

Comparison of AC v8.4 to v9.0

Years 9–10 band (7–10 Sequence): Languages/French

Key	same/refined	removed	new	moved
-----	--------------	---------	-----	-------

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 10, students use written and spoken French to socialise with peers, teachers and other French speakers in local contexts and online environments. They communicate about immediate and personal interests and involvements (such as family, friends, interests), and some broader social and cultural issues (such as health, social media, international experience, the environment). They approximate rhythms and intonation patterns of extended and compound sentences, using syllable combinations, and building fluency and accuracy in pronunciation, pitch and stress. They use the passé composé tense of regular verbs with avoir and être, noticing that the participe passé form of verbs with être involves gender and number agreement. They identify the form and function of reflexive verbs (such as se laver, se lever) and use appropriate forms of possessive adjectives in own language production. They locate, interpret and analyse information from different print, digital and community sources, and communicate information, ideas and views in a range of contexts using different modes of presentation. They use expressive and descriptive vocabulary to talk about feelings and experiences. They create imaginative and performative texts for a range of purposes, such as entertaining or persuading. They use French to narrate and describe, matching modes of presentation to context and intended audience. They create bilingual texts (such as guides, event commentaries, cultural glossaries), and interpret observed interactions in terms of cultural practices and comparisons.</p> <p>Students identify differences between spoken and written forms of French, comparing these with English and other known languages. They identify the importance of non-verbal elements of communication, such as facial expressions, gestures and intonation. They make distinctions between familiar text types, such as greetings, instructions and menus, commenting on differences in language features and text structures. They use metalanguage for talking about language (such as 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 (such as préparer, préparation; le marché, le supermarché, l'hypermarché). Students identify the validity of different perspectives, and make comparisons across languages and cultures, drawing from texts which relate to familiar routines and daily life (for example, la vie scolaire, la famille, les courses, les loisirs, la cuisine). They explain to others French terms and expressions that reflect cultural practices (such as bon appétit, bonne fête). They reflect on their own cultural identity in light of their experience of learning French, discussing how their ideas and ways of communicating are influenced by their membership of cultural groups.</p>		<p>By the end of Year 10, students initiate and sustain French language to exchange and compare ideas and experiences about their own and others' personal world. They communicate using non-verbal, spoken and written language to collaborate, plan and reflect on activities and events. They interpret and analyse information and ideas in texts and demonstrate understanding of different perspectives. They synthesise information and respond in French or English, adjusting language to convey meaning and to suit context, purpose and audience. They use structures and features of spoken and written French to create texts.</p> <p>Students apply features of the French sound system to enhance fluency and demonstrate understanding of the sound system in spoken exchanges. They select and apply knowledge of language conventions, structures and features to interact, make meaning and create texts. They support discussion of structures and features of texts, using metalanguage. They reflect on their own language use and cultural identity, and draw on their experience of learning French, to discuss how this learning influences their ideas and ways of communicating.</p>		
Strands	Content descriptions	Content descriptions	Sub-strands	Strands
Communicating	<p>socialise and exchange views on local and global issues [Key concepts: generation, environment, globalisation, relationships; Key processes: interacting, responding, explaining, comparing] ACLFRC109</p>	<p>initiate and sustain interactions in familiar and some unfamiliar contexts to exchange ideas, experiences and opinions about their own and others' personal world AC9LF10EC01</p>	Interacting in French	Communicating meaning in French
	<p>develop classroom language to manage shared learning experiences, monitor performance and discuss French language and culture learning [Key concepts: task, outcome, performance, communication, culture; Key processes: discussing, commenting, interacting] ACLFRC111</p>	<p>use French language in exchanges to question, offer opinions and compare and discuss ideas AC9LF10EC02</p>		
	<p>participate in collaborative projects that make connections between French language and culture and other curriculum areas [Key concepts: concepts from other learning areas; Key processes: task planning and resourcing, cross-referencing] ACLFRC110</p>	<p>use non-verbal, spoken and written exchanges to discuss, plan and reflect on activities, events and experiences with peers AC9LF10EC03</p>		
	<p>access and analyse information from different sources, identifying how culture and context influence the presentation of ideas [Key concepts: information, representation, modality; Key processes: selecting, evaluating, interpreting, analysing] ACLFRC112</p>	<p>interpret information, ideas and perspectives in a wide range of spoken, written and multimodal texts and respond appropriately to cultural context, purpose and audience AC9LF10EC04</p>	Mediating meaning in and between languages	
	<p>convey information on selected topics using different modes of presentation to suit different audiences [Key concepts: content, audience, mode; Key processes: selecting, designing, presenting] ACLFRC113</p>			
	<p>respond to a range of traditional and contemporary texts, and compare themes and language style [Key concepts: characterisation, themes, imagination, humour; Key processes: responding, comparing] ACLFRC114</p>			
<p>consider the nature of translating and interpreting and the role of culture when transferring meaning from one language to another</p>	<p>apply strategies to interpret and translate non-verbal, spoken and written interactions and texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts AC9LF10EC05</p>			

