

# Years 5 and 6 standard elaborations — Australian Curriculum: French

## Prep to Year 10 sequence

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### 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.

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\* 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 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](#)), 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](#). 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](#). They create connected texts such as descriptions, conversations and picture books [AS4](#), 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](#)), positive and negative statements (such as *j'ai trois amis, je n'ai plus d'amis* [AS6](#)), and adverbs such as *très, aussi, beaucoup, un peu and lentement* [AS7](#). They 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](#). They identify *l'imparfait* when reading (for example, *c'était, il était* [AS9](#)). They use possessive pronouns and adjectives with modelling and support, and prepositions to mark time and place (such as *avant, après, devant, derrière* [AS10](#)).

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](#)), commenting on differences in language features and text structures. They use metalanguage for language explanation (for example, formal and informal language, body language [AS12](#)) 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](#)). 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](#)). They explain to others French terms and expressions that reflect cultural practices (for example, *bon appétit, bonne fête* [AS15](#)). 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.

<b>Key</b>	<a href="#">AS1</a> , <a href="#">ASx</a> Examples not included in the matrix are keyed numerically and cross-referenced in the matrix.
<b>Source</b>	Australian Curriculum, Assessment and Reporting Authority (ACARA), <i>Australian Curriculum Version 8 French for Foundation–10</i> , <a href="http://www.australiancurriculum.edu.au/f-10-curriculum/languages/French">www.australiancurriculum.edu.au/f-10-curriculum/languages/French</a>

# Years 5 and 6 French standard elaborations

	A	B	C	D	E
<b>The folio of a student's work has the following characteristics:</b>					
<b>Communicating</b>	asking and answering questions in <b>purposeful</b> complete sentences in familiar contexts with <b>purposeful</b> use of appropriate pronunciation, intonation and non-verbal communication strategies	asking and answering questions in <b>effective</b> complete sentences in familiar contexts with <b>effective</b> 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)	asking and answering questions in <b>partial</b> sentences in familiar contexts with <b>partial</b> use of pronunciation, intonation and non-verbal communication strategies	asking and answering questions in <b>fragmented</b> sentences in familiar contexts with <b>fragmented</b> use of pronunciation, intonation and non-verbal communication strategies
	<b>considered</b> use of appropriate forms of address for different audiences	<b>effective</b> use of appropriate forms of address for different audiences	use of appropriate forms of address for different audiences (AS2)	<b>partial</b> use of forms of address for different audiences	<b>fragmented</b> use of forms of address for different audiences
	<b>purposeful</b> gathering and <b>considered</b> comparison of information from a range of texts	<b>effective</b> gathering and <b>informed</b> comparison of information from a range of texts	gathering and comparison of information from a range of texts	<b>partial</b> gathering and <b>basic</b> comparison of information from texts	<b>fragmented</b> gathering and comparison of <b>elements</b> of information from texts
	<ul style="list-style-type: none"> <li>• <b>considered</b> identification of key points and supporting details when reading and listening</li> <li>• <b>considered</b> interpretation and <b>fluent</b> translation of short community texts</li> </ul>	<ul style="list-style-type: none"> <li>• <b>effective</b> identification of key points and supporting details when reading and listening</li> <li>• <b>effective</b> interpretation and <b>effective</b> translation of short community texts</li> </ul>	<ul style="list-style-type: none"> <li>• identification of key points and supporting details when reading and listening</li> <li>• interpretation and translation of short community texts (AS3)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>partial</b> identification of key points and details when reading and listening</li> <li>• <b>basic</b> interpretation and <b>partial</b> translation of short community texts</li> </ul>	<ul style="list-style-type: none"> <li>• <b>fragmented</b> identification of key points and details when reading and listening</li> <li>• <b>fragmented</b> interpretation and translation of <b>elements</b> of short community texts</li> </ul>
	creation of connected texts with <b>purposeful</b> use of structured models and processes of drafting and re-drafting	creation of connected texts with <b>effective</b> 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)	creation of <b>partial</b> texts with use of structured models and processes of drafting and re-drafting	creation of <b>fragmented</b> texts with <b>guided</b> use of structured models and processes of drafting and re-drafting
	conveying <b>considered</b> information in different formats to suit specific audiences and contexts	conveying <b>effective</b> information in different formats to suit specific audiences and contexts	conveying information in different formats to suit specific audiences and contexts	conveying <b>partial</b> information in different formats to suit audiences and contexts	conveying <b>fragmented</b> information in different formats

