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* 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), are provided where the achievement standard has additional examples for the descriptor. Terms are described in the Notes section following the matrix.

* 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.

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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} 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}. They choose between options when responding to questions such as *Tu veux le rouge ou le bleu?* ^{AS3} 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}. 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.

Key	^{AS1}, ^{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

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	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, AS2)	partial exchange of greetings and partial response to question cues with single words or set phrases	directed exchange of greetings and fragmented response 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)	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 of key words in spoken texts such as names of people, places or objects	effective identification of key words in spoken texts such as names of people, places or objects	identification of key words in spoken texts such as names of people, places or objects	partial identification of key words in spoken texts such as names of people, places or objects	directed identification of words in spoken texts such as names of people, places or objects

	Applying (AP)	Making connections (MC)	Working with (WW)	Exploring (EX)	Becoming aware (BA)
Communicating	<u>purposeful</u> use of modelled examples and formulaic language to convey factual information at word and simple sentence level	<u>effective</u> 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)	<u>partial</u> use of modelled examples and formulaic language to convey information at word and simple sentence level	<u>fragmented</u> use of modelled examples and formulaic language at word and simple sentence level
	<u>accurate</u> writing of simple texts such as lists, labels, captions and descriptions	<u>effective</u> writing of simple texts such as lists, labels, captions and descriptions	writing of simple texts such as lists, labels, captions and descriptions	writing of <u>aspects</u> of simple texts such as lists, labels, captions and descriptions	writing of <u>elements</u> of simple texts such as lists, labels, captions and descriptions
	<u>considered</u> use of some pronouns, prepositions and simple present tense forms of regular verbs	<u>effective</u> 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	<u>partial</u> use of some pronouns, prepositions and simple present tense forms of regular verbs	<u>directed</u> use of some pronouns, prepositions and simple present tense forms of regular verbs
	<u>considered</u> identification of ways in which spoken French sounds different to English and <u>considered</u> knowledge that it uses the same alphabet when written	<u>informed</u> identification of ways in which spoken French sounds different to English and <u>informed</u> 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	<u>partial</u> identification of ways in which spoken French sounds different to English and <u>partial</u> knowledge that it uses the same alphabet when written	<u>fragmented</u> identification of ways in which spoken French sounds different to English and <u>directed</u> knowledge that it uses the same alphabet when written

	Applying (AP)	Making connections (MC)	Working with (WW)	Exploring (EX)	Becoming aware (BA)
Understanding	considered identification of words that are written the same in both languages but pronounced differently	informed identification of words that are written the same in both languages but pronounced differently	identification of words that are written the same in both languages but pronounced differently	basic identification of words that are written the same in both languages but pronounced differently	directed identification of 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 of differences and similarities between their own and other's languages and cultures	informed identification of differences and similarities between their own and other's languages and cultures	identification of differences and similarities between their own and other's languages and cultures	partial identification of differences and similarities between their own and other's languages and cultures	directed identification 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), (ASx) is a cross-reference to an example in the achievement standard
AP	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
MC	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
WW	works with the curriculum content; demonstrates understanding of the required knowledge; applies skills in situations familiar to them
EX	exploring the curriculum content; demonstrates understanding of aspects of the required knowledge; uses a varying level of skills in situations familiar to them
BA	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.

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) 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

Term	Description
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

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Term	Description
informed	having relevant knowledge; being conversant with the topic; in Languages, *informed* refers 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

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Term	Description
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

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