this is reflected in their own language(s), culture(s) and identity.

Achievement standard aspect	Relevant content description/s	AC v9.0 code
<b>By the end of Year 6</b>	<b>Students learn to:</b>	
Students initiate and use strategies to maintain interactions in French language that are related to their immediate environment.	<ul style="list-style-type: none"> <li>initiate and sustain modelled exchanges in familiar contexts related to students' personal world and school environment</li> </ul>	<a href="#">AC9LC6C01</a>
They use appropriate sound combinations, intonation and rhythm in spoken texts.	<ul style="list-style-type: none"> <li>apply strategies to interpret and convey meaning in French language in familiar non-verbal, spoken and written cultural contexts</li> </ul>	<a href="#">AC9LF6C04</a>
They collaborate in spoken and written activities that involve the language of planning and problem-solving to share information, ideas and preferences.	<ul style="list-style-type: none"> <li>participate in activities that involve planning and negotiating with others, using language that expresses information, preferences and ideas</li> </ul>	<a href="#">AC9LF6C02</a>
They 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.	<ul style="list-style-type: none"> <li>locate and process information and ideas in a range of spoken, written and multimodal texts, and respond in different ways to suit purpose</li> </ul>	<a href="#">AC9LF6C03</a>
	<ul style="list-style-type: none"> <li>apply strategies to interpret and convey meaning in French language in familiar non-verbal, spoken and written cultural contexts</li> </ul>	<a href="#">AC9LF6C04</a>
They create texts, selecting and using a variety of vocabulary and sentence structures to suit context.	<ul style="list-style-type: none"> <li>create and present a range of informative and imaginative spoken, written and multimodal texts using a variety of modelled sentence structures to sequence information and ideas, and conventions appropriate to text type</li> </ul>	<a href="#">AC9LF6C05</a>
They sequence information and ideas, and use conventions appropriate to text type.	<ul style="list-style-type: none"> <li>create and present a range of informative and imaginative spoken, written and multimodal texts using a variety of modelled sentence structures to sequence information and ideas, and conventions appropriate to text type</li> </ul>	<a href="#">AC9LF6C05</a>
Students apply rules for pronunciation and intonation, spelling and punctuation, and modelled structures, when creating and responding in French.	<ul style="list-style-type: none"> <li>apply knowledge of combinations of sounds, syllables, pronunciation and intonation patterns to develop fluency and rhythm to known words and phrases</li> </ul>	<a href="#">AC9LF6U01</a>
	<ul style="list-style-type: none"> <li>use knowledge of modelled grammatical structures and formulaic expressions to compose and respond to texts using appropriate punctuation and textual conventions</li> </ul>	<a href="#">AC9LF6U02</a>
They compare language structures and features in French and English, using some metalanguage.	<ul style="list-style-type: none"> <li>compare some French language structures and features with those of English, using some familiar metalanguage</li> </ul>	<a href="#">AC9LF6U03</a>
They show understanding of how some language reflects cultural practices and consider how this is reflected in their own language(s), culture(s) and identity.	<ul style="list-style-type: none"> <li>recognise that language reflects cultural practices, values and identity, and that this impacts on non-verbal and verbal communication.</li> </ul>	<a href="#">AC9LF6U04</a>

## More information

If you would like more information, please visit the QCAA website [www.qcaa.qld.edu.au](http://www.qcaa.qld.edu.au). Alternatively, email the K–10 Curriculum and Assessment branch at [australiancurriculum@qcaa.qld.edu.au](mailto:australiancurriculum@qcaa.qld.edu.au).



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