| Key | same/refined | removed | new | moved |
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**Note:**

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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 8, students use French to interact with each other, teachers and online French-speaking contacts, to exchange information, opinions, experiences, thoughts and feelings about themselves, their families and friends. They initiate and sustain conversation by using active-listening skills and responding to others' contributions (for example, c'est vrai ...; ah oui, en effet ...; pas possible!). They respond to familiar questions and directions (such as Qu'est-ce que c'est? Qui est-ce? Posez la question à ...), and request help or clarification (for example, Pardon? Pourquoi? Peux-tu répéter?). They approximate French sound patterns, intonation and rhythms, including novel elements of pronunciation such as -r, -u and -ille. They use the present tense and present + infinitive form to make statements and ask questions about self, peers, family and interests (for example, je suis italien-australien; j'habite à Cairns; j'ai une sœur et deux frères; j'aime chanter; et toi?). They locate factual information from a range of texts and use non-verbal, visual and contextual cues to help make meaning. They describe familiar objects, contexts and experiences (such as la maison, le quartier, l'école), using appropriate subject-verb and noun-adjective gender and number agreements and vocabulary to describe appearance (for example, grand, petit, belle, bizarre), character (for example, sympa, compliqué) and quantity (for example, les numéros, beaucoup de ...). They use modelled sentence structures, formulaic expressions and high-frequency vocabulary to create texts such as captions, emails, posters or short narratives and presentations. They use conjunctions and connectives (such as puis, ensuite and mais), and prepositions of place and time (such as sous, sur, devant, après et avant) to build cohesion and extend sentence structure. They translate short texts and explain French gestures, expressions or signs to friends and family. They provide examples of how languages do not always translate directly, and how interpreting and translating involve meaning (for example, values, ideas, attitudes) as well as parts of speech (such as nouns, verbs, adverbs). They adjust language use to suit contexts and situations (for example, use of tu or vous, different forms of address), and respond in culturally appropriate ways to interactions with French speakers or resources.<br><br>Students provide examples of the dynamic nature of contact between languages and cultures in the contemporary world. They identify the significance of French as a world language and the distribution of communities of French speakers in different countries and regions. They give examples of similarities between French and English (for example, the same alphabet and basic sentence structure, many words in common), and some differences (such as pronunciation and intonation patterns, non-verbal language, grammatical gender forms and politeness protocols). They identify French words used in English (such as 'menu', 'mousse'), English words used in French (such as le weekend, le football), and explain how languages and cultures influence and interact with each other (technology, globalisation, popular culture). They know that French has its own rules for pronunciation, grammar and non-verbal communication and that they need to adjust language to suit different situations and relationships (for example, formal and informal language, different text types). They use metalanguage to explain features of language, texts and grammar, making connections with terms such as 'verb', 'adjective' and 'tense' that are used in English learning, and incorporating new concepts such as grammatical gender for talking about French. Students give examples of how languages are connected with cultures, and of how French language reflects ways of behaving and thinking as does their own language. | 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.<br><br>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. |

| Strands | Content descriptions | Content descriptions | Sub-strands | Strands |
|---|---|---|---|---|
| Communicating | interact with peers and teacher to exchange information and opinions, talk about self, family, friends and interests, and express feelings, likes and dislikes<br>[Key concepts: family, friendship, home; Key processes: interacting, describing] ACLFRC091 | interact with others using modelled language to exchange information in familiar contexts about self and personal world AC9LF8EC01 | Interacting in French | Communicating meaning in French |
|  | participate in classroom routines and interactions by following instructions, asking and answering questions, and requesting help or permission<br>[Key concepts: roles, routines, interaction patterns; Key processes: participating, interacting, contributing, responding] ACLFRC093 | develop language to interact in exchanges, routines, tasks and responsibilities related to classroom and interests AC9LF8EC02 |  |  |
|  | participate in collaborative activities such as performances and presentations that involve planning, making arrangements, transacting and negotiating<br>[Key concepts: tasks, performance, transaction, collaborative learning; Key processes: planning and managing tasks, acting] ACLFRC092 | engage in modelled non-verbal, spoken and written exchanges with peers to organise activities relating to daily life and school environment AC9LF8EC03 |  |  |

