

Comparison of AC v8.4 to v9.0

Years 7–8 band (P–10 Sequence): 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 8, students use written and spoken French to interact with teachers, peers and others and to exchange experiences, opinions and views. They use descriptive and expressive language to talk and write about immediate environments, personal interests and feelings and technical language to discuss issues of wider interest (for example, les nouvelles technologies, les rapports entre les générations, le travail, la musique). They ask, give and follow directions and instructions, using phrases such as prenez la deuxième rue à gauche ..., suivez le boulevard jusqu'à ... and choisissez la photo. They locate and analyse information from different sources presenting it in modes and formats suitable for the intended audience. They use strategies such as emphasis, repetition and summary to support fluency and expression in shared reading, performances, discussions and debate. They plan, draft and present imaginative, informative and persuasive texts, using simple and compound sentences to structure arguments and to explain or justify a position. Students use regular verbs in the passé composé form independently as well as high-frequency irregular verbs such as faire, être and avoir. They use declarative, imperative and interrogative verbs in affirmative and negative forms. They interpret and translate language which has colloquial or cultural associations in either French or Australian English, providing alternative expressions when equivalence is not possible (for example, à tout à l'heure, good on ya!). They make appropriate language choices when communicating in French in different contexts and situations.</p> <p>Students use metalanguage to explain language features and elements, using appropriate grammatical terms (such as tenses, genres, agreement). They identify how language features such as vocabulary, tenor and register serve different purposes in different modes. They make connections between texts and contexts, comparing expression and representation in similar texts from different cultural contexts (for example, invitations to celebrations or ceremonies, postcards or letters between friends). Students identify the relationship between language and culture, understanding that personal and community identity are expressed through cultural expression and language use. They reflect on their own ways of communicating, discussing how these might be interpreted by others.</p>		<p>By the end of Year 8, students initiate and maintain interactions in French language in familiar and some unfamiliar contexts related to a range of interests and experiences. They use French to collaborate and problem-solve, and adjust language in response to others. They interpret information, ideas and opinions in texts. They demonstrate understanding of similarities and differences between languages, in both familiar and some unfamiliar cultural contexts, by adjusting and reorganising responses. They select and use vocabulary, sentence structures and expressions to create texts.</p> <p>Students apply the conventions of spoken French to develop fluency. They demonstrate understanding that spoken, written and multimodal texts use different language conventions, structures and features to convey meaning. They comment on structures and features of French text, using metalanguage. They reflect on how the French language, culture and identity are interconnected, and compare this with their own language(s), culture(s) and identity.</p>		
Strands	Content descriptions	Content descriptions	Sub-strands	Strands
Communicating	<p>participate in a range of spoken and written interactions, for example, exchanging views or experiences, apologising or excusing, inviting or congratulating</p> <p>[Key concepts: friendship, respect, communication; Key processes: responding, expressing, connecting] ACLFRC055</p>	<p>initiate and sustain exchanges in familiar and some unfamiliar contexts related to students' experiences, feelings and views, adjusting their language in response to others AC9LF8C01</p>	Interacting in French	Communicating meaning in French
	<p>interact in classroom activities and discussions through asking and responding to open-ended questions, offering opinions and explaining positions</p> <p>[Key concepts: exploratory talk, discussion, exchange; Key processes: eliciting, prompting, responding, explaining] ACLFRC057</p>			
	<p>engage in tasks and activities that involve negotiation and problem-solving</p> <p>[Key concepts: value, design, audience, purpose; Key processes: negotiating, considering, reflecting, evaluating] ACLFRC056</p>	<p>collaborate in activities that involve the language of transaction, negotiation and problem-solving to plan projects and events AC9LF8C02</p>	Mediating meaning in and between languages	
	<p>access, summarise and analyse information from different sources relating to contemporary community and lifestyle issues</p> <p>[Key concepts: values, generation, culture; Key processes: researching, comparing, evaluating, reflecting] ACLFRC058</p>	<p>interpret information, ideas and opinions in a range of spoken, written and multimodal texts, and respond appropriately to cultural context, purpose and audience AC9LF8C03</p>		
	<p>organise and present information and ideas on different topics, issues or events, comparing perspectives and experiences</p> <p>[Key concepts: perspective, engagement, action, debate; Key processes: managing information, shaping text, engaging] ACLFRC059</p>	<p><u>interpret and adjust non-verbal, spoken and written language to convey meaning in French language in familiar and some unfamiliar cultural contexts</u> AC9LF8C04</p>		
	<p><u>respond to a variety of imaginative texts, analysing ideas, themes, values and techniques used to engage and entertain audiences</u></p> <p>[Key concepts: audience, engagement, themes; Key processes: responding, analysing, contextualising, explaining] ACLFRC060</p>			
	<p><u>translate and interpret texts, compare own translation to classmates' and consider why there might be differences in interpretation and how language reflects elements of culture</u></p>			

