Key	same/refined	removed	new	moved

Note:

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Version 8.4	Version 9.0
Achievement standard	**Achievement standard**
By the end of Year 10, students use written and spoken French to communicate with teachers, peers and others in a range of settings and for a range of purposes. They use language to access and exchange information on a broad range of social, cultural and youth-related issues (for example, student politics and priorities, the environment, virtual worlds). They socialise, express feelings and opinions, and use expressive and descriptive language to participate in different modes of imaginative and creative expression. They initiate conversations and discussion (such as Qu'est-ce que vous pensez au sujet de ... ? A mon avis ...), change or elaborate on topics (for example, Oui, mais … d'autre part ...), and provide feedback and encouragement (for example, En effet - c'est intéressant; et toi, qu'est-ce que tu en dis?). They employ self-correction and repair strategies, and use non-verbal elements such as gestures, pacing and pitch to maintain momentum and engage interest. They locate and evaluate information on local and global issues from a range of perspectives and sources. They produce informative, persuasive and imaginative texts, incorporating relative clauses and adverbial phrases, using some specialised vocabulary and cohesive devices. Students use présent, passé composé, imparfait and futur proche tenses in their own texts, and the conditional tense to express intention or preference (for example, Je voudrais aller au cinéma ce soir). They use, with support, futur and plus-que-parfait tenses. Students translate and interpret a range of French and English texts, comparing versions and analysing processes. Students explain differences between spoken and written French, and identify the contribution of non-verbal elements of spoken communication and the crafted nature of written text (for example, grammatical elaboration, cohesion). They provide examples of the blurring of these differences in modes of communication such as text messages, emails or conversation transcripts. They describe how languages change, borrow from, build upon and blend with each other (for example, le franglais). They demonstrate understanding of the power of language to shape relationships, to include and exclude. They use appropriate terminology to explain some irregularities of grammatical patterns and rules (such as irregular verb forms, different word order of some adjective-noun combinations), and textual conventions associated with familiar genres such as invitations, apologies or music reviews. They reflect on their own cultural perspectives and discuss how these are impacted by French language and culture learning.	By the end of Year 10, students contribute to and extend interactions in French language in increasingly unfamiliar contexts related to a wide range of interests and issues. They interpret texts by evaluating and synthesising information, ideas and perspectives. They show understanding of how features of language can be used to influence audience response. They create texts, selecting and manipulating language for a range of contexts, purposes and audiences. They apply and use complex sentences and structures to create and respond to spoken and written texts. They use a variety of tenses to sequence events and use language devices to enhance meaning and cohesion. Students incorporate the features and conventions of spoken French to extend fluency. They demonstrate understanding of the conventions of spoken and written texts and the connections between them. They apply knowledge of language structures and features to make and predict meaning. They support analysis of French texts, using metalanguage. They reflect on their own cultural perspectives and identity, and draw on their experience of learning French, to evaluate how this learning influences their ideas and ways of communicating.

Strands	Content descriptions	Content descriptions	Sub-strands	Strands
Communicating	discuss and compare young people's interests, behaviours and values across cultural contexts, using formal and informal registers [Key concepts: perspectives, generation, change, cultural diversity; Key processes: exchanging, responding, discussing] ACLFRC073	initiate, sustain and extend exchanges in familiar and unfamiliar contexts related to students' own and others' experiences of the world, adjusting their language in response to others AC9LF10C01	Interacting in French	Communicating meaning in French
	engage in shared activities such as planning and managing events, exchanging resources and information [Key concepts: communication, collaboration, information exchange; Key processes: calculating, predicting, planning] ACLFRC074	contribute to discussions that involve diverse views to negotiate outcomes, address issues and compare experiences AC9LF10C02		
	compare and reflect on the experience of learning and using French [Key concepts: metalanguage, reflection, awareness; Key processes: expressing, reflecting, analysing] ACLFRC075			
	research and evaluate information from different perspectives on local and global issues, identifying how culture and context affect how information is presented [Key concepts: standpoint, representation, cultural literacy; Key processes: researching, comparing, analysing] ACLFRC076	evaluate and synthesise information, ideas and perspectives in a broad range of spoken, written and multimodal texts and respond appropriately to cultural context, purpose and audience AC9LF10C03	Mediating meaning in and between languages	
	convey information on selected topics, using different modes of presentation to suit different audiences or to achieve different purposes [Key concepts: content, audience, mode; Key processes: selecting, designing, aligning] ACLFRC077			
	analyse how expressive and imaginative texts create aesthetic, humorous or emotional effects in ways that reflect cultural influence [Key concepts: culture, humour, expression, tradition; Key processes: interpreting, analysing, evaluating] ACLFRC078			
	create imaginative texts involving moods and effects designed to engage different audiences [Key concepts: imagination, creativity, stimulus; Key processes: planning, projecting, engaging, entertaining] ACLFRC079			
	analyse and explain how and why language is used differently in different contexts and relationships			

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Version 8.4	Version 9.0		
[Key concepts: genres, register, variation; Key processes: grammatical and lexical analysis] ACLFRU087			
explore changes to both French and Australian English, and identify reasons for these changes, such as technology, popular culture and intercultural exchange [Key concepts: globalisation, exchange, influence; Key processes: mapping, classifying, analysing] ACLFRU088			
reflect on own cultural identity and how it shapes personal ways of communicating and thinking [Key concepts: identity, culture, communication; Key processes: reflecting, explaining] ACLFRC083	reflect on and evaluate how identity is shaped by language(s), culture(s), beliefs, attitudes and values and how these affect ways of communicating AC9LF10U04		Understanding the interrelationship of language and culture
understand that language and culture are interrelated, that they shape and are shaped by each other [Key concepts: culture, language, meaning; Key processes: discussing, reflecting, comparing] ACLFRU090			
identify examples of French language used to influence social and cultural relationships and practices [Key concepts: authority, language as power, inclusion, exclusion; Key processes: scanning, selecting, analysing] ACLFRU089			