Key	same/refined	removed	new	moved

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Version 8.4	Version 9.0
Achievement standard	**Achievement standard**
By the end of Year 6, students use written and spoken French for classroom interactions and transactions, and to exchange personal ideas, experiences and feelings. They ask and answer questions in complete sentences in familiar contexts (For example, Est-ce que je peux … ? Tu peux..... ?), using appropriate pronunciation, intonation and non-verbal communication strategies. They use appropriate forms of address for different audiences, such as tu forms with friends and family members, and vous for teachers and other adults or when more than one person is involved. They gather and compare information from a range of texts. They identify key points and supporting details when reading and listening, and interpret and translate short community texts such as signs or notices. They create connected texts such as descriptions, conversations and picture books, using structured models and processes of drafting and re-drafting. They convey information in different formats to suit specific audiences and contexts. Students use present tense verb forms, conjunctions and connectives (such as et, mais, parce que, plus tard, maintenant), positive and negative statements (such as j'ai trois amis, je n'ai plus d'amis), and adverbs such as très, aussi, beaucoup, un peu and lentement. They recognise and use with support verb forms such as le futur proche (je vais + l'infinitif) and le passé composé (j'ai + regular forms of past participle) as set phrases. They identify l'imparfait when reading (for example, c'était, il était). They use possessive pronouns and adjectives with modelling and support, and prepositions to mark time and place (such as avant, après, devant, derrière).	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 identify differences between spoken and written forms of French, comparing them with English and other known languages. They identify differences in commonly-used text types (for example, greetings, instructions and menus), commenting on differences in language features and text structures. They use metalanguage for language explanation (for example, formal and informal language, body language) and for reflecting on the experience of French language and culture learning. They identify relationships between parts of words (such as suffixes, prefixes) and stems of words (for example, préparer, préparation; le marché, le supermarché, l'hypermarché). Students make comparisons between French and their own language and culture, drawing from texts which relate to familiar routines and daily life (such as la vie scolaire, la famille, les courses, les loisirs, la cuisine). They explain to others French terms and expressions that reflect cultural practices (for example, bon appétit, bonne fête). They reflect on their own cultural identity in light of their experience of learning French, explaining how their ideas and ways of communicating are influenced by their membership of cultural groups.	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.

Strands	Content descriptions	Content descriptions	Sub-strands	Strands
Communicating	interact using descriptive and expressive language to share ideas, relate experiences and express feelings such as concern or sympathy [Key concepts: communication, exchange, interests; Key processes: expressing, comparing, socialising] ACLFRC037	initiate and sustain modelled exchanges in familiar contexts related to students' personal world and school environment AC9LF6C01	Interacting in French	Communicating meaning in French
	use questions, statements and responses to participate in learning activities, to indicate understanding and to monitor learning [Key concepts: mindful learning, process, outcome; Key processes: discussing, planning, monitoring, reflecting] ACLFRC039			
	participate in guided tasks such as organising displays, developing projects or budgeting for events [Key concepts: task, collaboration, budget; Key processes: planning, organising, budgeting] ACLFRC038	participate in activities that involve planning and negotiating with others, using language that expresses information, preferences and ideas AC9LF6C02		
	share responses to characters, events and ideas in texts such as stories, cartoons or films, making connections with own experience and feelings [Key concepts: character, plot, imagination, feelings; Key processes: interpreting, expressing, comparing] ACLFRC042			
	gather and compare information from a range of sources relating to social and cultural worlds [Key concepts: environment, communication, social behaviours; Key processes: researching, reading, listening, collating, evaluating] ACLFRC040	locate and process information and ideas in a range of spoken, written and multimodal texts, and respond in different ways to suit purpose AC9LF6C03	Mediating meaning in and between languages	
	convey information and ideas in different formats to suit specific audiences and contexts [Key concepts: content, audience, purpose; Key processes: organising, comparing, selecting] ACLFRC041			
	present, reinterpret or create alternative versions of songs or stories, adapting events or characters to different modes or contexts [Key concepts: adaptation, genre, plot, character; Key processes: imagining, creating, interpreting] ACLFRC043			

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Version 8.4		Version 9.0		
	translate simple texts from French to English and vice versa, noticing which words or phrases require interpretation or explanation [Key concepts: meaning, translation, word borrowing; Key processes: comparing, interpreting, translating] ACLFRC044	apply strategies to interpret and convey meaning in French language in familiar non-verbal, spoken and written cultural contexts AC9LF6C04		
	create own bilingual texts and learning resources such as displays, websites, newsletters or word banks [Key concepts: bilingualism, word borrowing, meaning; Key processes: identifying, classifying, selecting, explaining] ACLFRC045	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 AC9LF6C05		
Understanding	recognise and apply features of intonation, pronunciation and writing conventions used in different types of texts and contexts [Key concepts: listening discrimination, accuracy, fluency; Key processes: listening, reading, recognising] ACLFRF048	apply knowledge of combinations of sounds, syllables, pronunciation and intonation patterns to develop fluency and rhythm to known words and phrases AC9LF6U01	Understanding systems of language	Understanding language and culture
	develop knowledge of grammatical elements such as tenses, and combine them with an increasing range of nouns, adjectives and adverbs to construct simple statements, questions and exclamations [Key concepts: grammatical rules, patterns, exceptions; Key processes: classifying, discriminating, vocabulary building] ACLFRF049	use knowledge of modelled grammatical structures and formulaic expressions to compose and respond to texts using appropriate punctuation and textual conventions AC9LF6U02		
	understand that language is used differently in different contexts and situations [Key concepts: language, identity, culture, context; Key processes: observing, comparing, analysing, explaining] ACLFRF051			
	understand how different French texts use language in ways that create different effects and suit different audiences [Key concepts: genre, structure, audience, sequencing; Key processes: comparing, noticing, explaining] ACLFRF050	compare some French language structures and features with those of English, using some familiar metalanguage AC9LF6U03		
	compare ways of communicating in Australian and French-speaking contexts, and identify ways that culture influences language use [Key concepts: difference, language, culture; Key processes: noticing, reflecting, describing] ACLFRC046			
	understand that there are different forms of spoken and written French used in different contexts within France and in other regions of the world [Key concepts: diversity, creoles, dialects, accents; Key processes: mapping, comparing, distinguishing] ACLFRF053	recognise that language reflects cultural practices, values and identity, and that this impacts on non-verbal and verbal communication AC9LF6U04	Understanding the interrelationship of language and culture	
	reflect on how ways of using language are shaped by communities' ways of thinking and behaving and may be differently interpreted by others [Key concepts: cultures, norms, perspectives; Key processes: reflecting, observing, comparing] ACLFRF054			
	reflect on aspects of own identity and language use, for example, by creating personal or group profiles or portfolios [Key concepts: identity, community, bilingualism; Key processes: identifying, presenting, explaining] ACLFRC047			
	understand that the French language is constantly changing due to contact with other languages and to the impact of new technologies and knowledge [Key concepts: language contact, word borrowing, digital media; Key processes: observing, identifying, classifying] ACLFRF052			