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|  | Prep to Year 2 standard elaborations — Australian Curriculum: French  Prep to Year 10 sequence |

### Purpose

The standard elaborations (SEs) provide additional clarity when using the Australian Curriculum achievement standard to make judgments on a five‑point scale. They can be used as a tool for:

* making consistent and comparable judgments about the evidence of learning in a folio of student work
* developing task-specific standards for individual assessment tasks.

### Structure

The SEs are developed using the **Australian Curriculum achievement standard**. The Australian Curriculum organises the achievement standard following a two-paragraph structure. In the languages SEs the first paragraph focuses on **communicating** and the second paragraph focuses on **understanding**.

Australian Curriculum languages have two entry points: Prep[[1]](#footnote-2) and Year 7, and SEs are provided for the two sets of achievement standards:

* Prep to Year 10 sequence
* Years 7 to 10 sequence.

The achievement standard for languages describes the learning expected of students at the end of each band of years. Teachers use the achievement standard during and at the end of a period of teaching to make on-balance judgments about the quality of learning students demonstrate. Performance is represented in terms of complexity and familiarity of the standard being assessed.

In Queensland the achievement standard represents the **C standard** — a sound level of knowledge and understanding of the content, and application of skills. The discernible differences or degrees of quality associated with the five-point scale are highlighted to identify the characteristics of student work on which teacher judgments are made. Links to the achievement standard, e.g. ([AS1](#AS1)), are provided where the achievement standard has additional examples for the descriptor. Terms are described in the Notes section following the matrix.

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| Prep to Year 2 Australian Curriculum: French achievement standard Prep to Year 10 sequence | |
| By the end of Year 2, students interact with teachers and each other through action-related talk and play. They exchange greetings such as Bonjour! Comment ça va? Très bien, merci [AS1](#SE1) and respond to question cues with single words or set phrases such as Qu’est-ce que c’est? Un éléphant. Tu veux un croissant? Non, merci [AS2](#SE2). They choose between options when responding to questions such as Tu veux le rouge ou le bleu? [AS3](#SE3) They make meaning using visual, non-verbal and contextual cues such as intonation, gestures and facial expressions. They mimic French pronunciation, approximating vowel sounds and consonant combinations with some accuracy. They identify key words in spoken texts, such as names of people, places or objects. They use modelled examples and formulaic language to convey factual information at word and simple sentence level, such as making statements about themselves, their class and home environment, the weather or date [AS4](#SE4). They write simple texts such as lists, labels, captions and descriptions. Students use some pronouns, prepositions and simple present tense forms of regular verbs.  Students identify ways in which spoken French sounds different to English and know that it uses the same alphabet when written. They identify words that are written the same in both languages but pronounced differently. They know that French is the language used in France and also in many other regions of the world. They know that language is used differently in different situations and between different people. They identify differences and similarities between their own and other’s languages and cultures. | |
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| **Key** | [AS1](#SE1), ASx Examples not included in the matrix are keyed numerically and cross-referenced in the matrix. |
| **Source** | Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum Version 8 French for Foundation–10*, [www.australiancurriculum.edu.au/f-10-curriculum/languages/French](http://www.australiancurriculum.edu.au/f-10-curriculum/languages/French) |

