

Years 7–8 (7–10 sequence) 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 7–8 (7–10 sequence) Australian Curriculum: French achievement standard

By the end of Year 8, students use French language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others' contributions, and recognise familiar gestures, questions and instructions in exchanges. They recognise relationships between spoken and written forms. They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning. They respond in French or English, and demonstrate understanding of context, purpose and audience in texts. They use familiar language, and modelled sentence and grammatical structures to create texts, and demonstrate understanding of how some language reflects cultural practices.

Students approximate French sound patterns, intonation and rhythms, and demonstrate understanding that French has conventions and rules for non-verbal, spoken and written communication. They comment on aspects of French and English language structures and features, using metalanguage. They demonstrate awareness that the French language is connected with culture and identity, and that 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 7–10*

https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/french-7-10-sequence/year-7_year-8_year-9_year-10?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 7–8 (7–10 sequence) French standard elaborations

	A	B	C	D	E
	The folio of student work contains evidence of the following:				
Communicating meaning in French	purposeful use of French language to interact and collaborate with others and share information and plan activities in familiar contexts	effective use of French language to interact and collaborate with others and share information and plan activities in familiar contexts	use of French language to interact and collaborate with others and share information and plan activities in familiar contexts	variable use of French language to interact with others and share information in familiar contexts	isolated use of French language to share information
	considered response to others' contributions recognising familiar gestures, questions and instructions in exchanges	informed response to others' contributions recognising familiar gestures, questions and instructions in exchanges	response to others' contributions recognising familiar gestures, questions and instructions in exchanges	variable response to others' contributions	fragmented response to others' contributions

	A	B	C	D	E
	location of and considered response to information in texts: <ul style="list-style-type: none"> • using non-verbal, visual and contextual cues to help make meaning • recognising relationships between spoken and written forms 	location of and informed response to information in texts: <ul style="list-style-type: none"> • using non-verbal, visual and contextual cues to help make meaning • recognising relationships between spoken and written forms 	location of and response to information in texts: <ul style="list-style-type: none"> • using non-verbal, visual and contextual cues to help make meaning • recognising relationships between spoken and written forms 	location of and variable response to information in texts, using non-verbal, visual and contextual cues to help make meaning	statement/s about information in texts
	considered response in French or English, demonstrating understanding of context, purpose and audience in texts	informed response in French or English, demonstrating understanding of context, purpose and audience in texts	response in French or English, demonstrating understanding of context, purpose and audience in texts	variable response in French or English through demonstration of understanding of context, purpose and audience in texts	fragmented response in French or English
	demonstration of understanding of how some language reflects cultural practices and purposeful use of familiar language, and modelled sentence and grammatical structures to create texts	demonstration of understanding of how some language reflects cultural practices and effective use of familiar language, and modelled sentence and grammatical structures to create texts	demonstration of understanding of how some language reflects cultural practices and use of familiar language, and modelled sentence and grammatical structures to create texts	variable use of familiar language and modelled sentences to create texts	isolated use of modelled sentences to create texts
Understanding language and culture	considered approximation of French sound patterns, intonation and rhythms	effective approximation of French sound patterns, intonation and rhythms	approximation of French sound patterns, intonation and rhythms	variable approximation of French sound patterns, intonation and rhythms	isolated approximation of French sounds
	considered demonstration of understanding that French has conventions and rules for non-verbal, spoken and written communication	informed demonstration of understanding that French has conventions and rules for non-verbal, spoken and written communication	demonstration of understanding that French has conventions and rules for non-verbal, spoken and written communication	variable demonstration of understanding that French has conventions and rules for non-verbal, spoken and written communication	isolated demonstration of understanding that French has conventions and rules for non-verbal, spoken or written communication

	A	B	C	D	E
	<u>thorough</u> commentary on aspects of French and English language structures and features, using metalanguage	<u>informed</u> commentary on aspects of French and English language structures and features, using metalanguage	commentary on aspects of French and English language structures and features, using metalanguage	<u>variable</u> commentary on aspects of French and English language structures and features	<u>statement/s about</u> aspects of French <u>or</u> English language structures <u>or</u> features
	<u>considered</u> demonstration of awareness that the French language is connected with culture and identity, and that this is reflected in their own language(s), culture(s) and identity.	<u>informed</u> demonstration of awareness that the French language is connected with culture and identity, and that this is reflected in their own language(s), culture(s) and identity.	demonstration of awareness that the French language is connected with culture and identity, and that this is reflected in their own language(s), culture(s) and identity.	demonstration of awareness that language is connected with culture <u>or</u> identity.	<u>statement/s about</u> language, culture or identity.

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



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