

# Years 5–6 French Curriculum and assessment plan

## Example

| Level description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Context and cohort considerations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>In Years 5 and 6, French language learning builds on each student’s prior learning and experiences with language. Students communicate and work in collaboration with peers and teachers in purposeful, creative and structured activities involving listening, speaking, reading and viewing, and writing. They interact in French to exchange information and ideas relating to their interests, school and local environment, and engage with French-speaking communities in person or via digital access. They work independently and in groups with ongoing support from modelling, and from digital and print resources.</p> <p>Students engage with a range of spoken, written and multimodal texts that may include stories, posters, notes, invitations and procedures. They use their English literacy knowledge to identify French language structures and features. They understand that some words and expressions are not easily translated, and reflect on how diverse cultural practices, behaviours and values influence communication and identity.</p> | <p>Students begin learning French in Year 5 and are not expected to have any prior exposure to or knowledge of French language or culture. They have access to technology to engage with authentic multimedia resources that support language learning. Each of the four units is taught over a semester to support depth of learning and a gradual progression from guided, personal communication in Unit 1 to more independent and creative language use in intercultural and community contexts in Unit 4.</p> |

| Unit 1 — Mes amis et moi (My friends and me)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Unit 2 — Le monde animal (The animal world)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Unit 3 — Fêtes et traditions (Celebrations and traditions)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Unit 4 — Le village (The village)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Timing: Year 5, Semester 1<br>Duration: 20 weeks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Timing: Year 5, Semester 2<br>Duration: 20 weeks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Timing: Year 6, Semester 1<br>Duration: 20 weeks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Timing: Year 6, Semester 2<br>Duration: 20 weeks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <p>For their first experience with the French language, students focus on learning to speak about themselves and their friends, making learning meaningful and memorable.</p> <p>In this unit, they learn modelled sentence structures to introduce and describe themselves, their friends, their families and their likes and dislikes by roleplaying different situations, using the first- and third-person singular pronouns. Students develop their comprehension skills by engaging with texts, such as short video interviews of a variety of French-speaking children introducing themselves and describing their friends and families. They identify elements of non-verbal communication in these videos, and compare these elements to elements of non-verbal communication that are used in the classroom or in their family. Students practise their new vocabulary and use negotiation skills to play games, such as <i>Jeu des sept familles</i> or <i>Qui suis-je?</i>, and collaborate in small groups, creating their own cards to contribute to the game.</p> <p>Through guided discussions, they start developing an understanding of how individuals may think and act differently within one culture. To examine the ways that language reflects values, students discuss the qualities they value in a good friend and design posters outlining the qualities of their ideal friend using modelled language. They describe an imagined ideal friend and then collaborate with a classmate to create a conversation.</p> | <p>Australia has one of the highest rates of pet ownership in the world, which makes learning about animals, from pets to wild creatures, relatable and engaging for students.</p> <p>Building on their learning from Unit 1 about describing others, in this unit, students expand their vocabulary to learn to describe animals and their environments, including pets. They explore French vocabulary related to animals, comparing it to the words for animals in their own language(s) and noting the differences in the sounds animals are said to make, e.g ‘Cock-a-doodle-doo’ vs ‘Cocorico’. Students research animals that exist in French-speaking countries, learning vocabulary for different habitats and categorising animals based on their environments. They roleplay conversations in which they introduce their dream pets, describing the animal’s characteristics and where they live.</p> <p>Students learn to use metalanguage terms by comparing French and English sentence structures and features, such as adjective location and agreement with nouns. They practise new verbs by playing games, such as <i>Jacques a dit</i>, and engage with French fables, developing strategies to locate and process information such as the fable’s moral lesson. Students create informative posters describing an animal of their choice and its environment. They participate in a student-centred conversation with their teacher and then create and present a story book to Prep students.</p> | <p>Learning about some of the 29 countries where French is an official language broadens students’ understanding of the global significance of the French language and its associated cultural diversity.</p> <p>In this unit, they compare familiar celebrations and traditions to those from across the French-speaking world. Students collaborate in spoken and written exchanges to plan to attend a celebration and participate in associated activities, such as eating <i>crêpes</i> for <i>la Chandeleur</i> or taking a photo with <i>Bonhomme au Carnaval de Québec</i>. They engage with videos of traditional songs and dances from across the French-speaking world, such as from <i>Pays Basque</i>, <i>Bretagne</i>, or <i>Tahiti</i>, noticing how songs and dances convey stories and values across cultures. Students explore artefacts related to celebrations from across the French-speaking world and select one to research and present to the class, e.g. a <i>fève</i> from a <i>galette des rois</i> or a Kanak totem.</p> <p>They reflect on their own experiences of attending intercultural celebrations and identify how they demonstrated respect for, and understanding of, cultural diversity. Students create an informative presentation in French of a local celebration of their choice and then collaborate with a partner to attend a celebration through an imagined text message conversation.</p> | <p>Villages often serve as custodians of rich traditions, preserving customs that have been passed down through generations.</p> <p>Building on their learning from Unit 3 about celebrations and traditions across the French-speaking world, in this unit, students compare aspects of rural life in Australia and in French-speaking villages, such as daily routines and local customs. They research a village discussed in class to create an informative poster to display in the classroom. Students use the posters to inform the creation of a French-speaking village model using digital tools, annotating prominent features in French. Using their model, they practise conversations in different situations, e.g. by asking for and giving directions or buying <i>un pain au chocolat</i> at the bakery.</p> <p>Students take a virtual market tour in a French-speaking region, identifying items and comparing the scene to a market they are familiar with, using metalanguage to compare the language used. They compare verbal and non-verbal communication they noticed in videos with examples from their own experiences, discussing how these insights can help them be more effective and respectful communicators in a global context. Students demonstrate their understanding of French texts and then roleplay a conversation at the bakery in French.</p> |

