

Years 3–4 standard elaborations — Australian Curriculum v9.0: French

Purpose

The standards elaborations (SEs) support teachers to connect curriculum to evidence in assessment so that students are assessed on what they have had the opportunity to learn. The SEs can be used to:

- make consistent and comparable judgments, on a five-point scale, about the evidence of learning in a folio of student work across a year/band
- develop task-specific standards (or marking guides) for individual assessment tasks
- quality assure planning documents to ensure coverage of the achievement standard across a year/band.

Structure

The SEs have been developed using the Australian Curriculum achievement standard. The achievement standard for French describes what students are expected to know and be able to do at the end of each year/band. Teachers use the SEs during and at the end of a teaching period to make on-balance judgments about the qualities in student work that demonstrate the depth and breadth of their learning.

In Queensland, the achievement standard represents the C standard — a sound level of knowledge and understanding of the content, and application of skills. The SEs are presented in a matrix where the discernible differences and/or degrees of quality between each performance level are highlighted. Teachers match these discernible differences and/or degrees of quality to characteristics of student work to make judgments across a five-point scale.



Years 3–4 Australian Curriculum: French achievement standard

By the end of Year 4, students use French language to initiate structured interactions to share information related to the classroom and their personal world. They use modelled language to participate in spoken and written activities that involve planning. 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 syntax to create texts.

Students imitate sound combinations and rhythms of French language. They demonstrate understanding that French has non-verbal, spoken and written language conventions and rules to create and make meaning. They recognise that some terms have cultural meanings. They identify patterns in French and make comparisons between French and English. They understand that the French language is connected with culture, and identify how this is reflected in their own language(s) and culture(s).

Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum Version 9.0 French for Foundation–10*

https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/french-f-10-sequence/year-3_year-4?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0

Years 3–4 French standard elaborations

	A	B	C	D	E
	The folio of student work contains evidence of the following:				
Communicating meaning in French	initiation of structured interactions in French to purposefully share information related to the classroom and their personal world	initiation of structured interactions in French to effectively share information related to the classroom and their personal world	initiation of structured interactions in French to share information related to the classroom and their personal world	variable interactions in French to share information related to the classroom and their personal world	isolated interactions in French related to the classroom or their personal world
	purposeful use of modelled language to participate in spoken and written activities that involve planning	effective use of modelled language to participate in spoken and written activities that involve planning	use of modelled language to participate in spoken and written activities that involve planning	variable use of modelled language to participate in spoken and written activities that involve planning	isolated use of modelled language to participate in spoken or written activities

	A	B	C	D	E
	location of and thorough response to key items of information in texts using strategies to help interpret and convey meaning in familiar contexts	location of and informed response to key items of information in texts using strategies to help interpret and convey meaning in familiar contexts	location of and response to key items of information in texts using strategies to help interpret and convey meaning in familiar contexts	location of and partial response to key items of information in texts using strategies to help interpret or convey meaning in familiar contexts	statement/s about information in texts
	purposeful use of modelled language and basic syntax to create texts	effective use of modelled language and basic syntax to create texts	use of modelled language and basic syntax to create texts	variable use of modelled language and basic syntax to create texts	isolated use of modelled language or basic syntax to create texts
Understanding language and culture	purposeful imitation of sound combinations and rhythms of French language	effective imitation of sound combinations and rhythms of French language	imitation of sound combinations and rhythms of French language	variable imitation of sound combinations and rhythms of French language	isolated imitation of sound combinations or rhythms of French language
	purposeful demonstration of understanding that French has non-verbal, spoken and written language conventions and rules to create and make meaning	effective demonstration of understanding that French has non-verbal, spoken and written language conventions and rules to create and make meaning	demonstration of understanding that French has non-verbal, spoken and written language conventions and rules to create and make meaning	variable meaning making using non-verbal, spoken and written language conventions	isolated meaning making using non-verbal, spoken or written language conventions
	considered recognition that some terms have cultural meanings	informed recognition that some terms have cultural meanings	recognition that some terms have cultural meanings	partial recognition that some terms have cultural meanings	isolated recognition that some terms have cultural meanings
	identification of patterns in French and thorough comparisons between French and English	identification of patterns in French and informed comparisons between French and English	identification of patterns in French and comparisons between French and English	identification of patterns in French and partial comparisons between French and English	statement/s about similarities or differences between French and English
	understanding that the French language is connected with culture and thorough identification of how this is reflected in their own language(s) and culture(s).	understanding that the French language is connected with culture and informed identification of how this is reflected in their own language(s) and culture(s).	understanding that the French language is connected with culture and identification of how this is reflected in their own language(s) and culture(s).	partial understanding that language is connected with culture.	statement/s about language and culture.

Key shading emphasises the qualities that discriminate between the A–E descriptors

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