# French – comparison of curriculums

**The following tables show the relationship between the Victorian Curriculum F–10 Version 1.0 (VC1) and the Victorian Curriculum F–10 Version 2.0 (VC2).**

## Foundation to Level 2

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| By the end of Level 2, students interact with teachers and each other through action-related talk and play. They exchange greetings such as Bonjour! Comment ça va? Très bien, merci and respond to question cues with single words or set phrases: Qu’est-ce que c’est? Un éléphant. Tu veux un croissant? Non, merci. They choose between options when responding to questions such as Tu veux le rouge ou le bleu? They rely heavily on visual, non-verbal and contextual cues such as intonation, gestures and facial expressions to help make meaning. They mimic French pronunciation, approximating vowel sounds and consonant combinations with some accuracy. They identify key words in spoken texts, such as names of people, places or objects. They use modelled examples and formulaic language to convey factual information at word and simple sentence level, such as making statements about themselves, their class and home environment, the weather or date. They write simple texts such as lists, labels, captions and descriptions. Students use some pronouns, prepositions and simple present tense forms of regular verbs.Students recognise that French sounds different to English but that it uses the same alphabet when written. They recognise that some words are written the same in both languages but pronounced differently. They know that French is the language used in France and also in many other regions of the world. They recognise that language is used differently in different situations and between different people. They identify differences and similarities between their own and other’s languages and cultures. | By the end of Level 2, students identify the different sounds and rhythms of the French language by listening to and viewing a variety of texts. They compare these sounds with other languages, noticing how pronunciation changes and discovering how languages are influenced by each other. They explore French through play, first imitating sounds and patterns, then replicating expressions and phrases, before producing responses using formulaic and familiar language. They recognise that French sounds are represented by letters, and they can match these with words, combining them in increasingly complex ways. They develop and expand their vocabulary, from simple sounds to frequently used words and phrases, using the pronunciation and intonation patterns of spoken French. They expand their repertoire of French words and phrases through listening and reading, then progress to creating simple sentences and responses using modelled language. Students identify familiar words and phrases to obtain meaning from a variety of multimodal texts relating to their personal world. They begin to explain their understanding of the features and grammatical structures of French using simple metalanguage. They start to develop written competence by copying letters and words, and then produce the language with support. They respond to texts using frequently used words, phrases and sentence patterns in both written and spoken language. They apply their understanding of some of the conventions and features of the written French language. They use common grammatical structures to create their own simple texts, with the support of visual and/or spoken cues. Students explore and recognise the influence of culture on language and identity. They recognise that French is spoken in communities and regions in Australia and around the world, and relate this to their own language(s) and culture(s). | Improved clarity and teachability, making the learning trajectory more evident. Ideas have been sequenced to broadly align with the strands and sub-strands. To make the achievement standard more manageable for teachers to use for assessing, achievement standard now focuses on skill development rather than individual French linguistic elements, which now appear in the elaborations. Adaptations were also made to support learning progression with links to VEYLDF |

### Content descriptions

#### VC2 strand: Engaging with French Language and Culture

##### Sub-stand: Engaging with French language

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Notice how using French feels and sounds different to using own language(s) and involves behaviours as well as words (VCFRC010) | notice that French looks and sounds different to other languagesVC2LF2E01 | Newly created but incorporating elements from VC1 content description VCFRC010 |
|  | develop oral language skills through exploring and listening to the sounds and patterns of the languageVC2LF2E02  | New content description, to show progression from VC2 content description VC2LF2E01 |
| Describe themselves, the people they are close to and the ways they communicate, using simple statements and gestures (VCFRC011)Interact with each other and the teacher using simple language and gestures for exchanges such as greetings and farewells, thanks and introductions, and for talking about self and family (VCFRC001) | recognise and respond to greetings, instructions and language relating to their personal world using one- or 2-word responses and/or single-idea phrases VC2LF2E03 | Combined and refined, removal of specific topics makes it more concise and teachable |

##### Sub-stand: Engaging with French culture

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Engage with a range of imaginative texts through action, dance, drawing and other forms of expression (VCFRC006) | explore connections between language and culture through play and/or imaginationVC2LF2E04 | New and combined to include some ideas from VC1 content description VCFRC006 and to reflect links with VEYLDF |

#### VC2 strand: Communicating Meaning in French

##### Sub-strand: Interacting in French

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Interact with each other and the teacher using simple language and gestures for exchanges such as greetings and farewells, thanks and introductions, and for talking about self and family (VCFRC001)Recognise and respond to classroom interactions such as opening and closing of lessons, transition activities, and giving and following instructions (VCFRC003) | communicate using formulaic and modelled language relating to aspects of their personal worldVC2LF2C01  | Combined and refined to broaden context to include all aspects of a student’s personal world, and removed specific activities and topics  |
| Participate in guided group activities using simple repetitive language in songs, rhymes, games and transactions (VCFRC002) | participate in a range of guided language activities using formulaic expressions, and visual and spoken cuesVC2LF2C02 | Refined for clarity, removing references to pedagogy |

##### Sub-strand: Mediating meaning in and between languages

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Identify key points of information in simple texts (VCFRC004)Convey factual information about self, family, friends and possessions, using simple statements, gestures and support materials (VCFRC005) | locate key information in a variety of texts with support, and respond using gestures, images, words and/or formulaic phrasesVC2LF2C03 | Combined and refined to improve teachability |
| Notice how using French feels and sounds different to using own language(s) and involves behaviours as well as words (VCFRC010)Understand that all languages continuously change through contact with each other and through changes in society (VCFRU016) | explore and make meaning from sounds, words and phrases for familiar objects or terms in French through play, and discover how languages influence each otherVC2LF2C04 | Combined and modified. Added reference to ‘explore’ and ‘play’ to reflect the nature of early language learning and to connect to VEYLDF, with explicit reference to progression in the form of ‘sounds, words and phrases’ |
| Understand that French speakers use language differently in different situations, such as in playground games, at home with the family or in the classroom (VCFRU015)Notice how using French feels and sounds different to using own language(s) and involves behaviours as well as words (VCFRC010) |  | Removed, but elements of VC1 content description VCFRC010 have been incorporated in the VC2 content description VC2LF2E01 |
| Engage with a range of imaginative texts through action, dance, drawing and other forms of expression (VCFRC006) |  | Removed. Some elements have been incorporated in the VC2 content description VC2LF2E04 |