	A	B	C	D	E
Communicating	<p><b>fluent</b> use of:</p> <ul style="list-style-type: none"> <li>present tense verb forms, conjunctions and connectives</li> <li>positive and negative statements</li> <li>adverbs</li> </ul>	<p><b>effective</b> use of:</p> <ul style="list-style-type: none"> <li>present tense verb forms, conjunctions and connectives</li> <li>positive and negative statements</li> <li>adverbs</li> </ul>	<p>use of:</p> <ul style="list-style-type: none"> <li>present tense verb forms, conjunctions and connectives (AS5)</li> <li>positive and negative statements (AS6)</li> <li>adverbs (AS7)</li> </ul>	<p>use of <b>aspects</b> of:</p> <ul style="list-style-type: none"> <li>present tense verb forms, conjunctions and connectives</li> <li>positive and negative statements</li> <li>adverbs</li> </ul>	<p>use of <b>elements</b> of:</p> <ul style="list-style-type: none"> <li>present tense verb forms, conjunctions and connectives</li> <li>positive and negative statements</li> <li>adverbs</li> </ul>
	<p>recognition and <b>purposeful</b> use of verb forms as set phrases, with support</p>	<p>recognition and <b>effective</b> use of verb forms as set phrases, with support</p>	<p>recognition and use of verb forms as set phrases, with support (AS8)</p>	<p>recognition and use of <b>basic</b> verb forms as set phrases, with support</p>	<p>recognition and use of <b>elements</b> of verb forms as set phrases, with support</p>
	<p><b>accurate</b> identification of <i>l'imparfait</i> when reading</p>	<p><b>effective</b> identification of <i>l'imparfait</i> when reading</p>	<p>identification of <i>l'imparfait</i> when reading (AS9)</p>	<p>identification of <b>aspects</b> of <i>l'imparfait</i> when reading</p>	<p>identification of <b>elements</b> of <i>l'imparfait</i> when reading</p>
	<p><b>fluent</b> use of:</p> <ul style="list-style-type: none"> <li>possessive pronouns and adjectives with modelling and support</li> <li>prepositions to mark time and place</li> </ul>	<p><b>effective</b> use of:</p> <ul style="list-style-type: none"> <li>possessive pronouns and adjectives with modelling and support</li> <li>prepositions to mark time and place</li> </ul>	<p>use of:</p> <ul style="list-style-type: none"> <li>possessive pronouns and adjectives with modelling and support (AS10)</li> <li>prepositions to mark time and place (AS10)</li> </ul>	<p><b>partial</b> use of:</p> <ul style="list-style-type: none"> <li>possessive pronouns and adjectives with modelling and support</li> <li>prepositions to mark time and place</li> </ul>	<p><b>fragmented</b> use of:</p> <ul style="list-style-type: none"> <li>possessive pronouns and adjectives with modelling and support</li> <li>prepositions to mark time and place</li> </ul>
Understanding	<p><b>considered</b> identification of differences between spoken and written forms of French, comparing them with English and other known languages</p>	<p><b>effective</b> identification of differences between spoken and written forms of French, comparing them with English and other known languages</p>	<p>identification of differences between spoken and written forms of French, comparing them with English and other known languages</p>	<p><b>partial</b> identification of differences between spoken and written forms of French, comparing them with English and other known languages</p>	<p><b>fragmented</b> identification of differences between spoken and written forms of French, comparing them with English and other known languages</p>
	<p><b>considered</b> identification of differences in commonly-used text types, with <b>considered</b> comments on differences in language features and text structures</p>	<p>identification of differences in commonly-used text types, with <b>informed</b> comments on differences in language features and text structures</p>	<p>identification of differences in commonly-used text types, with comments on differences in language features and text structures (AS11)</p>	<p><b>partial</b> identification of differences in commonly-used text types, with comments on differences in language features and text structures</p>	<p><b>fragmented</b> identification of differences in commonly-used text types, with <b>statements about</b> differences in language features and text structures</p>