Key	same/refined	removed	new	moved
-----	--------------	---------	-----	-------

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	
	[Key concepts: culture, translation, interpretation, meaning; Key processes: comparing, analysing, critical and cultural reading] ACLFRC116		
	analyse and compose different types of texts using appropriate linguistic, textual and cultural elements [Key concepts: register, tenor, cohesion; Key processes: analysing, composing, explaining] ACLFRU122	create spoken, written and multimodal, informative and imaginative texts, selecting vocabulary, expressions, grammatical structures and textual conventions for familiar and some unfamiliar contexts and purposes, to engage different audiences AC9LF10EC06	Creating text in French
	create imaginative texts to entertain, convey ideas and express emotions [Key concepts: culture, expression, empathy, humour; Key processes: creating, performing, entertaining, reflecting] ACLFRC115		
	create bilingual texts such as glossaries, footnotes or captions to interpret cultural aspects of texts [Key concepts: representation, bilingualism, interpretation; Key processes: interpreting, explaining, comparing] ACLFRC117		
	interact with French speakers and resources, recognising that intercultural communication involves shared responsibility for meaning making [Key concepts: frames, standpoints, reciprocity, reflection; Key processes: expressing, discussing, noticing, adjusting] ACLFRC118		
	recognise the regularities and irregularities of spoken French, and use pronunciation, rhythm and stress in increasingly complex ways [Key concepts: liaisons, rhythm, intonation, pitch; Key processes: recognising, discriminating, imitating, producing] ACLFRU120	apply features of the French sound system, including pitch, rhythm, stress, pronunciation and intonation, and show how these are represented in familiar and some unfamiliar contexts AC9LF10EU01	
	extend grammatical knowledge, including the forms and functions of reflexive verbs, verb moods and modality and the imperfect tense [Key concepts: tense, mood, modality; Key processes: analysing, classifying, applying, explaining] ACLFRU121	select and use structures and features of the French grammatical and writing systems to enhance meaning and create spoken, written and multimodal texts AC9LF10EU02	
		reflect on and evaluate French texts, using metalanguage to discuss language structures and features AC9LF10EU03	
Understanding	consider and discuss own and others' cultural identities, and how they both shape and are shaped by ways of communicating and thinking [Key concepts: identity, culture, communication; Key processes: observing, reflecting, explaining] ACLFRC119	reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes and values and how these affect ways of communicating AC9LF10EU04	Understanding the interrelationship of language and culture
	explore the dynamic nature of the relationship between language, culture and communication and how it impacts on attitudes and beliefs [Key concepts: culture, meaning, change; Key processes: reflecting, analysing, comparing] ACLFRU126		
	recognise that French is used in varying ways to achieve different purposes [Key concepts: language modes, register, context; Key processes: noticing, comparing, analysing, explaining] ACLFRU123		
	examine the nature of language change in response to changing cultural conditions [Key concepts: globalisation, intercultural contact, popular culture; Key processes: reflecting, analysing, comparing, explaining] ACLFRU124		
	understand the symbolic nature of language in local and global contexts [Key concepts: power, symbolism, culture; Key processes: exploring issues, identifying, analysing, comparing] ACLFRU125		
			Understanding language and culture

 © State of Queensland (QCAA) 2022

Licence: <https://creativecommons.org/licenses/by/4.0> | **Copyright notice:** www.qcaa.qld.edu.au/copyright — lists the full terms and conditions, which specify certain exceptions to the licence. | **Attribution** (include the link): © State of Queensland (QCAA) 2022 www.qcaa.qld.edu.au/copyright.

Unless otherwise indicated, material from Australian Curriculum is © ACARA 2010–present, licensed under [CC BY 4.0](https://creativecommons.org/licenses/by/4.0). For the latest information and additional terms of use, please check the Australian Curriculum website and its copyright notice.