##### Sub-strand: Creating text in French

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Participate in shared performance and presentation of stories, songs or nursery rhymes, playing with sound patterns, rhyming words and non-verbal forms of expression (VCFRC007)Create simple print or digital texts that use both French and English, such as labels, word banks, wall charts or ID cards (VCFRC009) | create spoken and written texts using words, familiar phrases and modelled languageVC2LF2C05 | Combined and refined for clarity and to be more concise, improving teachability |
| Describe themselves, the people they are close to and the ways they communicate, using simple statements and gestures (VCFRC011) |  | Some elements have been incorporated in the VC2 content description VC2LF2E03 |

#### VC2 strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Recognise and reproduce the sounds and rhythms of spoken French, noticing how they are produced and how they are represented in words and symbols (VCFRU012) | imitate the pronunciation and intonation of spoken French, and understand how sounds are produced VC2LF2U01 | Refined to focus on oral and aural language skills to reflect the nature of language learning. The reference to reading and writing has been moved to VC2 content descriptions VC2LF2U03 and VC2LF2U04 |
|  | identify sound combinations to produce simple words, and then an increasing number of frequently used words and phrasesVC2LF2U02 | New content description to reflect learning trajectory and skill development  |
|  | recognise and explore how the Roman alphabet and features of language are used to construct meaning in FrenchVC2LF2U03 | New content description |
| Understand some first elements of French grammar, such as simple verb and gender forms, definite articles, pronouns and prepositions (VCFRU013) Notice how using French feels and sounds different to using own language(s) and involves behaviours as well as words (VCFRC010) | identify that written and spoken French has grammatical structures and other language features that may be similar to or different from English and/or other languagesVC2LF2U04 | Combined and refined to make it more concise, and removed prescriptive language elements for teachability |
| Translate simple French words, phrases and gestures for family and friends, noticing how they may have similar or different meanings in English or other known languages (VCFRC008) |  | Removed. Some elements have been incorporated in the VC2 content description VC2LF2U04 |
| Understand that language is organised as ‘texts’, which take different forms and use different structures and features to achieve their purposes (VCFRU014) |  | Removed |
| Understand that all languages continuously change through contact with each other and through changes in society (VCFRU016) |  | Removed. Some elements have been incorporated in the VC2 content description VC2LF2C04 |

##### Sub-strand: Understanding the interrelationship of language and culture

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Understand that people use language in ways that reflect their culture, such as where and how they live and what is important to them (VCFRU018) | reflect on how language, culture and identity are interconnected and discuss how French-speaking communities are similar to or different from othersVC2LF2U05 | Added reference to identity and broader language communities, and emphasised the interconnectedness of language and culture to support student’s own understanding of intercultural capability |
| Recognise that Australia is a multilingual society with speakers of many different languages, including French (VCFRU017) | identify where French is used around the world and recognise that there are many different languages spoken in communities throughout Australia VC2LF2U06 | Refined to emphasise that communities of French speakers are located throughout the world |

## Levels 3 and 4

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| By the end of Level 4, students interact with teachers and each other through classroom routines, action-related talk and play. They exchange greetings and wishes, respond to familiar instructions and to questions such as *Qu’est-ce que c’est? and Qu’est-ce que tu fais*? They share simple ideas and information, express positive and negative feelings (*Je suis très contente; Je n’aime pas la pluie*) and ask for help, clarification and permission. They interpret visual, non-verbal and contextual cues such as intonation, gestures and facial expressions to help make meaning. They make statements using the present tense and present + infinitive form about self, family and interests (*Je suis australien et italien; J’habite* à Brisbane; *Je vais partir demain*). They approximate the sounds, rhythms and pitch of spoken French. They comprehend simple, spoken, written, visual and multimodal texts, using cues such as context, graphics, familiar vocabulary and language features. They use modelled sentence structures to compose short original texts such as descriptions, captions or simple narratives, using conjunctions such as *et* and *mais,* and prepositions such as *sous, sur* and *devant.* They use vocabulary related to familiar contexts and their personal worlds, and apply gender and number agreements in simple constructions (*une petite maison, les grands chiens*).Students recognise that French is a significant language spoken in many parts of the world, including Australia; that it is similar to English in some ways (the same alphabet and basic sentence structure, many shared words) and different in other ways (use of titles, gestures, some new sounds such as r and u, gender forms). They recognise that languages change over time and influence each other. They identify French words used in English (*menu, mousse* and English words used in French (*le* weekend, stop!). They recognise that language may need to be adjusted to suit different situations and relationships (for example, formal and informal language, different text types). They understand that French has its own rules for pronunciation, non-verbal communication and grammar. They use terms such as verb, adjective and gender for talking about language and learning. Students understand that languages are connected with cultures, and that the French language, like their own, reflects ways of behaving and thinking as well as ways of using language. | By the end of Level 4, students use French to initiate structured interactions and share information related to the classroom and their personal worlds. They use modelled language to participate in spoken and written activities. They locate and respond to key items of information in texts, using strategies to help interpret and convey meaning in familiar contexts. They use modelled language and basic grammatical structures to create texts. Students imitate the sound combinations and rhythms of spoken French. They demonstrate their understanding that French has non-verbal, spoken and written language conventions and rules to convey meaning. They recognise that some terms have cultural meanings. They identify patterns in French and make comparisons between French and English, using simple metalanguage. They understand how aspects of language and culture contribute to their own and others’ identity. | Achievement standard improved for clarity and teachability. Wording refined to reflect a developmental progression of language learning. French language examples have been moved to elaborations to ensure the achievement standard is clear and succinct |