## Prep to Year 2 French standard elaborations

|  | Applying (AP) | Making connections (MC) | Working with (WW) | Exploring (EX) | Becoming aware (BA) |
| --- | --- | --- | --- | --- | --- |
|  | The folio of a student’s work has the following characteristics: | | | | |
| Communicating | purposeful exchange of greetings and purposeful response to question cues with single words or set phrases | effective exchange of greetings and effective response to question cues with single words or set phrases | exchange of greetings and response to question cues with single words or set phrases ([AS1](#AS1" \o "AS1, Alt+Left to return ), [AS2](#AS2" \o "AS2, Alt+Left to return )) | partial exchange of greetings and partial [respon](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Respond)se to question cues with single words or set phrases | directed exchange of greetings and fragmented respon[se](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Respond) to question cues with single words |
| considered choice between options when responding to questions | effective choice between options when responding to questions | choice between options when responding to questions ([AS3](#AS3" \o "AS3, Alt+Left to return )) | guided choice between options when responding to questions | directed choice between options when responding to questions |
| considered use of visual, non‑verbal and contextual cues such as intonation, gestures and facial expressions to make meaning | effective use of visual, non‑verbal and contextual cues such as intonation, gestures and facial expressions to make meaning | use of visual, non‑verbal and contextual cues such as intonation, gestures and facial expressions to make meaning | partial use of visual, non‑verbal and contextual cues such as intonation, gestures and facial expressions to make meaning | directed use of visual, non‑verbal and contextual cues such as intonation, gestures and facial expressions to make meaning |
| accurate mimicking of French pronunciation, approximating vowel sounds and consonant combinations with some accuracy | effective mimicking of French pronunciation, approximating vowel sounds and consonant combinations with some accuracy | mimicking of French pronunciation, approximating vowel sounds and consonant combinations with some accuracy | guided mimicking of French pronunciation, approximating vowel sounds and consonant combinations | directed mimicking of French pronunciation, approximating vowel sounds and consonant combinations |
| considered [identification](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) of key words in spoken texts such as names of people, places or objects | effective [identification](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) of key words in spoken texts such as names of people, places or objects | [identification](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) of key words in spoken texts such as names of people, places or objects | partial [identification](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) of key words in spoken texts such as names of people, places or objects | directed [identification](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) of words in spoken texts such as names of people, places or objects |
| Communicating | purposeful use of modelled examples and formulaic language to convey factual information at word and simple sentence level | effective use of modelled examples and formulaic language to convey factual information at word and simple sentence level | use of modelled examples and formulaic language to convey factual information at word and simple sentence level ([AS4](#AS4" \o "AS4, Alt+Left to return )) | partial use of modelled examples and formulaic language to convey information at word and simple sentence level | fragmented use of modelled examples and formulaic language at word and simple sentence level |
| accurate writing of simple texts such as lists, labels, captions and descriptions | effective writing of simple texts such as lists, labels, captions and descriptions | writing of simple texts such as lists, labels, captions and descriptions | writing of aspects of simple texts such as lists, labels, captions and descriptions | writing of elements of simple texts such as lists, labels, captions and descriptions |
| considered use of some pronouns, prepositions and simple present tense forms of regular verbs | effective use of some pronouns, prepositions and simple present tense forms of regular verbs | use of some pronouns, prepositions and simple present tense forms of regular verbs | partial use of some pronouns, prepositions and simple present tense forms of regular verbs | directed use of some pronouns, prepositions and simple present tense forms of regular verbs |
| considered identification of ways in which spoken French sounds different to English and considered knowledge that it uses the same alphabet when written | informed identification of ways in which spoken French sounds different to English and informed knowledge that it uses the same alphabet when written | identification of ways in which spoken French sounds different to English and knowledge that it uses the same alphabet when written | partial identification of ways in which spoken French sounds different to English and partial knowledge that it uses the same alphabet when written | fragmented identification of ways in which spoken French sounds different to English and directed knowledge that it uses the same alphabet when written |
| Understanding | considered [identification of](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) words that are written the same in both languages but pronounced differently | informed [identification of](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) words that are written the same in both languages but pronounced differently | [identification of](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) words that are written the same in both languages but pronounced differently | basic [identification of](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) words that are written the same in both languages but pronounced differently | directed [identification of](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) words that are written the same in both languages but pronounced differently |
| considered knowledge that:   * French is the language used in France and also in many other regions of the world * language is used differently in different situations and between different people | informed knowledge that:   * French is the language used in France and also in many other regions of the world * language is used differently in different situations and between different people | knowledge that:   * French is the language used in France and also in many other regions of the world * language is used differently in different situations and between different people | basic knowledge that:   * French is the language used in France and also in many other regions of the world * language is used differently in different situations and between different people | fragmented knowledge that:   * French is the language used in France and also in many other regions of the world * language is used differently in different situations and between different people |
| considered [identification](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) of differences and similarities between their own and other’s languages and cultures | informed [identification](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) of differences and similarities between their own and other’s languages and cultures | [identification](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) of differences and similarities between their own and other’s languages and cultures | partial [identification](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) of differences and similarities between their own and other’s languages and cultures | directed [identification](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) of differences and similarities between their own and other’s languages and cultures |
|  |  | | | | |
| Key | shading emphasises the qualities that discriminate between the AP–BA descriptors; ([AS1](#AS1)), (ASx) is a cross-reference to an example in the [achievement standard](#Achievement_standard) | | | | |
| **AP**  **MC**  **WW**  **EX**  **BA** | applies the curriculum content; demonstrates a thorough understanding of the required knowledge; demonstrates a high level of skill that can be transferred to new situations  makes connections using the curriculum content; demonstrates a clear understanding of the required knowledge; applies a high level of skill in situations familiar to them, and is beginning to transfer skills to new situations  works with the curriculum content; demonstrates understanding of the required knowledge; applies skills in situations familiar to them  exploring the curriculum content; demonstrates understanding of aspects of the required knowledge; uses a varying level of skills in situations familiar to them  becoming aware of the curriculum content; demonstrates a basic understanding of aspects of required knowledge; beginning to use skills in situations familiar to them | | | | |

