Years 9–10 (P–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 (P–10 sequence) Australian Curriculum: French achievement standard
By the end of Year 10, students contribute to and extend interactions in French language in increasingly unfamiliar contexts related to a wide range of interests and issues. They interpret texts by evaluating and synthesising 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 devices to enhance meaning and cohesion.   Students incorporate the features and conventions of spoken French to extend fluency. They demonstrate understanding of the conventions of spoken and written texts and the connections between them. They apply knowledge of language structures and features to make and predict meaning. They support analysis of 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.
Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum Version 9.0 French for P–10*   https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/french-f-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 (P–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 contribution to and extension of interactions in French language in increasingly unfamiliar contexts related to a wide range of interests and issues	effective contribution to and extension of interactions in French language in increasingly unfamiliar contexts related to a wide range of interests and issues	contribution to and extension of interactions in French language in increasingly unfamiliar contexts related to a wide range of interests and issues	partial contribution to interactions in French language in unfamiliar contexts related to interests or issues	isolated contribution to interactions in French language
	considered interpretation of texts by evaluating and synthesising information, ideas and perspectives	informed interpretation of texts by evaluating and synthesising information, ideas and perspectives	interpretation of texts by evaluating and synthesising information, ideas and perspectives	variable interpretation of texts by evaluating and synthesising information, ideas and perspectives	statement/s about texts, ideas or perspectives

	A	B	C	D	E
	<u>considered</u> showing of understanding of how features of language can be used to influence audience response	<u>informed</u> showing of understanding of how features of language can be used to influence audience response	showing of understanding of how features of language can be used to influence audience response	<u>variable</u> showing of understanding of how features of language can be used to influence audience response	<u>isolated</u> showing of understanding of how features of language can be used to influence audience response
	<u>considered</u> creation of texts, selecting and manipulating language for a range of contexts, purposes and audiences	<u>effective</u> creation of texts, selecting and manipulating language for a range of contexts, purposes and audiences	creation of texts, selecting and manipulating language for a range of contexts, purposes and audiences	<u>variable</u> creation of texts, selecting and manipulating language for contexts, purposes and audiences	<u>isolated</u> creation of texts
	<u>purposeful</u> application and use of complex sentences and structures to create and respond to spoken and written texts	<u>effective</u> application and use of complex sentences and structures to create and respond to spoken and written texts	application and use of complex sentences and structures to create and respond to spoken and written texts	<u>variable</u> use of sentences and structures to create and respond to spoken and written texts	<u>isolated</u> use of sentences to create texts
	<u>purposeful</u> use of: • a variety of tenses to sequence events • language devices to enhance meaning and cohesion	<u>effective</u> use of: • a variety of tenses to sequence events • language devices to enhance meaning and cohesion	use of: • a variety of tenses to sequence events • language devices to enhance meaning and cohesion	<u>variable</u> use of: • tenses to sequence events • language devices to enhance meaning and cohesion	<u>isolated</u> use of: • tenses to sequence events <u>or</u> • language devices
Understanding language and culture	<u>purposeful</u> incorporation of the features and conventions of spoken French to extend fluency	<u>effective</u> incorporation of the features and conventions of spoken French to extend fluency	incorporation of the features and conventions of spoken French to extend fluency	<u>variable</u> incorporation of the features and conventions of spoken French to extend fluency	<u>isolated use</u> of the features <u>or</u> conventions of spoken French to extend fluency
	<u>considered</u> demonstration of understanding of the conventions of spoken and written texts and the connections between them	<u>informed</u> demonstration of understanding of the conventions of spoken and written texts and the connections between them	demonstration of understanding of the conventions of spoken and written texts and the connections between them	<u>variable</u> demonstration of understanding of the conventions of spoken and written texts <u>or</u> the connections between them	<u>isolated</u> demonstration of understanding of the connections between spoken <u>or</u> written texts

	A	B	C	D	E
	thorough application of knowledge of language structures and features to make and predict meaning	informed application of knowledge of language structures and features to make and predict meaning	application of knowledge of language structures and features to make and predict meaning	variable application of knowledge of language structures and features to make and predict meaning	isolated use of language structures or features to make or predict meaning
	thorough analysis of French texts, using metalanguage	informed analysis of French texts, using metalanguage	analysis of French texts, using metalanguage	variable analysis of French texts	statement/s about French texts
	reflection on their own cultural perspectives and identity, and drawing on their experience of learning French, to thoroughly evaluate how this learning influences their ideas and ways of communicating.	reflection on their own cultural perspectives and identity, and drawing on their experience of learning French, to effectively evaluate how this learning influences their ideas and ways of communicating.	reflection on their own cultural perspectives and identity, and drawing on their experience of learning French, and evaluation of how this learning influences their ideas and ways of communicating.	reflection on their own cultural perspectives or identity, and drawing on their experience of learning French, to partially identify how this learning influences their ideas and ways of communicating.	statement/s about their own cultural perspectives, identity or experience of learning French.

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