### Content descriptions

#### VC2 strand: Communicating Meaning in French

##### Sub-strand: Interacting in French

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Participate in routine exchanges such as asking each other how they are, offering wishes and sharing information about aspects of their personal worlds (VCFRC019)Follow the teacher’s instructions and use simple questions, statements and gestures to support own learning, such as asking for help or permission or attracting attention (VCFRC021) | initiate exchanges and respond to modelled questions about themselves, others and the classroom environment, using formulaic expressions VC2LF4C01 | Combined and refined. Removed specificity of examples and activities for improved teachability  |
| Make statements, ask questions and collaborate in shared tasks such as science experiments, cooking or craft activities, building collections or swapping items (VCFRC020) | participate in activities that involve expressing interests and exchanging information, using a range of familiar phrases and modelled structures VC2LF4C02 | Refined to broaden context and to remove specificity of examples and activities for improved teachability |

##### Sub-strand: Mediating Meaning in and between languages

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| --- | --- | --- |
| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| Locate specific points of information in different types of texts relating to social and natural worlds (VCFRC022) | locate and respond to key information related to familiar content obtained from spoken, written, viewed and multimodal textsVC2LF4C03 | Refined to specify macro skills, including viewing. Removed reference to particular topics to broaden the context and improve teachability |
|  | develop strategies to comprehend and produce French, adjusting language to convey meaning and/or intercultural understanding in familiar contexts VC2LF4C04 | New content description |
| Participate in interactive stories and performances, acting out responses, identifying favourite elements, and making simple statements about characters or themes (VCFRC024) |  | Removed |
| Translate high-frequency words and expressions in simple texts such as captions, story titles or recurring lines in a story, noticing which ones are difficult to interpret (VCFRC026) |  | Removed |

##### Sub-strand: Creating text in French

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Present factual information about self, others, and home and school life, using graphic support such as photos, maps or charts (VCFRC023)Create short imaginative texts that allow for exploration and enjoyment of language (VCFRC025) | create and present spoken and written texts using formulaic expressions, simple phrases and sentences, and modelled textual conventions VC2LF4C05 | Combined and refined. Broadened texts and removed topics |
| Create bilingual versions of texts such as picture dictionaries, action games or captions for images (VCFRC027) |  | Removed |

#### VC2 strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Experiment with the pronunciation of vowel sounds, letter combinations and intonation patterns, and recognise and write high-frequency words and expressions in familiar contexts (VCFRU030)  | recognise sound combinations, and use patterns of pronunciation and intonation to form words, phrases and simple sentencesVC2LF4U01 | Refined |
| Notice and apply elements of French grammar such as word order, gender and singular/plural forms, adverbs, pronouns and prepositions in simple spoken and written texts (VCFRU031) | recognise and use modelled language, formulaic phrases, simple grammatical structures and language conventions to convey meaningVC2LF4U02 | Refined and improved teachability by removing prescribed language elements  |
| Notice differences between simple spoken, written and multimodal French texts used in familiar contexts, and compare with similar texts in English. (VCFRU032)Understand that languages change over time and influence each other, and that French has influenced many languages, including English (VCFRU034) | recognise and compare familiar French language structures and features with those of English and/or other languages, using simple metalanguageVC2LF4U03 | Combined and refined to make it more concise |

##### Sub-strand: Understanding the interrelationship of language and culture

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Notice what looks or feels similar or different to own language and culture when interacting in French (VCFRC028)Notice differences between French, Australian and other cultures’ practices and how these are reflected in language (VCFRU036) | identify connections between personal identity, language and aspects of culture VC2LF4U04 | Combined and refined to make information more concise |
| Explore their own sense of identity, including elements such as family, friends and interests, and ways of using language with different people (VCFRC029) |  | Removed |
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| --- |
| Understand that different ways of using French reflect different regions and countries, different relationships and different ways of making meaning (VCFRU033) |

 |  | Removed |
| Know that French is an important global language used by communities in many countries around the world and that it has connections with several other languages (VCFRU035) |  | Removed |

## Levels 5 and 6

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| By the end of Level 6, students use written and spoken French for classroom interactions and transactions, and to exchange personal ideas, experiences and feelings. They ask and answer questions in complete sentences in familiar contexts (*Est-ce que je peux … ? Tu peux..… ?),* using appropriate pronunciation, intonation and non-verbal communication strategies. They recognise appropriate forms of address for different audiences, using *tu* forms with friends and family members, and using *vous* for teachers and other adults or when more than one person is involved. They gather and compare information from a range of texts. They identify key points and supporting details when reading and listening, and interpret and translate short community texts such as signs or notices. They create connected texts such as descriptions, conversations and picture books, using structured models and processes of drafting and re-drafting. They convey information in different formats to suit specific audiences and contexts. Students use present tense verb forms, conjunctions and connectives (*et, mais, parce que, plus tard, maintenant*), positive and negative statements *(j’ai trois amis, je n’ai plus d’amis*), and adverbs such as (*très, aussi, beaucoup, un peu* and *lentement)*. They recognise and use with support verb forms such as *le futur proche (je vais + l’infinitif)* and *le passé composé* (*j’ai* + regular forms of past participle) as set phrases. They recognise *l’imparfait* when reading (*c’était, il était*) but do not yet use it in their own speech or writing. They use possessive pronouns and adjectives with modelling and support, and prepositions to mark time and place (*avant, après, devant, derrière*).Students recognise differences between spoken and written forms of French, comparing them with English and other known languages. They identify differences in commonly-used text types (for example, greetings, instructions and menus), commenting on differences in language features and text structures. They use metalanguage for language explanation (for example, formal and informal language, body language) and for reflecting on the experience of French language and culture learning. They recognise relationships between parts of words (suffixes, prefixes) and stems of words (*préparer, préparation; le marché, le supermarché, l’hypermarché*). Students make comparisons between French and their own language and culture, drawing from texts which relate to familiar routines and daily life (*la vie scolaire, la famille, les courses, les loisirs, la cuisine*). They explain to others French terms and expressions that reflect cultural practices (*bon appétit, bonne fête*). They reflect on their own cultural identity in light of their experience of learning French, noticing how their ideas and ways of communicating are influenced by their membership of cultural groups. | By the end of Level 6, students initiate and use strategies to maintain interactions in French 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 to share information, preferences and ideas. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in French or English, adjusting their responses to context, purpose and audience. Students use modelled structures when creating and responding in French. They create texts, selecting and using a variety of vocabulary and sentence structures to suit different contexts. They use conventions appropriate to text type. They apply rules for pronunciation and intonation in spoken language, and apply conventions of spelling and punctuation in written language. They compare language structures and features in French and English, using familiar metalanguage. They show understanding of how language and culture are interconnected and consider how this is reflected in their own language(s), culture(s) and identity.   | Achievement standard improved for clarity and teachability. Wording refined to reflect a developmental progression of language learning. French language examples have been moved to elaborations to ensure the achievement standard is clear and succinct |

