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|  | Years 3 and 4 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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| Years 3 and 4 Australian Curriculum: French achievement standard Prep to Year 10 sequence | |
| By the end of Year 4, students interact with teachers and each other through classroom routines, action-related talk and play. They exchange greetings and wishes, respond to familiar instructions and to questions such as Qu’est-ce que c’est? and Qu’est-ce que tu fais? [AS1](#SE1" \o ) They share simple ideas and information, express positive and negative feelings (for example, Je suis très contente*;* Je n’aime pas la pluie [AS2](#SE2"  \o )) and ask for help, clarification and permission. They interpret visual, non-verbal and contextual cues such as intonation, gestures and facial expressions to help make meaning [AS3](#SE3"  \o ). They make statements using the present tense and present + infinitive form about self, family and interests (for example, Je suis australien et italien*;* J’habite à Brisbane*;* Je vais partir demain [AS4](#SE4"  \o )). They approximate the sounds, rhythms and pitch of spoken French. They comprehend simple, spoken, written, visual and multimodal texts, using cues such as context, graphics, familiar vocabulary and language features [AS5](#SE5" \o ). They use modelled sentence structures to compose short original texts such as descriptions, captions or simple narratives, using conjunctions such as et and mais, and prepositions such as sous*,* sur and devant [AS6](#SE6"  \o ). They use vocabulary related to familiar contexts and their personal worlds, and apply gender and number agreements in simple constructions (for example, une petite maison*,* les grands chiens [AS7](#SE7"  \o )).  Students know that French is a significant language spoken in many parts of the world, including Australia; that it is similar to English in some ways (for example, it has the same alphabet and basic sentence structure and many shared words) and different in other ways (such as in the use of titles, gestures, some new sounds such as r and u and gender forms) [AS8](#SE8" \o ). They know that languages change over time and influence each other. They identify French words used in English (such as menu*,* mousse) and English words used in French (such as le weekend*,* stop!) [AS9](#SE9"  \o ). They demonstrate understanding of the fact that language may need to be adjusted to suit different situations and relationships (for example, formal and informal language, different text types [AS10](#SE10" \o )). They explain how French has its own rules for pronunciation, non-verbal communication and grammar. They use terms such as verb, adjective and gender for talking about language and learning. Students identify ways in which languages are connected with cultures, and how the French language, like their own, reflects ways of behaving and thinking as well as ways of using language. | |
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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) |

