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|  | Years 5 and 6 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 5 and 6 Australian Curriculum: French achievement standard Prep to Year 10 sequence | |
| By the end of Year 6, students use written and spoken French for classroom interactions and transactions, and to exchange personal ideas, experiences and feelings. They ask and answer questions in complete sentences in familiar contexts (for example, Est-ce que je peux … ? Tu peux … ? [AS1](#SE1" \o "SE link 1, Alt+Left to return )), using appropriate pronunciation, intonation and non-verbal communication strategies. They use appropriate forms of address for different audiences, such as tu forms with friends and family members, and vous for teachers and other adults or when more than one person is involved [AS2](#SE2). They gather and compare information from a range of texts. They identify key points and supporting details when reading and listening, and interpret and translate short community texts such as signs or notices [AS3](#SE3"\o "SE link 3, Alt+Left to return ). They create connected texts such as descriptions, conversations and picture books [AS4](#SE4), using structured models and processes of drafting and re-drafting. They convey information in different formats to suit specific audiences and contexts. Students use present tense verb forms, conjunctions and connectives (such as et*,* mais*,* parce que*,* plus tard*,* maintenant [AS5](#SE5)), positive and negative statements (such as j’ai trois amis*,* je n’ai plus d’amis [AS6](#SE6)), and adverbs such as très, aussi, beaucoup, un peu and lentement [AS7](#SE7). They [recognise](#recognise) and use with support verb forms such as le futur proche (je vais + l’infinitif) and le passé composé (j’ai + regular forms of past participle) as set phrases [AS8](#SE8). They identify l’imparfait when reading (for example, c’était*,* il était [AS9](#SE9)). They use possessive pronouns and adjectives with modelling and support, and prepositions to mark time and place (such as avant*,* après*,* devant*,* derrière [AS10](#SE10)).  Students identify differences between spoken and written forms of French, comparing them with English and other known languages. They identify differences in commonly-used text types (for example, greetings, instructions and menus [AS11](#SE11" \o "SE link 11, Alt+Left to return )), commenting on differences in language features and text structures. They use metalanguage for language explanation (for example, formal and informal language, body language [AS12](#SE12" \o "SE link 12, Alt+Left to return )) and for reflecting on the experience of French language and culture learning. They identify relationships between parts of words (such as suffixes, prefixes) and stems of words (for example, préparer*,* préparation*;* le marché*,* le supermarché*,* l’hypermarché) [AS13](#SE13). Students make comparisons between French and their own language and culture, drawing from texts which relate to familiar routines and daily life (such as la vie scolaire*,* la famille*,* les courses*,* les loisirs*,* la cuisine [AS14](#SE14" \o "SE link 14, Alt+Left to return )). They explain to others French terms and expressions that reflect cultural practices (for example, bon appétit*,* bonne fête [AS15](#SE15" \o "SE link 15, Alt+Left to return )). They reflect on their own cultural identity in light of their experience of learning French, explaining how their ideas and ways of communicating are influenced by their membership of cultural groups. | |
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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 5 and 6 French standard elaborations

|  | A | B | C | D | E |
| --- | --- | --- | --- | --- | --- |
|  | The folio of a student’s work has the following characteristics: | | | | |
| Communicating | asking and answering questions in purposeful complete sentences in familiar contexts with purposeful use of appropriate pronunciation, intonation and non‑verbal communication strategies | asking and answering questions in effective complete sentences in familiar contexts with effective use of appropriate pronunciation, intonation and non‑verbal communication strategies | asking and answering questions in complete sentences in familiar contexts with use of appropriate pronunciation, intonation and non‑verbal communication strategies ([AS1](#AS1" \o "AS1, Alt+Left to return )) | asking and answering questions in partial sentences in familiar contexts with partial use of pronunciation, intonation and non‑verbal communication strategies | asking and answering questions in fragmented sentences in familiar contexts with fragmented use of pronunciation, intonation and non‑verbal communication strategies |
| considered use of appropriate forms of address for different audiences | effective use of appropriate forms of address for different audiences | use of appropriate forms of address for different audiences ([AS2](#AS2" \o "AS2, Alt+Left to return )) | partial use of forms of address for different audiences | fragmented use of forms of address for different audiences |
| purposeful gathering and considered comparison of information from a range of texts | effective gathering and informed comparison of information from a range of texts | gathering and comparison of information from a range of texts | partial gathering and basic comparison of information from texts | fragmented gathering and comparison of elements of information from texts |
| * considered identification of key points and supporting details when reading and listening * considered interpretation and fluent translation of short community texts | * effective identification of key points and supporting details when reading and listening * effective interpretation and effective translation of short community texts | * identification of key points and supporting details when reading and listening * interpretation and translation of short community texts ([AS3](#AS3" \o "AS3, Alt+Left to return )) | * partial identification of key points and details when reading and listening * basic interpretation and partial translation of short community texts | * fragmented identification of key points and details when reading and listening * fragmented interpretation and translation of elements of short community texts |
| creation of connected texts with purposeful use of structured models and processes of drafting and re‑drafting | creation of connected texts with effective use of structured models and processes of drafting and re‑drafting | creation of connected texts with use of structured models and processes of drafting and re‑drafting ([AS4](#AS4" \o "AS4, Alt+Left to return )) | creation of partial texts with use of structured models and processes of drafting and re‑drafting | creation of fragmented texts with guided use of structured models and processes of drafting and re‑drafting |
| conveying considered information in different formats to suit specific audiences and contexts | conveying effective information in different formats to suit specific audiences and contexts | conveying information in different formats to suit specific audiences and contexts | conveying partial information in different formats to suit audiences and contexts | conveying fragmented information in different formats |