### Content descriptions

#### VC2 strand: Communicating Meaning in French

##### Sub-strand: Interacting in French

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Interact using descriptive and expressive language to share ideas, relate experiences and express feelings such as concern or sympathy (VCFRC037) Use questions, statements and responses to participate in learning activities, to indicate understanding and to monitor learning (VCFRC039) | initiate and sustain modelled exchanges in familiar contexts related to their personal worlds and school environment VC2LF6C01 | Combined and refined to remove specificity and to be more concise  |
| Participate in guided tasks such as organising displays, developing projects or budgeting for events (VCFRC038) | participate in activities that involve discussion with others, using language that expresses information, preferences and ideas VC2LF6C02 | Refined to remove prescriptive topics, improving teachability |

##### Sub-strand: Mediating meaning in and between languages

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| --- | --- | --- |
| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| Gather and compare information from a range of sources relating to social and cultural worlds (VCFRC040)Convey information and ideas in different formats to suit specific audiences and contexts (VCFRC041) | locate information and ideas in a range of spoken, written, viewed and multimodal texts, and respond in different ways to suit purpose VC2LF6C03 | Combined to be more concise and refined to articulate macro skills, including viewing |
|  | apply strategies to interpret and convey meaning and/or intercultural understanding in French in familiar non-verbal, spoken and written contexts VC2LF6C04 | New content description |
| Share responses to characters, events and ideas in texts such as stories, cartoons or films, making connections with own experience and feelings (VCFRC042) |  | Removed |
| Translate simple texts from French to English and vice versa, noticing which words or phrases require interpretation or explanation (VCFRC044) |  | Removed |

##### Sub-strand: Creating text in French

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
|  | create and present spoken and written texts, using a variety of vocabulary, modelled sentence structures and conventions appropriate to text type VC2LF6C05 | New content description |
| Present, reinterpret or create alternative versions of songs or stories, adapting events or characters to different modes or contexts (VCFRC043) |  | Removed |
| Create own bilingual texts and learning resources such as displays, websites, newsletters or word banks (VCFRC045) |  | Removed |

#### VC2 strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Recognise and apply features of intonation, pronunciation and writing conventions used in different types of texts and contexts (VCFRU048) | apply combinations of sounds, syllables, pronunciation and intonation patterns to develop fluency in words, phrases and sentencesVC2LF6U01 | Refined for clarity and to articulate progression |
| Develop knowledge of grammatical elements such as tenses, and combine them with an increasing range of nouns, adjectives and adverbs to construct simple statements, questions and exclamations (VCFRU049) Understand that language is used differently in different contexts and situations (VCFRU051) | recognise and use a range of modelled grammatical structures to respond to and create simple texts using conventions appropriate to text type VC2LF6U02 | Combined and refined to improve teachability by removing prescribed language elements  |
| Compare ways of communicating in Australian and French-speaking contexts, and identify ways that culture influences language use (VCFRC046) Understand how different French texts use language in ways that create different effects and suit different audiences (VCFRU050) | compare French language structures and features with those of English and/or other languages, using familiar metalanguageVC2LF6U03 | Combined and refined. Added comparison with other languages to acknowledge Victoria’s multilingual students. Also added explicit reference to metalanguage to support literacy more broadly |
| Understand that the French language is constantly changing due to contact with other languages and to the impact of new technologies and knowledge (VCFRU052) |  | Removed |

##### Sub-strand: Understanding the interrelationship of language and culture

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Reflect on aspects of own identity and language use, for example, by creating personal or group profiles or portfolios (VCFRC047) Reflect on how ways of using language are shaped by communities’ ways of thinking and behaving and may be differently interpreted by others (VCFRU054) Understand that there are different forms of spoken and written French used in different contexts within France and in other regions of the world (VCFRU053) | recognise that language reflects cultural practices, values and identity, and that this has an impact on verbal and non-verbal communicationVC2LF6U04 | Combined and refined for clarity, and to make it more concise |

## Levels 7 and 8

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| By the end of Level 8, students use written and spoken French to interact with teachers, peers and others and 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 téchnologies, 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.Students use metalanguage to explain language features and elements, using appropriate grammatical terms (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, considering how these might be interpreted by others. | By the end of Level 8, students initiate and maintain French-language interactions in familiar and some unfamiliar contexts related to a range of interests and experiences. They use French to collaborate and problem-solve, and adjust their language in response to others. They interpret information, ideas and opinions in texts. They demonstrate understanding of the similarities and differences between languages, in both familiar and some unfamiliar contexts, by adjusting and reorganising responses. They sequence information and ideas, and select and use vocabulary, sentence structures and expressions to create texts appropriate to context, purpose and audience. Students apply the conventions of spoken French and continue to enhance their fluency. They demonstrate understanding that spoken, written, viewed and multimodal texts use different conventions, structures and features to convey meaning. They comment on structures and features of French text, using some 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. | Achievement standard improved for clarity and teachability. Wording refined to reflect a developmental progression of language learning. French language examples have been moved to elaborations to ensure the achievement standard is clear and succinct |