	A	B	C	D	E
Understanding	<p><b>purposeful</b> use of metalanguage for:</p> <ul style="list-style-type: none"> <li>language explanation</li> <li>reflections on the experience of French language and culture learning</li> </ul>	<p><b>effective</b> use of metalanguage for:</p> <ul style="list-style-type: none"> <li>language explanation</li> <li>reflections on the experience of French language and culture learning</li> </ul>	<p>use of metalanguage for:</p> <ul style="list-style-type: none"> <li>language explanation (AS12)</li> <li>reflections on the experience of French language and culture learning</li> </ul>	<p>use of <b>aspects</b> of metalanguage for:</p> <ul style="list-style-type: none"> <li>language explanation</li> <li>reflections on the experience of French language and culture learning</li> </ul>	<p><b>fragmented</b> use of metalanguage for:</p> <ul style="list-style-type: none"> <li>language explanation</li> <li>reflections on the experience of French language and culture learning</li> </ul>
	<p><b>considered</b> identification of relationships between parts of words and stems of words</p>	<p><b>informed</b> identification of relationships between parts of words and stems of words</p>	<p>identification of relationships between parts of words and stems of words (AS13)</p>	<p><b>basic</b> identification of relationships between parts of words and stems of words</p>	<p>identification of <b>elements</b> of relationships between parts of words and stems of words</p>
	<p><b>considered</b> comparisons between French and own language and culture, drawing from texts which relate to familiar routines and daily life</p>	<p><b>informed</b> comparisons between French and own language and culture, drawing from texts which relate to familiar routines and daily life</p>	<p>comparisons between French and own language and culture, drawing from texts which relate to familiar routines and daily life (AS14)</p>	<p><b>basic</b> comparisons between French and own language and culture, drawing from texts which relate to familiar routines and daily life</p>	<p><b>fragmented</b> comparisons between French and own language and culture, drawing from texts which relate to familiar routines and daily life</p>
	<p><b>considered</b> explanation to others about French terms and expressions that reflect cultural practices</p>	<p><b>effective</b> explanation to others about French terms and expressions that reflect cultural practices</p>	<p>explanation to others about French terms and expressions that reflect cultural practices (AS15)</p>	<p><b>partial</b> explanation to others about French terms and expressions that reflect cultural practices</p>	<p><b>fragmented</b> explanation to others about French terms and expressions that reflect cultural practices</p>
	<p>reflection on their cultural identity in light of their experience of learning French, with <b>considered</b> explanation of how ideas and ways of communicating are influenced by their membership of cultural groups</p>	<p>reflection on their cultural identity in light of their experience of learning French, with <b>informed</b> explanation of how ideas and ways of communicating are influenced by their membership of cultural groups</p>	<p>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</p>	<p>reflection on their cultural identity in light of their experience of learning French, with identification of <b>aspects</b> of how ideas and ways of communicating are influenced by their membership of cultural groups</p>	<p>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</p>

**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
<b>understanding</b>	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
<b>skills</b>	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](http://www.australiancurriculum.edu.au/f-10-curriculum/languages/glossary)) and from other sources to ensure consistent understanding.

Term	Description
<b>accuracy; accurate</b>	consistent with a standard, rule, convention or known facts; in Languages, <i>accurate</i> is the production of structurally correct forms of the target language
<b>apply; applying</b>	use or employ in a particular situation
<b>aspects</b>	particular parts or features
<b>basic</b>	fundamental; simple, elementary
<b>communicating</b>	a mutual and reciprocal exchange of meaning; in Languages, <i>communicating</i> refers to using language for communicative purposes in interpreting, creating and exchanging meaning; this includes: <ul style="list-style-type: none"><li>• listening and speaking in relation to relevant domains of language use and text types</li><li>• reading and writing in relation to relevant domains of language use and text types</li><li>• communicating strategies</li><li>• translating and interpreting</li><li>• reflecting on intercultural language use;</li></ul> students demonstrate <i>communicating</i> by: <ul style="list-style-type: none"><li>• describing the performance in the target language, both oral and written</li><li>• 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</li></ul>
<b>complex sentence</b>	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: <ul style="list-style-type: none"><li>• 'I took my umbrella [because it was raining]'</li><li>• 'The man [who came to dinner] is my brother.'</li></ul>
<b>compare</b>	estimate, measure or note how things are similar or dissimilar