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	[Key concepts: culture, equivalence, idiom; Key processes: translating, interpreting, mediating] ACLFRC062			
	create simple songs, plays or stories to entertain others, involving imagined contexts and characters [Key concepts: mood, drama, effect, audience; Key processes: character and context building, creating] ACLFRC061	create and present spoken, written and multimodal, informative and imaginative texts for specific purposes, selecting vocabulary, expressions, grammatical structures, features and conventions appropriate to text type and context AC9LF8C05	Creating text in French	
	create bilingual texts such as glossaries, menus, captions or brochures, identifying words or expressions that carry specific cultural meaning in either language [Key concepts: language, culture, meaning; Key processes: selecting, identifying, explaining, comparing] ACLFRC063			
Understanding	recognise individual elements of spoken and written words, phrases and non-verbal forms of expression, and notice how they combine to make or to change meaning [Key concepts: word parts, idioms, expression; Key processes: listening, reading, identifying, describing] ACLFRU066	apply knowledge of conventions of spoken French to enhance fluency, and to respond to and create texts in familiar and some unfamiliar contexts AC9LF8U01	Understanding systems of language	Understanding language and culture
	understand and control additional elements of French grammar such as compound tenses, irregular and reflexive verb forms, verb moods and modalities [Key concepts: tenses, parts of speech, moods, modalities, metalanguage; Key processes: analysing, categorising, distinguishing] ACLFRU067	apply understanding of grammatical structures and expressions to compose and respond to texts AC9LF8U02		
	analyse the structure and organisation of a range of texts created for purposes such as information exchange or social interaction [Key concepts: tenor, lexical and rhetorical resources; Key processes: experimenting, reflecting, comparing] ACLFRU068	reflect on similarities and differences between French and English language structures and features, using metalanguage AC9LF8U03		
	examine how elements of communication such as gestures, facial expressions and choice of language vary according to context and situation [Key concepts: body language, personal space, expression; Key processes: observing, comparing, analysing] ACLFRU069		Understanding the interrelationship of language and culture	
	reflect on cultural differences between French and English communicative styles and on how these affect intercultural interactions [Key concepts: values, perspective, respect; Key processes: reflecting, analysing, comparing] ACLFRC064	reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes AC9LF8U04		
	consider how own biography including family origins, traditions, interests and experience, impacts on identity and communication [Key concepts: culture, community, communication, identity; Key processes: reflecting, analysing, explaining] ACLFRC065			
	reflect on changes in their own use of language(s) over time, noticing how and when new ways are adopted or existing ways adapted [Key concepts: change, influence, communication, identity; Key processes: observing, reflecting, explaining] ACLFRU070			
	investigate the nature and extent of French language use in both Australian and global contexts [Key concepts: community, arts, fashion, music, cuisine; Key processes: researching, analysing, classifying] ACLFRU071			
reflect on different aspects of the cultural dimension of learning and using French [Key concepts: cultural expression, representation, difference, diversity; Key processes: reflecting, comparing, analysing] ACLFRU072				

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