|            | Unit 1 — Mes amis et moi (My friends and me)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                   | Unit 2 — Le monde animal (The animal world)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                   | Unit 3 — Fêtes et traditions (Celebrations and traditions)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                   | Unit 4 — Le village (The village)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                   |
|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
|            | <b>Assessment 1 — Mon ami(e) idéal(e) (My ideal friend)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Term/ week</b> | <b>Assessment 3 — Mon animal préféré (My favourite animal)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Term/ week</b> | <b>Assessment 5 — Venez découvrir ... (Come discover ...)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Term/ week</b> | <b>Assessment 7 — Contrôle (Test)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Term/ week</b> |
| Assessment | <b>Description:</b> Students choose the picture of a potential friend from a compilation of teacher-selected pictures of people. Writing in French, they use adjectives and vocabulary to describe their new friend's physical characteristics and imagined personality.<br><b>Technique:</b> Extended response<br><b>Mode:</b> Written<br><b>Conditions:</b> <ul style="list-style-type: none"> <li>up to 100 words in French</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Term 1, Week 8    | <b>Description:</b> Referring to the poster students created in class, they answer questions in French about their chosen animal in a conversation with their teacher. Students then respond in English to questions about language structures and features, comparing French and English and using some metalanguage.<br><b>Technique:</b> Supervised assessment<br><b>Mode:</b> Spoken<br><b>Conditions:</b> <ul style="list-style-type: none"> <li>up to 1 minute conversation</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Term 3, Week 8    | <b>Description:</b> Students create an informative presentation in French about a local celebration of their choice for French-speaking tourists visiting Australia. They include one word or expression they think is typically used at this celebration. Students then explain in English why they chose this celebration and this word or expression.<br><b>Technique:</b> Extended response<br><b>Mode:</b> Multimodal<br><b>Conditions:</b> <ul style="list-style-type: none"> <li>up to 2 minutes presentation</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Term 1, Week 8    | <b>Description:</b> Students listen to a short conversation about directions and read a French advertisement to respond to questions in French and English, including questions about metalanguage.<br><b>Technique:</b> Supervised assessment<br><b>Mode:</b> Written<br><b>Conditions:</b> <ul style="list-style-type: none"> <li>up to 50 minutes, with 10 minutes perusal</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Term 3, Week 8    |
|            | <b>Assessment 2 — Enchanté(e) (Nice to meet you)</b><br><br><b>Description:</b> Students create a French conversation in pairs, where they pretend to meet each other at a party and become friends by identifying their shared interests. Students record their conversation for submission.<br><b>Technique:</b> Extended response<br><b>Mode:</b> Spoken<br><b>Conditions:</b> <ul style="list-style-type: none"> <li>up to 1 minute per student</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Term 2, Week 8    | <b>Assessment 4 — Mon histoire (My story)</b><br><br><b>Description:</b> Students create a story book in French for Prep students, with a moral lesson, about an animal of their choice. They then either read their story book to the Prep students or record themselves reading, explaining key vocabulary and themes in English.<br><b>Technique:</b> Extended response<br><b>Mode:</b> Multimodal<br><b>Conditions:</b> <ul style="list-style-type: none"> <li>up to 2 minutes presentation</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Term 4, Week 7    | <b>Assessment 6 — Conversation en textos (Text conversation)</b><br><br><b>Description:</b> In pairs and using a scaffold, students write an exchange of imagined text messages to discuss an event that interests them and organise to attend this event together.<br><b>Technique:</b> Extended response<br><b>Mode:</b> Written<br><b>Conditions:</b> <ul style="list-style-type: none"> <li>up to 100 words per student in French</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Term 2, Week 8    | <b>Assessment 8 — À la boulangerie (At the bakery)</b><br><br><b>Description:</b> In pairs and using the scaffold provided, students create and present a roleplay in French between a shopkeeper and a customer in a bakery.<br><b>Technique:</b> Extended response<br><b>Mode:</b> Spoken<br><b>Conditions:</b> <ul style="list-style-type: none"> <li>up to 2 minutes presentation</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Term 4, Week 7    |
