

Years 9–10 (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 9–10 (7–10 sequence) Australian Curriculum: French achievement standard

By the end of Year 10, students initiate and sustain French language to exchange and compare ideas and experiences about their own and others' personal world. They communicate using non-verbal, spoken and written language to collaborate, plan and reflect on activities and events. They interpret and analyse information and ideas in texts and demonstrate understanding of different perspectives. They synthesise information and respond in French or English, adjusting language to convey meaning and to suit context, purpose and audience. They use structures and features of spoken and written French to create texts.

Students apply features of the French sound system to enhance fluency and demonstrate understanding of the sound system in spoken exchanges. They select and apply knowledge of language conventions, structures and features to interact, make meaning and create texts. They support discussion of structures and features of 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 learning influences their ideas and ways of communicating.

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-9?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 9–10 (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 initiate and sustain exchanges and compare ideas and experiences about their own and others' personal world	effective use of French language to initiate and sustain exchanges and compare ideas and experiences about their own and others' personal world	use of French language to initiate and sustain exchanges and compare ideas and experiences about their own and others' personal world	variable use of French language to initiate and sustain exchanges and compare ideas and experiences about their own and others' personal world	isolated use of French language to exchange ideas or experiences
	purposeful communication using non-verbal, spoken and written language to collaborate, plan and reflect on activities and events	effective communication using non-verbal, spoken and written language to collaborate, plan and reflect on activities and events	communication using non-verbal, spoken and written language to collaborate, plan and reflect on activities and events	variable use of non-verbal, spoken and written language to collaborate, plan and reflect on activities and events	isolated use of non-verbal, spoken or written language to collaborate, plan or reflect on activities or events

	A	B	C	D	E
	demonstration of understanding of different perspectives and <u>considered</u> interpretation and analysis of information and ideas in texts	demonstration of understanding of different perspectives and <u>informed</u> interpretation and analysis of information and ideas in texts	demonstration of understanding of different perspectives and interpretation and analysis of information and ideas in texts	<u>variable</u> interpretation and analysis of information and ideas in texts	<u>statement/s about</u> information <u>or</u> ideas in texts
	<ul style="list-style-type: none"> • <u>considered</u> synthesis of information and response in French or English • <u>purposeful</u> adjustment of language to convey meaning and to suit context, purpose and audience 	<ul style="list-style-type: none"> • <u>informed</u> synthesis of information and response in French or English • <u>effective</u> adjustment of language to convey meaning and to suit context, purpose and audience 	<ul style="list-style-type: none"> • synthesis of information and response in French or English • adjustment of language to convey meaning and to suit context, purpose and audience 	<ul style="list-style-type: none"> • <u>partial</u> synthesis of information and response in French or English • <u>variable</u> adjustment of language to convey meaning and to suit context, purpose and audience 	<u>statement/s</u> of information in French or English
	<u>purposeful</u> use of structures and features of spoken and written French to create texts	<u>effective</u> use of structures and features of spoken and written French to create texts	use of structures and features of spoken and written French to create texts	<u>variable</u> use of structures and features of spoken and written French to create texts	<u>isolated</u> use of structures <u>or</u> features of spoken <u>or</u> written French to create texts
Understanding language and culture	demonstration of understanding of the sound system in spoken exchanges and <u>thorough</u> application of features of the French sound system to enhance fluency	demonstration of understanding of the sound system in spoken exchanges and <u>informed</u> application of features of the French sound system to enhance fluency	demonstration of understanding of the sound system in spoken exchanges and application of features of the French sound system to enhance fluency	<u>variable</u> application of features of the French sound system to enhance fluency	<u>isolated use</u> of features of the French sound system
	<u>considered</u> selection and application of knowledge of language conventions, structures and features to interact, make meaning and create texts	<u>effective</u> selection and application of knowledge of language conventions, structures and features to interact, make meaning and create texts	selection and application of knowledge of language conventions, structures and features to interact, make meaning and create texts	<u>variable</u> selection and application of knowledge of language conventions, structures and features to interact, make meaning and create texts	<u>isolated use</u> of language conventions, structures <u>or</u> features to create texts

	A	B	C	D	E
	<u>thorough</u> support of discussion of structures and features of texts, using metalanguage	<u>informed</u> support of discussion of structures and features of texts, using metalanguage	support of discussion of structures and features of texts, using metalanguage	<u>variable</u> support of discussion of structures and features of texts	<u>statement/s about</u> structures <u>or</u> features of texts
	reflection on their own language use and cultural identity, and drawing on their experience of learning French to <u>thoroughly</u> discuss how this learning influences their ideas and ways of communicating.	reflection on their own language use and cultural identity, and drawing on their experience of learning French to <u>effectively</u> discuss how this learning influences their ideas and ways of communicating.	reflection on their own language use and cultural identity, and drawing on their experience of learning French to discuss how this learning influences their ideas and ways of communicating.	reflection on their own language use and cultural identity, and drawing on their experience of learning French to <u>partially</u> discuss how this learning influences their ideas and ways of communicating.	<u>statement/s about</u> their own language use, cultural identity <u>or</u> experience of learning French.

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



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