## Notes

### Australian Curriculum common dimensions

The SEs describe the qualities of achievement in the two dimensions common to all Australian Curriculum learning area achievement standards — understanding and skills.

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| Dimension | Description |
| understanding | the concepts underpinning and connecting knowledge in a learning area, related to a student’s ability to appropriately select and apply knowledge to solve problems in that learning area |
| skills | the specific techniques, strategies and processes in a learning area |

### Terms used in Prep to Year 2 French SEs

These terms clarify the descriptors in the Prep to Year 2 French SEs. Definitions are drawn from the ACARA Australian Curriculum Languages glossary ([www.australiancurriculum.edu.au/f-10-curriculum/languages/glossary](https://www.australiancurriculum.edu.au/f-10-curriculum/languages/glossary)) and from other sources to ensure consistent understanding.

| Term | Description |
| --- | --- |
| accuracy; accurate | consistent with a standard, rule, convention or known facts;  in Languages, *accurate* is the production of structurally correct forms of the target language |
| apply;  applying | use or employ in a particular situation |
| aspects | particular parts or features |
| basic | fundamental; simple, elementary |
| communicating | a mutual and reciprocal exchange of meaning;  in Languages, communicating refers to using language for communicative purposes in interpreting, creating and exchanging meaning; this includes:   * listening and speaking in relation to relevant domains of language use and text types * reading and writing in relation to relevant domains of language use and text types * communicating strategies * translating and interpreting * reflecting on intercultural langue use;   students demonstrate communicating by:   * describing the performance in the target language, both oral and written * showing evidence of written and spoken French to communicate with teachers, peers and others in a range of settings and for a range of purposes |
| ****confident**** | having strong belief or full assurance; sure;  in Languages, *confident* students have a detailed knowledge and understanding of the target language and are able to use the target language in the correct context; they can:   * elaborate or explain the decisions made in response to the assessment provided * manipulate the language when translating to maintain the intent of the target language |
| ****considered**** | thought about deliberately with a purpose;  in Languages, considered responses mean students demonstrate a confident understanding and appreciation of the cultural and linguistic knowledge and irregularities of the language |
| contextual cues | include intonation, gestures and facial features |
| culture | a framework in which things come to be seen as having meaning; it involves the lens through which:   * people see, think, interpret the world and experience * make assumptions about self and others * understand and represent individual and community identity |
| demonstrate; demonstration | give a practical exhibition or explanation |
| description; describe | give an account of characteristics or features |
| directed | following the instructions of the facilitator |
| effective | meeting the assigned purpose in a way that produces a desired or intended result;  in Languages, *effective* refers to being able to apply cultural and linguistic knowledge, with possible irregularities in responses provided; this includes:   * effective use of a range of vocabulary and grammar * the meaning of familiar language is accurately demonstrated; complex language may be misinterpreted * subtleties maybe overlooked * cultural meanings are evident in responses but may not be fully developed;   students demonstrate effective usage in the four major language skills:   * listening — the speaker’s attitude, purpose and intentions are recognised * reading — the purpose of the text and the writer’s perspective and intention are recognised * writing — spelling, punctuation and word order display a reasonable degree of accuracy; written text is generally coherent * speaking — pronunciation, intonation, rhythm and stress are acceptable and register is appropriate to the situation |
