Years 7–8 band French (7–10 Sequence)

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 7–8 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 it is organised by, e.g. AC9LF8CE01 indicates the Communicating meaning in French strand.

ACiQ | v9.0

Key to content description codes: French	
e.g. **AC9LF8C01** Australian Curriculum (**AC**) Version 9 (**9**) Languages (**L**) French (**F**) Years 7–8 (**8**) Strand (**C**, **U**) Year 7 Entry (**E**) Content description number (**##**)	Strands: • C — Communicating meaning in French • U — Understanding language and culture

Years 7–8 band Australian Curriculum: French achievement standard

By the end of Year 8, students use French language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others' contributions, and recognise familiar gestures, questions and instructions in exchanges. They recognise relationships between spoken and written forms. They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning. They respond in French or English, and demonstrate understanding of context, purpose and audience in texts. They use familiar language, and modelled sentence and grammatical structures to create texts, and demonstrate understanding of how some language reflects cultural practices.

Students approximate French sound patterns, intonation and rhythms, and demonstrate understanding that French has conventions and rules for non-verbal, spoken and written communication. They comment on aspects of French and English language structures and features, using metalanguage. They demonstrate awareness that the French language is connected with culture and identity, and that this is reflected in their own language(s), culture(s) and identity.

Achievement standard aspect	Relevant content description/s	AC v9.0 code
By the end of Year 8	**Students learn to:**	
Students use French language to interact and collaborate with others, and to share information and plan activities in familiar contexts.	• interact with others using modelled language to exchange information in familiar contexts about self and personal world	AC9LF8EC01
They respond to others' contributions, and recognise familiar gestures, questions and instructions in exchanges.	• develop language to interact in exchanges, routines, tasks and responsibilities related to classroom and interests	AC9LF8EC02
	• engage in modelled non-verbal, spoken and written exchanges with peers to organise activities relating to daily life and school environment	AC9LF8EC03
They recognise relationships between spoken and written forms.	• engage in modelled non-verbal, spoken and written exchanges with peers to organise activities relating to daily life and school environment	AC9LF8EC03
	• locate and process information and ideas in familiar spoken, written and multimodal texts, responding in ways appropriate to cultural context, purpose and audience	AC9LF8EC04
They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning.	• locate and process information and ideas in familiar spoken, written and multimodal texts, responding in ways appropriate to cultural context, purpose and audience	AC9LF8EC04
They respond in French or English, and demonstrate understanding of context, purpose and audience in texts.	• develop and begin to apply strategies to interpret, translate and convey meaning in French in familiar contexts	AC9LF8EC05
They use familiar language, and modelled sentence and grammatical structures to create texts, and demonstrate understanding of how some language reflects cultural practices.	• create spoken, written and multimodal, informative and imaginative texts using appropriate vocabulary, expressions, grammatical structures, and some textual conventions	AC9LF8EC06
They approximate French sound patterns, intonation and rhythms, and demonstrate understanding that French has conventions and rules for non-verbal, spoken and written communication.	• recognise and use features of the French sound system, including pitch, rhythm, stress, pronunciation and intonation, and demonstrate understanding of how these are represented in familiar contexts	AC9LF8EU01
	• develop knowledge of, and use structures and features of, the French grammatical and writing systems to understand and create spoken, written and multimodal texts	AC9LF8EU02
They comment on aspects of French and English language structures and features, using metalanguage.	• compare French language structures and features with English, using familiar metalanguage	AC9LF8EU03
They demonstrate awareness that the French language is connected with culture and identity, and that this is reflected in their own language(s), culture(s) and identity.	• recognise how identity is shaped by language(s), culture(s), beliefs, attitudes and values.	AC9LF8EU04

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.