### Content descriptions

#### VC2 strand: Communicating Meaning in French

##### Sub-strand: Interacting in French

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Participate in a range of spoken and written interactions, for example, exchanging views or experiences, apologising or excusing, inviting or congratulating (VCFRC055)Interact in classroom activities and discussions through asking and responding to open-ended questions, offering opinions and explaining positions (VCFRC057) | initiate and sustain exchanges in familiar and some unfamiliar contexts related to their experiences, feelings and views, adjusting their language in response to others VC2LF8C01 | Combined and refined to improve teachability by removing prescribed examples of activities |
| Engage in tasks and activities that involve negotiation and problem-solving (VCFRC056) | use language to negotiate and problem-solve collaboratively to plan projects and eventsVC2LF8C02 | Refined to place emphasis on language use |

##### Sub-strand: Mediating meaning in and between languages

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Access, summarise and analyse information from different sources relating to contemporary community and lifestyle issues (VCFRC058)Organise and present information and ideas on different topics, issues or events, comparing perspectives and experiences (VCFRC059) | interpret information, ideas and opinions in a range of spoken, written, viewed and multimodal texts, and respond appropriately to context, purpose and audience VC2LF8C03 | Combined to be more concise and improve teachability by removing prescribed topics, and added reference to the skill of viewing |
|  | apply strategies to comprehend and produce non-verbal, spoken and written language to convey meaning and intercultural understanding in familiar and some unfamiliar contextsVC2LF8C04 | New content description |
| Respond to a variety of imaginative texts, analysing ideas, themes, values and techniques used to engage and entertain audiences (VCFRC060) |  | Removed |
| 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 (VCFRC062) |  | Removed |

##### Sub-strand: Creating text in French

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
|  | create and present spoken and written texts, sequencing information and ideas, selecting vocabulary, expressions and grammatical structures appropriate to text type and context VC2LF8C05 | New content description |
| Create simple songs, plays or stories to entertain others, involving imagined contexts and characters (VCFRC061) |  | Removed  |
| Create bilingual texts such as glossaries, menus, captions or brochures, identifying words or expressions that carry specific cultural meaning in either language (VCFRC063) |  | Removed |

#### VC2 strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| 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 (VCFRU066) | apply conventions of spoken French to enhance fluency, and to respond to and create texts in familiar and some unfamiliar contextsVC2LF8U01 | Refined for teachability |
| Understand and control additional elements of French grammar such as compound tenses, irregular and reflexive verb forms, verb moods and modalities (VCFRU067) | apply understanding of grammatical structures to respond to and create a range of texts using conventions appropriate to audience and text typeVC2LF8U02 | Refined to improve teachability by removing prescriptive language elements  |
| Analyse the structure and organisation of a range of texts created for purposes such as information exchange or social interaction (VCFRU068)Examine how elements of communication such as gestures, facial expressions and choice of language vary according to context and situation (VCFRU069) | reflect on the structures and features of French, and compare them with English and/or other languages, using some metalanguageVC2LF8U03 | Combined and refined to improve teachability by removing prescribed elements, added comparison with other languages to acknowledge Victoria’s multilingual student population. Added explicit reference to metalanguage to support literacy more broadly |

##### Sub-strand: Understanding the interrelationship of language and culture

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Reflect on cultural differences between French and English communicative styles and on how these affect intercultural interactions (VCFRC064)Consider how own biography including family origins, traditions, interests and experience, impacts on identity and communication (VCFRC065) | reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes and valuesVC2LF8U04 | Combined and refined. Removed prescriptive elements to be more concise and to improve teachability  |
| Reflect on changes in their own use of language(s) over time, noticing how and when new ways are adopted or existing ways adapted (VCFRU070) |  | Removed |
| Reflect on different aspects of the cultural dimension of learning and using French (VCFRU072) |  | Removed |
| Investigate the nature and extent of French language use in both Australian and global contexts (VCFRU071) |  | Removed |

## Levels 9 and 10

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| By the end of Level 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 participate in different modes of imaginative and creative expression, such as songs, skits, interviews and performances. They initiate conversations and discussion (*Qu’est-ce que vous pensez au sujet de ... ? A mon avis ...),* change or elaborate on topics (*Oui, mais … d’autre part ...),* and provide feedback and encouragement (*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 understand and use with support future 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 recognise the contribution of non-verbal elements of spoken communication and the crafted nature of written text (for example, grammatical elaboration, cohesion). They recognise the blurring of these differences in some 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 (*le franglais*). They understand the power of language to shape relationships, to include and exclude. They recognise and use appropriate terminology to explain some irregularities of grammatical patterns and rules (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 consider how these are impacted by French language and culture learning. | By the end of Level 10, students contribute to and extend interactions in French in increasingly unfamiliar contexts related to a wide range of interests and issues. They interpret texts by identifying and evaluating 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 structures and features to enhance meaning and cohesion. Students incorporate the features and conventions of spoken French to enhance and extend fluency. They demonstrate understanding of the conventions of spoken and written texts, in both formal and informal contexts, and the connections between them. They apply knowledge of language structures and features to make and predict meaning. They analyse 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. | Achievement standard improved for clarity and teachability. Wording refined to reflect a developmental progression of language learning. French language examples have been moved to elaborations to ensure the achievement standard is clear and succinct |

### Content descriptions

#### VC2 strand: Communicating Meaning in French

##### Sub-strand: Interacting in French

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Discuss and compare young people’s interests, behaviours and values across cultural contexts, using formal and informal registers (VCFRC073) | initiate, sustain and extend exchanges in familiar and unfamiliar contexts related to their own and others’ experiences of the world, adjusting their language in response to others VC2LF10C01 | Refined by removing specificity of topics to broaden context, improving teachability |
| Engage in shared activities such as planning and managing events, exchanging resources and information (VCFRC074) | contribute to discussions that involve diverse views to negotiate outcomes, address issues and compare experiences VC2LF10C02 | Refined to place emphasis on communication rather than activities |