| elements | a component or constituent part of a whole; any word, group of words, or part of a word, which recurs in various contexts in a language with relatively constant meaning;  in Languages, elements refers to a single word or fragmented group of words, or part of a word, which recurs in various contexts in a language with relatively constant meaning |
| familiar | well-acquainted; thoroughly conversant to be familiar with a subject; to be familiar with a method |
| formulaic language | words or expressions which are commonly used in fixed patterns and learned as such without grammatical analysis, e.g.   * story starter: ‘Once upon a time’ * greeting in Australian English: ‘G’day, how are you going?’ |
| fragmented | disjointed or isolated |
| guided | visual and/or verbal prompts to facilitate or support independent action |
| identification; identify | to establish or indicate who or what someone or something is |
| informed | having relevant knowledge; being conversant with the topic;  in Languages, informedrefers to being able to apply cultural and linguistic knowledge; with possible irregularities in responses provided; this includes:   * a range of vocabulary and grammar used effectively * the meaning of familiar language is accurately demonstrated * subtleties maybe overlooked * cultural meaning are evident in responses but may not be fully developed;   students demonstrate informed usage in the four major language skills:   * listening — the speaker’s attitude, purpose and intentions are recognised * reading — the purpose of the text and the writer’s perspective and intention are recognised * writing — spelling, punctuation and word order display a reasonable degree of accuracy; written text is generally coherent * speaking — pronunciation, intonation, rhythm and stress are acceptable and register is appropriate to the situation |
| interpret; interpretation | explaining the meaning of information or actions;  in the context of second language learning, interpret refers to two distinct processes:   * the act of translation from one language to another * the process of understanding and explaining; the ability to conceive significance and construct meaning, and to explain to self or others |
| partial | attempted; incomplete evidence provided |
| range | the scope of relative situations or elements; a number or grouping of things in the same category or within specified limits; the extent to which, or the limits between which, variation is possible |
| read; reading | process visual or tactile symbols (e.g. braille), words or actions in order to derive and/or construct meaning;  reading includes elements of decoding (of sounds and symbols), interpreting, critically analysing and reflecting upon meaning in a wide range of written, visual, print and non-print texts |
| readily; ready | promptly; quickly; easily; in a ready manner; willingly; fluent;  this includes being effective and informed |
| recognise; recognition | to be aware of or acknowledge |
| responses; respond | to react to a person or text |
| speak | convey meaning and communicate with purpose; some students participate in speaking activities using communication systems and assistive technologies to communicate wants and needs, and to comment about the world |
| text | an identified stretch of language, used as a means for communication or the focus of learning and investigation;  text forms and conventions have developed to support communication with a variety of audiences for a range of purposes; texts can be written, spoken or multimodal and in print or digital/online forms;  multimodal texts combine language with other systems for communication, such as print text, visual images, soundtrack and spoken word, as in film or computer presentation media |
| translation | a process of translating words or text from one language into another, recognising that the process involves movement of meanings and attention to cultural context as well as the transposition of individual words |
| understand; understanding | to perceive what is meant, grasp an idea, and to be thoroughly familiar with;  in Languages, understanding refers to analysing language and culture as resources for interpreting and shaping meaning in intercultural exchange; this includes:   * knowledge of the language system * variability in language use * reflection on language and culture |
| use; using | to operate or put into effect |

1. Prep in Queensland is the Foundation Year of the Australian Curriculum and refers to the year before Year 1. Children beginning Prep in January must be five years of age by 30 June. [↑](#footnote-ref-2)