

# Years 5–6 standard elaborations — Australian Curriculum v9.0: French

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## 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 5–6 Australian Curriculum: French achievement standard

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.

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.

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/foundation-year?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 5–6 French standard elaborations

|                                 | A   | B  | C   | D  | E  |
|---------------------------------|---|--|---|--|--|
|                                 | <b>The folio of student work contains evidence of the following:</b>  |  |   |  |  |
| Communicating meaning in French | initiation and <b>purposeful</b> use of strategies to maintain interactions in French language related to their immediate environment | initiation and <b>effective</b> use of strategies to maintain interactions in French language related to their immediate environment | initiation and use of strategies to maintain interactions in French language related to their immediate environment | <b>variable</b> use of strategies to interact in French language                 | <b>isolated</b> interactions in French language  |
|                                 | <b>purposeful</b> use of appropriate sound combinations, intonation and rhythm in spoken texts  | <b>effective</b> use of appropriate sound combinations, intonation and rhythm in spoken texts  | use of appropriate sound combinations, intonation and rhythm in spoken texts  | <b>variable</b> use of sound combinations, intonation and rhythm in spoken texts | <b>isolated</b> use of sound combinations, intonation <b>or</b> rhythm in spoken texts |

| A  | B   | C  | D   | E  |
|--|---|--|---|--|
| collaboration in spoken and written activities that involve the language of planning and problem-solving to <u>purposefully</u> share information, ideas and preferences   | collaboration in spoken and written activities that involve the language of planning and problem-solving to <u>effectively</u> share information, ideas and preferences   | collaboration in spoken and written activities that involve the language of planning and problem-solving to share information, ideas and preferences   | collaboration in spoken <u>or</u> written activities that involve the language of planning <u>or</u> problem-solving to <u>partially</u> share information, ideas <u>or</u> preferences | <u>statements about</u> information, ideas or preferences in spoken or written activities  |
| <ul style="list-style-type: none"> <li>• use of strategies to locate and make <u>considered</u> interpretations of information and ideas in texts</li> <li>• demonstration of understanding by <u>purposefully</u> responding in French or English, adjusting their response to context, purpose and audience</li> </ul> | <ul style="list-style-type: none"> <li>• use of strategies to locate and make <u>informed</u> interpretations of information and ideas in texts</li> <li>• demonstration of understanding by <u>effectively</u> responding in French or English, adjusting their response to context, purpose and audience</li> </ul> | <ul style="list-style-type: none"> <li>• use of strategies to locate and interpret information and ideas in texts</li> <li>• demonstration of understanding by responding in French or English, adjusting their response to context, purpose and audience</li> </ul> | <ul style="list-style-type: none"> <li>• <u>variable</u> interpretations of information in texts</li> <li>• <u>partial</u> response in French or English</li> </ul>                     | <u>isolated</u> response in French or English  |
| <u>purposeful</u> creation of texts, selecting and using a variety of vocabulary and sentence structures to suit context   | <u>effective</u> creation of texts, selecting and using a variety of vocabulary and sentence structures to suit context   | creation of texts, selecting and using a variety of vocabulary and sentence structures to suit context   | <u>variable</u> creation of texts, using vocabulary and sentence structures   | <u>isolated</u> creation of texts  |
| <ul style="list-style-type: none"> <li>• <u>purposeful</u> sequencing of information and ideas</li> <li>• <u>purposeful</u> use of conventions appropriate to text type</li> </ul>   | <ul style="list-style-type: none"> <li>• <u>effective</u> sequencing of information and ideas</li> <li>• <u>effective</u> use of conventions appropriate to text type</li> </ul>  | <ul style="list-style-type: none"> <li>• sequencing of information and ideas</li> <li>• use of conventions appropriate to text type</li> </ul>   | <ul style="list-style-type: none"> <li>• <u>variable</u> sequencing of information and ideas</li> <li>• <u>variable</u> use of conventions appropriate to text type</li> </ul>          | <ul style="list-style-type: none"> <li>• <u>isolated</u> sequencing of information <u>or</u> ideas</li> <li>• <u>isolated</u> use of conventions appropriate to text type</li> </ul> |

|                                    | A  | B  | C  | D   | E   |
|------------------------------------|--|--|--|---|---|
| Understanding language and culture | <b>thorough</b> application of rules for pronunciation and intonation, spelling and punctuation and modelled structures, when creating and responding in French              | <b>informed</b> application of rules for pronunciation and intonation, spelling and punctuation and modelled structures, when creating and responding in French              | application of rules for pronunciation and intonation, spelling and punctuation and modelled structures, when creating and responding in French              | <b>variable</b> application of rules for pronunciation and intonation, spelling and punctuation and modelled structures, when creating and responding in French | <b>isolated use of</b> rules for pronunciation <b>or</b> intonation, spelling <b>or</b> punctuation <b>or</b> modelled structures, when creating <b>or</b> responding in French |
|                                    | <b>thorough</b> comparison of language structures and features in French and English, using some metalanguage  | <b>informed</b> comparison of language structures and features in French and English, using some metalanguage  | comparison of language structures and features in French and English, using some metalanguage  | <b>partial</b> comparison of language structures and features in French and English   | <b>statement/s about</b> language structures <b>or</b> features in French <b>or</b> English   |
|                                    | understanding of how some language reflects cultural practices and <b>thorough</b> consideration of how this is reflected in their own language(s), culture(s) and identity. | understanding of how some language reflects cultural practices and <b>informed</b> consideration of how this is reflected in their own language(s), culture(s) and identity. | understanding of how some language reflects cultural practices and consideration of how this is reflected in their own language(s), culture(s) and identity. | <b>partial</b> understanding of how some language reflects cultural practices.  | <b>statement/s about</b> language and culture.  |

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

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