#####  Sub-strand: Mediating meaning in and between languages

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Research and evaluate information from different perspectives on local and global issues, identifying how culture and context affect how information is presented (VCFRC076)Convey information on selected topics, using different modes of presentation to suit different audiences or to achieve different purposes (VCFRC077) | interpret and evaluate information, ideas and perspectives in a broad range of spoken, written, viewed and multimodal texts and respond appropriately to context, purpose and audience VC2LF10C03 | Combined and refined to be more concise and to articulate macro skills, including the skill of viewing, to align with VCE |
| Consider the nature of translating and interpreting and the role of culture when transferring meaning from one language to another (VCFRC080) | apply strategies to respond to non-verbal, spoken and written interactions and produce texts to convey meaning and intercultural understanding in familiar and unfamiliar contextsVC2LF10C04 | Refined. Removed ‘translating’ to focus on essential skills and to improve teachability. Added reference to ‘intercultural understanding’ to make it more explicit |
| Analyse how expressive and imaginative texts create aesthetic, humorous or emotional effects in ways that reflect cultural influence (VCFRC078) |  | Removed |

##### Sub-strand: Creating text in French

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Create imaginative texts involving moods and effects designed to engage different audiences (VCFRC079) | create and present texts for diverse contexts and purposes, selecting vocabulary, expressions, grammatical structures and a range of textual conventions to engage different audiencesVC2LF10C05 | Refined and broadened context |
| Create glossaries to interpret cultural aspects of contemporary and traditional French texts (VCFRC081) |  | Removed |

#### VC2 strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Increase control of regular and irregular elements of spoken and written French, using elements such as liaisons, accents and expression (VCFRU084) | apply features and conventions of spoken French to extend fluency, and to respond to and create a range of texts in familiar and unfamiliar contextsVC2LF10U01 | Refined to improve teachability by removing prescriptive language elements |
| Analyse how grammatical elements such as tenses and verb moods impact on the making of meaning (VCFRU085) | apply understanding of context and grammatical structures to predict meaning, and to respond to and create a range of texts that include some complex structures, ideas, and conventions appropriate to formality and text typeVC2LF10U02 | Refined to remove prescriptive language elements. Added the concept of response to enable students to demonstrate their understanding and improve teachability |
| Analyse how different types of text incorporate cultural and contextual elements (VCFRU086)Analyse and explain how and why language is used differently in different contexts and relationships (VCFRU087)Explore changes to both French and Australian English, and identify reasons for these changes, such as technology, popular culture and intercultural exchange (VCFRU088) | reflect on and evaluate French texts, using metalanguage to analyse language structures and features VC2LF10U03 | Combined and refined for clarity, and removed specificity. Added explicit reference to metalanguage to support literacy more broadly |

##### Sub-strand: Understanding the interrelationship of language and culture

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Reflect on own cultural identity and how it shapes personal ways of communicating and thinking (VCFRC083)Understand that language and culture are interrelated, that they shape and are shaped by each other (VCFRU090) | reflect on and evaluate how identity is shaped by language(s), culture(s), beliefs, attitudes and values, and how these affect ways of communicating VC2LF10U04 | Combined and refined for clarity |
| Reflect on the experience of learning and using French, considering how intercultural communication involves shared responsibility for meaning making (VCFRC082) |  | Removed  |
| Identify examples of French language used to influence social and cultural relationships and practices (VCFRU089) |  | Removed |
| Compare and reflect on the experience of learning and using French (VCFRC075) |  | Removed |

## Levels 7 and 8 (7–10 Sequence)

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| By the end of Level 8, students use French to interact with each other, teachers and online French-speaking contacts, to exchange information, opinions, experiences, thoughts and feelings about themselves, their families and friends. They initiate and sustain conversation by using active-listening skills and responding to others’ contributions (c’est vrai ...; ah oui, en effet ...; pas possible!). They respond to familiar questions and directions (Qu’est-ce que c’est? Qui est-ce? Posez la question à ...), and request help or clarification (Pardon? Pourquoi? Peux-tu répéter?). They approximate French sound patterns, intonation and rhythms, including novel elements of pronunciation such as -r, -u and -ille. They use the present tense and present + infinitive form to make statements and ask questions about self, peers, family and interests (je suis italien-australien; j’habite à Cairns; j’ai une sœur et deux frères; j’aime chanter; et toi?). They locate factual information from a range of texts and use non-verbal, visual and contextual cues to help make meaning. They describe familiar objects, contexts and experiences (la maison, le quartier, l’école), using appropriate subject-verb and noun-adjective gender and number agreements and vocabulary to describe appearance (grand, petit, belle, bizarre), character (sympa, compliqué) and quantity (les numéros, beaucoup de ...). They use modelled sentence structures, formulaic expressions and high-frequency vocabulary to create texts such as captions, emails, posters or short narratives and presentations. They use conjunctions and connectives (such as puis, ensuite and mais), and prepositions of place and time (such as sous, sur, devant, après and avant) to build cohesion and extend sentence structure. They translate short texts and explain French gestures, expressions or signs to friends and family. They recognise that languages do not always translate directly, and that interpreting and translating involve meaning (values, ideas, attitudes) as well as parts of speech (nouns, verbs, adverbs). They adjust language use to suit contexts and situations (for example, use of tu or vous, different forms of address), and respond in culturally appropriate ways to interactions with French speakers or resources.Students understand the dynamic nature of contact between languages and cultures in the contemporary world. They recognise the significance of French as a world language and the distribution of communities of French speakers in different countries and regions. They recognise similarities between French and English (same alphabet and basic sentence structure, many words in common), and some differences (pronunciation and intonation patterns, non-verbal language, grammatical gender forms and politeness protocols). They recognise French words used in English (‘menu’, ‘mousse’), English words used in French (le weekend, le football), and understand how languages and cultures influence and interact with each other (technology, globalisation, popular culture). They recognise that French has its own rules for pronunciation, grammar and non-verbal communication and that they need to adjust language to suit different situations and relationships (formal and informal language, different text types). They use metalanguage to explain features of language, texts and grammar, making connections with terms such as ‘verb’, ‘adjective’ and ‘tense’ that are used in English learning, and incorporating new concepts such as grammatical gender for talking about French. Students recognise that languages are connected with cultures, and that French language reflects ways of behaving and thinking as does their own language. | By the end of Level 8, students use French to interact and collaborate with others, and to share information and plan activities in familiar contexts. They recognise and respond to familiar gestures, questions and instructions when interacting with others. They locate and respond to information in texts and use visual and contextual cues to help make meaning. They respond in French or English, and demonstrate their understanding of context, purpose and audience in texts. They use familiar language, modelled sentences and grammatical structures to create texts, appropriate to audience. Students begin to use pronunciation, intonation and rhythm in spoken French to develop fluency. They demonstrate understanding that French has conventions for non-verbal, spoken and written communication. They comment on aspects of French and English language structures and features, using some metalanguage. They understand how aspects of language and culture contribute to their own and others’ identity. | Achievement standard improved for clarity and teachability. Wording refined to reflect a developmental progression of language learning. French language examples have been moved to elaborations to ensure the achievement standard is clear and succinct |