|            | <p>By the end of Year 6, students initiate and use strategies to maintain interactions in French language that are related to their immediate environment. They use appropriate sound combinations, intonation and rhythm in spoken texts. They collaborate in spoken and written activities that involve the language of planning and problem-solving to share information, ideas and preferences. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in French or English, adjusting their response to context, purpose and audience. They create texts, selecting and using a variety of vocabulary and sentence structures to suit context. They sequence information and ideas, and use conventions appropriate to text type.</p> <p>Students apply rules for pronunciation and intonation, spelling and punctuation, and modelled structures, when creating and responding in French. They compare language structures and features in French and English, using some metalanguage. They show understanding of how some language reflects cultural practices and consider how this is reflected in their own language(s), culture(s) and identity.</p> |                   | <p>By the end of Year 6, students initiate and use strategies to maintain interactions in French language that are related to their immediate environment. They use appropriate sound combinations, intonation and rhythm in spoken texts. They collaborate in spoken and written activities that involve the language of planning and problem-solving to share information, ideas and preferences. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in French or English, adjusting their response to context, purpose and audience. They create texts, selecting and using a variety of vocabulary and sentence structures to suit context. They sequence information and ideas, and use conventions appropriate to text type.</p> <p>Students apply rules for pronunciation and intonation, spelling and punctuation, and modelled structures, when creating and responding in French. They compare language structures and features in French and English, using some metalanguage. They show understanding of how some language reflects cultural practices and consider how this is reflected in their own language(s), culture(s) and identity.</p> |                   | <p>By the end of Year 6, students initiate and use strategies to maintain interactions in French language that are related to their immediate environment. They use appropriate sound combinations, intonation and rhythm in spoken texts. They collaborate in spoken and written activities that involve the language of planning and problem-solving to share information, ideas and preferences. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in French or English, adjusting their response to context, purpose and audience. They create texts, selecting and using a variety of vocabulary and sentence structures to suit context. They sequence information and ideas, and use conventions appropriate to text type.</p> <p>Students apply rules for pronunciation and intonation, spelling and punctuation, and modelled structures, when creating and responding in French. They compare language structures and features in French and English, using some metalanguage. They show understanding of how some language reflects cultural practices and consider how this is reflected in their own language(s), culture(s) and identity.</p> |                   | <p>By the end of Year 6, students initiate and use strategies to maintain interactions in French language that are related to their immediate environment. They use appropriate sound combinations, intonation and rhythm in spoken texts. They collaborate in spoken and written activities that involve the language of planning and problem-solving to share information, ideas and preferences. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in French or English, adjusting their response to context, purpose and audience. They create texts, selecting and using a variety of vocabulary and sentence structures to suit context. They sequence information and ideas, and use conventions appropriate to text type.</p> <p>Students apply rules for pronunciation and intonation, spelling and punctuation, and modelled structures, when creating and responding in French. They compare language structures and features in French and English, using some metalanguage. They show understanding of how some language reflects cultural practices and consider how this is reflected in their own language(s), culture(s) and identity.</p> |                   |

