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* 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.

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] They share simple ideas and information, express positive and negative feelings (for example, *Je suis très contente; Je n'aime pas la pluie* [AS2]) 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]. 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]). 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]. 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]. 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]).

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]. 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]. 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]). 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.

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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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)	• 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) • 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)	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)	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)	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

		A	B	C	D	E
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)	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)	• 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) • 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)	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)	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

	A	B	C	D	E
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), (ASx) is a cross-reference to an example in the 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.

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) 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.'

Term	Description
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

Term	Description
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, *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
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

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Term	Description
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

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