### Content descriptions

#### VC2 strand: Communicating Meaning in French

##### Sub-strand: Interacting in French

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Interact with peers and teacher to exchange information and opinions, talk about self, family, friends and interests, and express feelings, likes and dislikes (VCFRC091) | interact with others using modelled language to exchange information in familiar contexts about themselves and their personal worldsVC2LF8CM01 | Refined. Removed prescribed topics to improve teachability |
| Participate in classroom routines and interactions by following instructions, asking and answering questions, and requesting help or permission (VCFRC093) | develop language to interact in exchanges, routines and tasks related to their classroom and interests VC2LF8CM02 | Refined. Removed prescribed activities to improve teachability |
| Participate in collaborative activities such as performances and presentations that involve planning, making arrangements, transacting and negotiating (VCFRC092) | engage in modelled spoken and written exchanges with peers to organise activities relating to daily life and school environmentVC2LF8CM03 | Refined by broadening context to improve teachability and removed prescriptive elements |

##### Sub- strand: Mediating meaning in and between languages

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Locate factual information from a range of texts and resources and use the information in new ways (VCFRC094) | locate information and ideas in familiar spoken, written, viewed and multimodal texts, responding appropriately to context, purpose and audience VC2LF8CM04 | Refined to improve teachability by broadening context and adding the macro skill of viewing |
|  | develop and apply strategies to interpret and respond to French texts, and to convey meaning and intercultural understanding in French in familiar contextsVC2LF8CM05 | New content description |
| Present information and ideas relating to social worlds and natural environments in spoken, written and digital forms (VCFRC095) |  | Removed |
| Translate short texts from French to English and vice versa, noticing which words or phrases translate easily and which do not (VCFRC098) |  | Removed |
| Create bilingual texts and resources such as learning support materials, games or posters, deciding how to deal with elements that cannot be readily translated (VCFRC099) |  | Removed |

##### Sub-strand: Creating text in French

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
|  | create spoken and written texts using appropriate vocabulary, expressions and grammatical structures, and some textual conventionsVC2LF8CM06 | New content description |
| Engage with imaginative and creative texts such as stories, poems, songs or cartoons, comparing favourite elements, and discussing characters, events, themes and effects (VCFRC096) |  | Removed  |
| Reinterpret or create own shared texts, experimenting with expressive and performance genres, and creating moods and effects suitable for different audiences (VCFRC097) |  | Removed |
| Recognise that French language use varies according to context, situation and relationship (VCFRU105) |  | Removed |

#### VC2 strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Recognise and use features of the French sound system, including pitch, rhythm, stress and intonation (VCFRU102) | recognise and apply the sounds and conventions of spoken French to develop fluency, and to respond to and create simple texts in familiar and some unfamiliar contextsVC2LF8UL01 | Refined for clarity. Added reference to fluency to support the learning progression. Removed the specific language elements to improve teachability |
| Understand and use elements of the French grammatical system, including word order, gender and number variation, and present and compound forms of regular and some irregular verbs (VCFRU103) | apply understanding of grammatical structures to respond to and create a range of texts using conventions appropriate to audience and text type VC2LF8UL02 | Refined by removing prescriptive language elements. Added reference to audience and text type, supporting students to create texts for specific purposes |
| Recognise and use features of common spoken, written and multimodal texts, and compare with features of similar texts in English (VCFRU104) | compare the structures and features of French with English and/or other languages using some metalanguageVC2LF8UL03 | Refined and added comparison with other languages to acknowledge Victoria’s multilingual student population. Added explicit reference to metalanguage to support literacy more broadly |

##### Sub-strand: Understanding the interrelationship of language and culture

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Engage with French speakers and resources, noticing how interaction involves culture as well as language (VCFRC100)Notice own and others’ ways of expressing identity, and consider the relationship between language, culture and identity (VCFRC101)Explore the relationship between language and culture (VCFRU108) | recognise how identity is shaped by language(s), culture(s), beliefs, attitudes and valuesVC2LF8UL04 | Combined, refined and reworded to be more concise and to remove duplication |
| Understand the dynamic nature of French and other languages (VCFRU106) |  | Removed |
| Recognise that French is both a local and a global language (VCFRU107) |  | Removed |