|            | Unit 1 — Mes amis et moi (My friends and me)                                                                                       | Unit 2 — Le monde animal (The animal world)                                                                                          | Unit 3 — Fêtes et traditions (Celebrations and traditions)                                                                         | Unit 4 — Le village (The village)                                                                                                    |
|------------|------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| Moderation | <b>Consensus:</b><br>Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area or subject. | <b>Calibration:</b><br>Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area or subject. | <b>Consensus:</b><br>Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area or subject. | <b>Calibration:</b><br>Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area or subject. |

| Content descriptions                                                                                                                                                                                                                                                      | Units                               |                                     |                                     |                                     | Content descriptions                                                                                                                                                                                                      | Units                               |                                     |                                     |                                     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| Communicating meaning in French                                                                                                                                                                                                                                           | 1                                   | 2                                   | 3                                   | 4                                   | Understanding language and culture                                                                                                                                                                                        | 1                                   | 2                                   | 3                                   | 4                                   |
| <b>Interacting in French</b><br>initiate and sustain modelled exchanges in familiar contexts related to students' personal world and school environment<br>AC9LF6C01                                                                                                      | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <b>Understanding systems of language</b><br>apply knowledge of combinations of sounds, syllables, pronunciation and intonation patterns to develop fluency and rhythm to known words and phrases<br>AC9LF6U01             | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| participate in activities that involve planning and negotiating with others, using language that expresses information, preferences and ideas<br>AC9LF6C02                                                                                                                | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | use knowledge of modelled grammatical structures and formulaic expressions to compose and respond to texts using appropriate punctuation and textual conventions<br>AC9LF6U02                                             | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| <b>Mediating meaning in and between languages</b><br>locate and process information and ideas in a range of spoken, written and multimodal texts, and respond in different ways to suit purpose<br>AC9LF6C03                                                              | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | compare some French language structures and features with those of English, using some familiar metalanguage<br>AC9LF6U03                                                                                                 | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| apply strategies to interpret and convey meaning in French language in familiar non-verbal, spoken and written cultural contexts<br>AC9LF6C04                                                                                                                             | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <b>Understanding the interrelationship of language and culture</b><br>recognise that language reflects cultural practices, values and identity, and that this impacts on non-verbal and verbal communication<br>AC9LF6U04 | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| <b>Creating text in French</b><br>create and present a range of informative and imaginative spoken, written and multimodal texts using a variety of modelled sentence structures to sequence information and ideas, and conventions appropriate to text type<br>AC9LF6C05 | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |                                                                                                                                                                                                                           |                                     |                                     |                                     |                                     |

| General capabilities           | Units                               |                                     |                                     |                                     |  | Cross-curriculum priorities                                  | Units                    |                          |                          |                          |
|--------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--|--------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
|                                | 1                                   | 2                                   | 3                                   | 4                                   |  |                                                              | 1                        | 2                        | 3                        | 4                        |
| Critical and creative thinking | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |  | Aboriginal and Torres Strait Islander histories and cultures | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Digital literacy               | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |  | Asia and Australia's engagement with Asia                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Ethical understanding          | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            |  | Sustainability                                               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Intercultural understanding    | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |  |                                                              |                          |                          |                          |                          |
| Literacy                       | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |  |                                                              |                          |                          |                          |                          |
| Numeracy                       | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            |  |                                                              |                          |                          |                          |                          |
| Personal and social capability | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |  |                                                              |                          |                          |                          |                          |

 © State of Queensland (QCAA) 2025

**Licence:** <https://creativecommons.org/licenses/by/4.0> | **Copyright notice:** [www.qcaa.qld.edu.au/copyright](http://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](http://www.qcaa.qld.edu.au)) 2025 [www.qcaa.qld.edu.au/copyright](http://www.qcaa.qld.edu.au/copyright).

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