| Communicating | fluent use of:   * present tense verb forms, conjunctions and connectives * positive and negative statements * adverbs | effective use of:   * present tense verb forms, conjunctions and connectives * positive and negative statements * adverbs | use of:   * present tense verb forms, conjunctions and connectives ([AS5](#AS5" \o "AS5, Alt+Left to return )) * positive and negative statements ([AS6](#AS6" \o "AS6, Alt+Left to return )) * adverbs ([AS7](#AS7" \o "AS7, Alt+Left to return )) | use of aspects of:   * present tense verb forms, conjunctions and connectives * positive and negative statements * adverbs | use of elements of:   * present tense verb forms, conjunctions and connectives * positive and negative statements * adverbs |
| recognition and purposeful use of verb forms as set phrases, with support | recognition and effective use of verb forms as set phrases, with support | recognition and use of verb forms as set phrases, with support ([AS8](#AS8" \o "AS8, Alt+Left to return )) | recognition and use of basic verb forms as set phrases, with support | recognition and use of elements of verb forms as set phrases, with support |
| accurate identification of l’imparfait when reading | effective identification of l’imparfait when reading | identification of l’imparfait when reading ([AS9](#AS9" \o "AS9, Alt+Left to return )) | identification of aspects of l’imparfait when reading | identification of elements of l’imparfait when reading |
| fluent use of:  possessive pronouns and adjectives with modelling and support  prepositions to mark time and place | effective use of:  possessive pronouns and adjectives with modelling and support  prepositions to mark time and place | use of:  possessive pronouns and adjectives with modelling and support ([AS10](#AS10" \o "AS10, Alt+Left to return ))  prepositions to mark time and place ([AS10](#AS10)) | partial use of:  possessive pronouns and adjectives with modelling and support  prepositions to mark time and place | fragmented use of:  possessive pronouns and adjectives with modelling and support  prepositions to mark time and place |
| Understanding | considered identification of differences between spoken and written forms of French, comparing them with English and other known languages | effective identification of differences between spoken and written forms of French, comparing them with English and other known languages | identification of differences between spoken and written forms of French, comparing them with English and other known languages | partial identification of differences between spoken and written forms of French, comparing them with English and other known languages | fragmented identification of differences between spoken and written forms of French, comparing them with English and other known languages |
| considered identification of differences in commonly‑used text types, with considered comments on differences in language features and text structures | identification of differences in commonly‑used text types, with informed comments on differences in language features and text structures | identification of differences in commonly‑used text types, with comments on differences in language features and text structures ([AS11](#AS11" \o "AS11, Alt+Left to return )) | partial identification of differences in commonly‑used text types, with comments on differences in language features and text structures | fragmented identification of differences in commonly‑used text types, with statements about differences in language features and text structures |
| Understanding | purposeful use of metalanguage for:   * language explanation * reflections on the experience of French language and culture learning | effective use of metalanguage for:   * language explanation * reflections on the experience of French language and culture learning | use of metalanguage for:   * language explanation ([AS12](#AS12" \o "AS12, Alt+Left to return )) * reflections on the experience of French language and culture learning | use of aspects of metalanguage for:   * language explanation * reflections on the experience of French language and culture learning | fragmented use of metalanguage for:   * language explanation * reflections on the experience of French language and culture learning |
| considered identification of relationships between parts of words and stems of words | informed identification of relationships between parts of words and stems of words | identification of relationships between parts of words and stems of words ([AS13](#AS13" \o "AS13, Alt+Left to return )) | basic identification of relationships between parts of words and stems of words | identification of elements of relationships between parts of words and stems of words |
| considered comparisons between French and own language and culture, drawing from texts which relate to familiar routines and daily life | informed comparisons between French and own language and culture, drawing from texts which relate to familiar routines and daily life | comparisons between French and own language and culture, drawing from texts which relate to familiar routines and daily life ([AS14](#AS14" \o "AS14, Alt+Left to return )) | basic comparisons between French and own language and culture, drawing from texts which relate to familiar routines and daily life | fragmented comparisons between French and own language and culture, drawing from texts which relate to familiar routines and daily life |
| considered explanation to others about French terms and expressions that reflect cultural practices | effective explanation to others about French terms and expressions that reflect cultural practices | explanation to others about French terms and expressions that reflect cultural practices ([AS15](#AS15" \o "AS15, Alt+Left to return )) | partial explanation to others about French terms and expressions that reflect cultural practices | fragmented explanation to others about French terms and expressions that reflect cultural practices |
| reflection on their cultural identity in light of their experience of learning French, with considered explanation of how ideas and ways of communicating are influenced by their membership of cultural groups | reflection on their cultural identity in light of their experience of learning French, with informed explanation of how ideas and ways of communicating are influenced by their membership of cultural groups | reflection on their cultural identity in light of their experience of learning French, with explanation of how ideas and ways of communicating are influenced by their membership of cultural groups | reflection on their cultural identity in light of their experience of learning French, with identification of aspects of how ideas and ways of communicating are influenced by their membership of cultural groups | reflection on their cultural identity in light of their experience of learning French, with statements about how ideas and ways of communicating are influenced by their membership of cultural groups |
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| 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 5 and 6 French SEs

These terms clarify the descriptors in the Years 5 and 6 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.’ |
| compare | estimate, measure or note how things are similar or dissimilar |
| ****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 |
| 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 |
| 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 |
| element | 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 | 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 |
| relate | to tell or report about happenings, events or circumstances |
| 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)