## Levels 9 and 10 (7–10 Sequence)

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| By the end of Level 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 (family, friends, interests), and some broader social and cultural issues (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 recognise the form and function of reflexive verbs (*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 (guides, event commentaries, cultural glossaries), and interpret observed interactions in terms of cultural practices and comparisons. Students recognise differences between spoken and written forms of French, comparing these with English and other known languages. They recognise the importance of non-verbal elements of communication, such as facial expressions, gestures and intonation. They notice differences in familiar text types, such as greetings, instructions and menus, commenting on differences in language features and text structures. They build metalanguage for talking about language (*formal and informal language, body language*) and for reflecting on the experience of French language and culture learning. They recognise relationships between parts of words (suffixes, prefixes) and stems of words (*préparer, préparation*; *le marché, le supermarché, l’hypermarché*). Students recognise the validity of different perspectives, and make comparisons across languages and cultures, drawing from texts which relate to familiar routines and daily life (*la vie scolaire, la famille, les courses, les loisirs, la cuisine*). They explain to others French terms and expressions that reflect cultural practices (*bon appétit, bonne fête*). They reflect on their own cultural identity in light of their experience of learning French, noticing how their ideas and ways of communicating are influenced by their membership of cultural groups. | By the end of Level 10, students initiate and sustain French to exchange and compare ideas and experiences about their own and others’ personal worlds. They communicate using spoken and written language to collaborate, plan and reflect on activities and events. They interpret and analyse information and ideas in texts and demonstrate their understanding of different perspectives. They identify and evaluate information and respond in French or English, adjusting their language to convey meaning and to suit context, purpose and audience. They use structures and features of non-verbal, spoken and written French to create texts.Students apply features and conventions of spoken French to enhance fluency. They select and apply knowledge of language conventions, structures and features to interact, make meaning from, and create spoken and written texts appropriate to different levels of formality. They discuss the structures and features of French 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 influences their ideas and ways of communicating. | Achievement standard improved for clarity and teachability. Wording refined to reflect a developmental progression of language learning. French language examples have been moved to elaborations to ensure the achievement standard is clear and succinct |

### Content descriptions

#### VC2 strand: Communicating Meaning in French

##### Sub-strand: Interacting in French

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Socialise and exchange views on local and global issues (VCFRC109) | initiate and sustain interactions in familiar and some unfamiliar contexts to exchange ideas, experiences and opinions about their own and others’ personal worldsVC2LF10CM01 | Added context to improve teachability |
| Develop classroom language to manage shared learning experiences, monitor performance and discuss French language and culture learning (VCFRC111) | use French language in exchanges to question, offer ideas and opinions, negotiate, compare and discuss VC2LF10CM02 | Refined by removing prescriptive elements, improving teachability |
| Participate in collaborative projects that make connections between French language and culture and other curriculum areas (VCFRC110) | use spoken and written exchanges to discuss, plan and reflect on activities, events and experiences with peersVC2LF10CM03 | Refined to focus on using language communicatively, rather than activities |

##### Sub-strand: Mediating meaning in and between languages

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Access and analyse information from different sources, identifying how culture and context influence the presentation of ideas (VCFRC112)Convey information on selected topics using different modes of presentation to suit different audiences (VCFRC113)Respond to a range of traditional and contemporary texts, and compare themes and language style (VCFRC114) | interpret and evaluate information, ideas and perspectives in a range of spoken, written, viewed and multimodal texts and respond appropriately to context, purpose and audienceVC2LF10CM04  | Combined and refined to be more concise. Articulated macro skills, including the skill of viewing, to align with VCE |
| Consider the nature of translating and interpreting and the role of culture when transferring meaning from one language to another (VCFRC116) | apply strategies to interpret and respond to non-verbal, spoken and written interactions and produce texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts VC2LF10CM05 | Refined and removed ‘translating’ to focus on essential skills and to improve teachability. Included reference to ‘intercultural understanding’ |
| Recognise that French is used in varying ways to achieve different purposes (VCFRU123) |  | Removed |

##### Sub-strand: Creating text in French

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Analyse and compose different types of texts using appropriate linguistic, textual and cultural elements (VCFRU122) | create and present spoken and written texts, selecting vocabulary, expressions, grammatical structures and textual conventions for familiar and some unfamiliar contexts and purposes, to engage different audiencesVC2LF10CM06 | Refined for clarity. Improved teachability by adding reference to language, context and audience, supporting students to create texts for specific purposes |
| Create imaginative texts to entertain, convey ideas and express emotions (VCFRC115) |  | Removed  |
| Create bilingual texts such as glossaries, footnotes or captions to interpret cultural aspects of texts (VCFRC117) |  | Removed |

#### VC2 strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Recognise the regularities and irregularities of spoken French, and use pronunciation, rhythm and stress in increasingly complex ways (VCFRU120) | apply features and conventions of spoken French to enhance and extend fluency, and to respond to and create a range of texts in familiar and unfamiliar contextsVC2LF10UL01 | Refined for clarity. Removed specific language elements to improve teachability. Added reference to ‘extend fluency’ to support the learning progression |
| Extend grammatical knowledge, including the forms and functions of reflexive verbs, verb moods and modality and the imperfect tense (VCFRU121) | apply understanding of context and grammatical structures to respond to and create a range of texts that include some complex structures, ideas and conventions appropriate to formality and text type.VC2LF10UL02 | Refined. Removed prescriptive language elements to improve teachability. Added ‘a range of texts’ to reinforce the use of grammatical structures in communicative contexts. Included reference to ‘some complex structures’ to support progression |
|  | reflect on and evaluate French texts, using metalanguage to discuss language structures and featuresVC2LF10UL03 | New content description |

##### Sub-strand: Understanding the interrelationship of language and culture

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Consider and discuss own and others’ cultural identities, and how they both shape and are shaped by ways of communicating and thinking (VCFRC119)Explore the dynamic nature of the relationship between language, culture and communication and how it impacts on attitudes and beliefs [(VCFRU126)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCFRU126) | reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes and values, and how these affect ways of communicating VC2LF10UL04 | Combined and refined for clarity and to be more concise |
| Interact with French speakers and resources, recognising that intercultural communication involves shared responsibility for meaning making (VCFRC118) |  | Removed  |
| Examine the nature of language change in response to changing cultural conditions (VCFRU124) |  | Removed |
| Understand the symbolic nature of language in local and global contexts (VCFRU125) |  | Removed |