## Years 3 and 4 French standard elaborations

|  | A | B | C | D | E |
| --- | --- | --- | --- | --- | --- |
|  | The folio of a student’s work has the following characteristics: | | | | |
| Communicating | * purposeful exchanges of greetings and wishes * purposeful responses to familiar instructions and to questions | * effective exchanges of greetings and wishes * effective responses to familiar instructions and to questions | * exchanges of greetings and wishes * responses to familiar instructions and to questions ([AS1](#AS1" \o "AS1, Alt+Left to return )) | * partial exchanges of greetings and wishes * partial responses to familiar instructions and to questions | * fragmented exchanges of greetings and wishes * fragmented responses to familiar instructions and to questions |
| fluent:   * sharing of simple ideas and information: * expression of positive and negative feelings * asking for help, clarification and permission | effective:   * sharing of simple ideas and information * expression of positive and negative feelings * asking for help, clarification and permission | * sharing of simple ideas and information * expression of positive and negative feelings ([AS2](#AS2" \o "AS2, Alt+Left to return )) * asking for help, clarification and permission | partial:   * sharing of simple ideas and information * expression of positive and negative feelings * asking for help, clarification and permission | fragmented:   * sharing of simple ideas and information * expression of positive and negative feelings * asking for help, clarification and permission |
| considered interpretation of visual, non-verbal and contextual cues to help make meaning | effective interpretation of visual, non-verbal and contextual cues to help make meaning | interpretation of visual, non‑verbal and contextual cues to help make meaning ([AS3](#AS3" \o "AS3, Alt+Left to return )) | partial interpretation of visual, non-verbal and contextual cues to help make meaning | fragmented interpretation of visual, non-verbal and contextual cues to help make meaning |
| considered statements about self, family and interests using the present tense and present + infinitive form | effective statements about self, family and interests using the present tense and present + infinitive form | statements about self, family and interests using the present tense and present + infinitive form ([AS4](#AS4" \o "AS4, Alt+Left to return )) | partial statements about self, family and interests using the present tense and present + infinitive form | fragmented statements about self, family and interests using the present tense and present + infinitive form |
| accurate approximation of the sounds, rhythms and pitch of spoken French | effective approximation of the sounds, rhythms and pitch of spoken French | approximation of the sounds, rhythms and pitch of spoken French | partial approximation of the sounds, rhythms and pitch of spoken French | fragmented approximation of the sounds, rhythms and pitch of spoken French |
| purposeful use of cues to comprehend simple, spoken, written, visual and multimodal texts | effective use of cues to comprehend simple, spoken, written, visual and multimodal texts | use of cues to comprehend simple, spoken, written, visual and multimodal texts ([AS5](#AS5" \o "AS5, Alt+Left to return )) | guided use of cues to comprehend simple, spoken, written, visual and multimodal texts | directed use of cues to comprehend simple, spoken, written, visual and multimodal texts |
| Communicating | accurate use of modelled sentence structures to compose short original texts using conjunctions and prepositions | effective use of modelled sentence structures to compose short original texts using conjunctions and prepositions | use of modelled sentence structures to compose short original texts using conjunctions and prepositions ([AS6](#AS6" \o "AS6, Alt+Left to return )) | partial use of modelled sentence structures to compose short original texts using conjunctions and prepositions | fragmented use of modelled sentence structures to compose short original texts |
| * considered use of vocabulary related to familiar contexts and their personal worlds * fluent application of gender and number agreements in simple constructions | * effective use of vocabulary related to familiar contexts and their personal worlds * effective application of gender and number agreements in simple constructions | * use of vocabulary related to familiar contexts and their personal worlds * application of gender and number agreements in simple constructions ([AS7](#AS7" \o "AS7, Alt+Left to return )) | * partial use of vocabulary related to familiar contexts and their personal worlds * guided application of gender and number agreements in simple constructions | * fragmented use of vocabulary related to familiar contexts and their personal worlds * guided application of gender and number agreements in simple constructions |
| Understanding | considered knowledge that:   * French is a significant language spoken in many parts of the world, including Australia * French is similar to English in some ways and different in other ways * languages change over time and influence each other | informed knowledge that:   * French is a significant language spoken in many parts of the world, including Australia * French is similar to English in some ways and different in other ways * languages change over time and influence each other | knowledge that:   * French is a significant language spoken in many parts of the world, including Australia * French is similar to English in some ways and different in other ways([AS8](#AS8" \o "AS8, Alt+Left to return )) * languages change over time and influence each other | basic knowledge that:   * French is a significant language spoken in many parts of the world, including Australia * French is similar to English in some ways and different in other ways * languages change over time and influence each other | fragmented knowledge that:   * French is a significant language spoken in many parts of the world, including Australia * French is similar to English in some ways and different in other ways * languages change over time and influence each other |
| considered identification of French words used in English and English words used in French | informed identification of French words used in English and English words used in French | identification of French words used in English and English words used in French ([AS9](#AS9" \o "AS9, Alt+Left to return )) | basic identification of French words used in English and English words used in French | guided identification French words used in English and English words used in French |
| purposeful demonstration of understanding that language may need to be adjusted to suit different situations and relationships | informed demonstration of understanding that language may need to be adjusted to suit different situations and relationships | demonstration of understanding that language may need to be adjusted to suit different situations and relationships ([AS10](#AS10" \o "AS10, Alt+Left to return )) | partial demonstration of understanding that language may need to be adjusted to suit different situations and relationships | fragmented demonstration of understanding that language may need to be adjusted to suit different situations and relationships |
| Understanding | considered explanation of how French has its own rules for pronunciation, non-verbal communication and grammar | effective explanation of how French has its own rules for pronunciation, non-verbal communication and grammar | explanation of how French has its own rules for pronunciation, non-verbal communication and grammar | partial explanation of how French has its own rules for pronunciation, non-verbal communication and grammar | fragmented explanation of how French has its own rules for pronunciation, non-verbal communication and grammar |
| purposeful use of terms such as verb, adjective and gender for talking about language and learning | informed use of terms such as verb, adjective and gender for talking about language and learning | use of terms such as verb, adjective and gender for talking about language and learning | basic use of terms such as verb, adjective and gender for talking about language and learning | fragmented use of terms such as verb, adjective and gender for talking about language and learning |
| considered identification of:   * ways in which languages are connected with cultures * how the French language, like their own, reflects ways of behaving and thinking as well as ways of using language | informed identification of:   * ways in which languages are connected with cultures * how the French language, like their own, reflects ways of behaving and thinking as well as ways of using language | identification of:   * ways in which languages are connected with cultures * how the French language, like their own, reflects ways of behaving and thinking as well as ways of using language | partial identification of:   * ways in which languages are connected with cultures * how the French language, like their own, reflects ways of behaving and thinking as well as ways of using language | identification of elements of:   * ways in which languages are connected with cultures * how the French language, like their own, reflects ways of behaving and thinking as well as ways of using language |
|  |  | | | | |
| Key | shading emphasises the qualities that discriminate between the A–E descriptors; ([AS1](#AS1)), (ASx) is a cross-reference to an example in the [achievement standard](#Achievement_standard) | | | | |

## 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 Years 3 and 4 French SEs

These terms clarify the descriptors in the Years 3 and 4 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 |
| complex sentence | a sentence with one or more elements in addition to the main or independent idea or clause; in the following examples, the subordinate clauses are indicated by square brackets:   * ‘I took my umbrella [because it was raining]’ * ‘The man [who came to dinner] is my brother.’ |
| ****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 |
| explain; explanation | provide additional information that demonstrates understanding of reasoning and/or application |
| familiar | well-acquainted; thoroughly conversant to be familiar with a subject; to be familiar with a method |
| fluent | able to speak, write, translate and interpret readily |
| 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 |
| purposeful | intentional; done by design; focused and clearly linked to the goals of the task |
| 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)