Term	Description
<b>confident</b>	<p>having strong belief or full assurance; sure;</p> <p>in Languages, <i>confident</i> 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:</p> <ul style="list-style-type: none"> <li>• elaborate or explain the decisions made in response to the assessment provided</li> <li>• manipulate the language when translating to maintain the intent of the target language</li> </ul>
<b>considered</b>	<p>thought about deliberately with a purpose;</p> <p>in Languages, <i>considered</i> responses mean students demonstrate a <b>confident</b> understanding and appreciation of the cultural and linguistic knowledge and irregularities of the language</p>
<b>culture</b>	<p>a framework in which things come to be seen as having meaning; it involves the lens through which:</p> <ul style="list-style-type: none"> <li>• people see, think, interpret the world and experience</li> <li>• make assumptions about self and others</li> <li>• understand and represent individual and community identity</li> </ul>
<b>demonstrate; demonstration</b>	give a practical exhibition or explanation
<b>description; describe</b>	give an account of characteristics or features
<b>effective</b>	<p>meeting the assigned purpose in a way that produces a desired or intended result;</p> <p>in Languages, <i>effective</i> refers to being able to apply cultural and linguistic knowledge, with possible irregularities in responses provided; this includes:</p> <ul style="list-style-type: none"> <li>• effective use of a range of vocabulary and grammar</li> <li>• the meaning of familiar language is accurately demonstrated; complex language may be misinterpreted</li> <li>• subtleties maybe overlooked</li> <li>• cultural meanings are evident in responses but may not be fully developed;</li> </ul> <p>students demonstrate <i>effective usage</i> in the four major language skills:</p> <ul style="list-style-type: none"> <li>• listening — the speaker's attitude, purpose and intentions are recognised</li> <li>• reading — the purpose of the text and the writer's perspective and intention are recognised</li> <li>• writing — spelling, punctuation and word order display a reasonable degree of accuracy; written text is generally coherent</li> <li>• speaking — pronunciation, intonation, rhythm and stress are acceptable and register is appropriate to the situation</li> </ul>
<b>element</b>	<p>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;</p> <p>in Languages, <i>elements</i> refers to a single word or <b>fragmented</b> group of words, or part of a word, which recurs in various contexts in a language with relatively constant meaning</p>
<b>explain; explanation</b>	provide additional information that demonstrates understanding of reasoning and/or application
<b>familiar</b>	well-acquainted; thoroughly conversant to be familiar with a subject; to be familiar with a method
<b>fluent</b>	able to speak, write, translate and interpret <b>readily</b>



Term	Description
<b>formulaic language</b>	words or expressions which are commonly used in fixed patterns and learned as such without grammatical analysis, e.g. <ul style="list-style-type: none"> <li>• story starter: 'Once upon a time'</li> <li>• greeting in Australian English: 'G'day, how are you going?'</li> </ul>
<b>fragmented</b>	disjointed or isolated
<b>guided</b>	visual and/or verbal prompts to facilitate or support independent action
<b>identification; identify</b>	to establish or indicate who or what someone or something is
<b>informed</b>	having relevant knowledge; being conversant with the topic; in Languages, <i>informed</i> refers to being able to apply cultural and linguistic knowledge; with possible irregularities in responses provided; this includes: <ul style="list-style-type: none"> <li>• a range of vocabulary and grammar used effectively</li> <li>• the meaning of familiar language is accurately demonstrated</li> <li>• subtleties maybe overlooked</li> <li>• cultural meaning are evident in responses but may not be fully developed;</li> </ul> students demonstrate <i>informed usage</i> in the four major language skills: <ul style="list-style-type: none"> <li>• listening — the speaker's attitude, purpose and intentions are recognised</li> <li>• reading — the purpose of the text and the writer's perspective and intention are recognised</li> <li>• writing — spelling, punctuation and word order display a reasonable degree of accuracy; written text is generally coherent</li> <li>• speaking — pronunciation, intonation, rhythm and stress are acceptable and register is appropriate to the situation</li> </ul>
<b>interpret; interpretation</b>	in the context of second language learning, interpret refers to two distinct processes: <ul style="list-style-type: none"> <li>• the act of translation from one language to another</li> <li>• the process of understanding and explaining; the ability to conceive significance and construct meaning, and to explain to self or others</li> </ul>
<b>partial</b>	attempted; incomplete evidence provided
<b>purposeful</b>	intentional; done by design; focused and clearly linked to the goals of the task
<b>range</b>	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
<b>read; reading</b>	process visual or tactile symbols (e.g. braille), words or actions in order to derive and/or construct meaning; <i>reading</i> 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
<b>readily; ready</b>	promptly; quickly; easily; in a ready manner; willingly; fluent; this includes being <b>effective</b> and <b>informed</b>
<b>recognise; recognition</b>	to be aware of or acknowledge
<b>relate</b>	to tell or report about happenings, events or circumstances
<b>respond</b>	to react to a person or text



Term	Description
<b>speak</b>	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
<b>text</b>	an identified stretch of language, used as a means for communication or the focus of learning and investigation; <i>text forms</i> 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; <i>multimodal texts</i> combine language with other systems for communication, such as print text, visual images, soundtrack and spoken word, as in film or computer presentation media
<b>translation</b>	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
<b>understand; understanding</b>	to perceive what is meant, grasp an idea, and to be thoroughly familiar with; in Languages, <i>understanding</i> refers to analysing language and culture as resources for interpreting and shaping meaning in intercultural exchange; this includes: <ul style="list-style-type: none"> <li>• knowledge of the language system</li> <li>• variability in language use</li> <li>• reflection on language and culture</li> </ul>
<b>use; using</b>	to operate or put into effect