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| Version 8.4 | Version 9.0 | | |
|---|---|---|---|
| locate factual information from a range of texts and resources and use the information in new ways<br>[Key concepts: concepts from learning areas such as health or environmental studies; Key processes: researching, reading/listening, ordering, classifying] ACLFRC094 | locate and process information and ideas in familiar spoken, written and multimodal texts, responding in ways appropriate to cultural context, purpose and audience AC9LF8EC04 | Mediating meaning in and between languages | |
| translate short texts from French to English and vice versa, noticing which words or phrases translate easily and which do not<br>[Key concepts: translation, equivalence; Key processes: comparing, translating, interpreting, explaining] ACLFRC098 | develop and begin to apply strategies to interpret, translate and convey meaning in French in familiar contexts AC9LF8EC05 | | |
| present information and ideas relating to social worlds and natural environments in spoken, written and digital forms<br>[Key concepts: community, traditions, environment; Key processes: composing, presenting, informing] ACLFRC095 | | | |
| create bilingual texts and resources such as learning support materials, games or posters, deciding how to deal with elements that cannot be readily translated<br>[Key concepts: equivalence, context, meaning; Key processes: translating, interpreting, explaining] ACLFRC099 | create spoken, written and multimodal, informative and imaginative texts using appropriate vocabulary, expressions, grammatical structures, and some textual conventions AC9LF8EC06 | Creating text in French | |
| engage with imaginative and creative texts such as stories, poems, songs or cartoons, comparing favourite elements, and discussing characters, events, themes and effects<br>[Key concepts: imagination, creativity, character, expression; Key processes: participating, responding, evaluating] ACLFRC096 | | | |
| reinterpret or create own shared texts, experimenting with expressive and performance genres, and creating moods and effects suitable for different audiences<br>[Key concepts: adaptation, mode, genre, performance; Key processes: interpreting, creating, experimenting, presenting] ACLFRC097 | | | |
| recognise and use features of the French sound system, including pitch, rhythm, stress and intonation<br>[Key concepts: pronunciation, intonation; Key processes: listening, distinguishing, imitating, reading aloud] ACLFRU102 | 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 | Understanding systems of language | Understanding language and culture |
| understand and use elements of the French grammatical system, including word order, gender and number variation, and present and compound forms of regular and some irregular verbs<br>[Key concepts: grammar, gender, number; Key processes: noticing, applying, explaining] ACLFRU103 | 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 | | |
| recognise that French language use varies according to context, situation and relationship<br>[Key concepts: variation, context, relationship; Key processes: noticing, analysing, explaining] ACLFRU105 | | | |
| recognise and use features of common spoken, written and multimodal texts, and compare with features of similar texts in English<br>[Key concepts: genre, mode, tenor, audience, language features; Key processes: noticing, analysing, comparing] ACLFRU104 | compare French language structures and features with English, using familiar metalanguage AC9LF8EU03 | | |
| engage with French speakers and resources, noticing how interaction involves culture as well as language<br>[Key concepts: awareness, interpretation, cultural frames, intercultural exchange; Key processes: noticing, reflecting, responding] ACLFRC100 | recognise how identity is shaped by language(s), culture(s), beliefs, attitudes and values AC9LF8EU04 | Understanding the interrelationship of language and culture | |
| notice own and others' ways of expressing identity, and consider the relationship between language, culture and identity<br>[Key concepts: communication, identity; Key processes: noticing, reflecting, comparing, adjusting] ACLFRC101 | | | |
| explore the relationship between language and culture<br>[Key concepts: culture, language, meaning; Key processes: analysing, explaining, defining] ACLFRU108 | | | |
| understand the dynamic nature of French and other languages<br>[Key concepts: language contact, word borrowing, globalisation; Key processes: observing, identifying, classifying] ACLFRU106 | | | |
| recognise that French is both a local and a global language<br>[Key concepts: first language, global language, dialects, creoles, accents; Key processes: mapping, comparing, distinguishing] ACLFRU107 | | | |

(Left vertical label for second section: Understanding)