

Years 7 and 8 standard elaborations — Australian Curriculum: French

Years 7 to 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 8, students use French to interact with each other, teachers and online French-speaking contacts, to exchange information, opinions, experiences, thoughts and feelings about themselves, their families and friends. They initiate and sustain conversation by using active-listening skills and responding to others' contributions (for example, *c'est vrai ...; ah oui, en effet ...; pas possible!* AS1). They respond to familiar questions and directions (such as *Qu'est-ce que c'est? Qui est-ce? Posez la question à ...* AS2), and request help or clarification (for example, *Pardon? Pourquoi? Peux-tu répéter?* AS3). They approximate French sound patterns, intonation and rhythms, including novel elements of pronunciation such as *-r, -u* and *-ille* AS4. They use the present tense and present + infinitive form to make statements and ask questions about self, peers, family and interests (for example, *je suis italien-australien; j'habite à Cairns; j'ai une sœur et deux frères; j'aime chanter, et toi?* AS5). They locate factual information from a range of texts and use non-verbal, visual and contextual cues to help make meaning. They describe familiar objects, contexts and experiences (such as *la maison, le quartier, l'école* AS6), using appropriate subject–verb and noun–adjective gender and number agreements and vocabulary to describe appearance (for example, *grand, petit, belle, bizarre* AS7), character (for example, *sympa, compliqué* AS8) and quantity (for example, *les numéros, beaucoup de ...* AS9). They use modelled sentence structures, formulaic expressions and high-frequency vocabulary to create texts such as captions, emails, posters or short narratives and presentations AS10. They use conjunctions and connectives (such as *puis, ensuite* and *mais* AS11), and prepositions of place and time (such as *sous, sur, devant, après* and *avant* AS12) to build cohesion and extend sentence structure. They translate short texts and explain French gestures, expressions or signs to friends and family. They provide examples of how languages do not always translate directly, and how interpreting and translating involve meaning (for example, values, ideas, attitudes AS13) as well as parts of speech (such as nouns, verbs, adverbs AS14). They adjust language use to suit contexts and situations (for example, use of *tu* or *vous*, different forms of address AS15), and respond in culturally appropriate ways to interactions with French speakers or resources.

Students provide examples of the dynamic nature of contact between languages and cultures in the contemporary world. They identify the significance of French as a world language and the distribution of communities of French speakers in different countries and regions. They give examples of similarities between French and English (for example, the same alphabet and basic sentence structure, many words in common AS16), and some differences (such as pronunciation and intonation patterns, non-verbal language, grammatical gender forms and politeness protocols AS17). They identify French words used in English (such as 'menu', 'mousse' AS18), English words used in French (such as *le weekend, le football* AS19), and explain how languages and cultures influence and interact with each other (technology, globalisation, popular culture AS20). They know that French has its own rules for pronunciation, grammar and non-verbal communication and that they need to adjust language to suit different situations and relationships (for example, formal and informal language, different text types AS21). They use metalanguage to explain features of language, texts and grammar, making connections with terms such as 'verb', 'adjective' and 'tense' AS22 that are used in English learning, and incorporating new concepts such as grammatical gender AS23 for talking about French. Students give examples of how languages are connected with cultures, and of how French language reflects ways of behaving and thinking as does their own 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), <i>Australian Curriculum Version 8 French for Foundation–10</i> , www.australiancurriculum.edu.au/f-10-curriculum/languages/French |

Years 7 and 8 French standard elaborations

| | A | B | C | D | E |
|---|--|---|--|---|--|
| The folio of a student's work has the following characteristics: | | | | | |
| Communicating | <p>fluent use of French to:</p> <ul style="list-style-type: none"> interact with each other, teachers and online French-speaking contacts exchange information, opinions, experiences, thoughts and feelings about themselves, their families and friends | <p>effective use of French to:</p> <ul style="list-style-type: none"> interact with each other, teachers and online French-speaking contacts exchange information, opinions, experiences, thoughts and feelings about themselves, their families and friends | <p>use of French to:</p> <ul style="list-style-type: none"> interact with each other, teachers and online French-speaking contacts exchange information, opinions, experiences, thoughts and feelings about themselves, their families and friends | <p>partial use of French to:</p> <ul style="list-style-type: none"> interact with each other, teachers and online French-speaking contacts exchange information, opinions, experiences, thoughts and feelings about themselves, their families and friends | <p>fragmented use of French to:</p> <ul style="list-style-type: none"> interact with each other, teachers and online French-speaking contacts exchange information, opinions, experiences, thoughts and feelings about themselves, their families and friends |
| | <p>fluent initiation and sustaining of conversation by:</p> <ul style="list-style-type: none"> using active-listening skills responding to others' contributions | <p>effective initiation and sustaining of conversation by:</p> <ul style="list-style-type: none"> using active-listening skills responding to others' contributions | <p>initiation and sustaining of conversation by:</p> <ul style="list-style-type: none"> using active-listening skills responding to others' contributions <p>(AS1)</p> | <p>partial initiation and sustaining of conversation by:</p> <ul style="list-style-type: none"> using active-listening skills responding to others' contributions | <p>fragmented initiation and sustaining of conversation by:</p> <ul style="list-style-type: none"> using active-listening skills responding to others' contributions |
| | <ul style="list-style-type: none"> considered response to familiar questions and directions purposeful request for help or clarification | <ul style="list-style-type: none"> informed response to familiar questions and directions effective request for help or clarification | <ul style="list-style-type: none"> response to familiar questions and directions request for help or clarification <p>(AS2)</p> <p>(AS3)</p> | <ul style="list-style-type: none"> partial response to familiar questions and directions partial request for help or clarification | <ul style="list-style-type: none"> fragmented response to familiar questions and directions fragmented request for help or clarification |
| | <p>accurate approximation of French sound patterns, intonation and rhythms</p> | <p>effective approximation of French sound patterns, intonation and rhythms</p> | <p>approximation of French sound patterns, intonation and rhythms</p> <p>(AS4)</p> | <p>partial approximation of French sound patterns, intonation and rhythms</p> | <p>fragmented approximation of French sound patterns, intonation and rhythms</p> |
| | <p>fluent use of the present tense and present + infinitive form to make statements and ask questions about self, peers, family and interests</p> | <p>effective use of the present tense and present + infinitive form to make statements and ask questions about self, peers, family and interests</p> | <p>use of the present tense and present + infinitive form to make statements and ask questions about self, peers, family and interests</p> <p>(AS5)</p> | <p>partial use of the present tense and present + infinitive form to make statements and ask questions about self, peers, family and interests</p> | <p>fragmented use of the present tense and present + infinitive form to make statements and ask questions about self, peers, family and interests</p> |

| | A | B | C | D | E |
|---------------|---|---|---|--|---|
| Communicating | <ul style="list-style-type: none"> • accurate location of factual information from a range of texts • purposeful use of non-verbal, visual and contextual cues to help make meaning | <ul style="list-style-type: none"> • informed location of factual information from a range of texts • effective use of non-verbal, visual and contextual cues to help make meaning | <ul style="list-style-type: none"> • location of factual information from a range of texts • use of non-verbal, visual and contextual cues to help make meaning | <ul style="list-style-type: none"> • partial location of factual information from a range of texts • partial use of non-verbal, visual and contextual cues to help make meaning | <ul style="list-style-type: none"> • fragmented location of factual information from a range of texts • fragmented use of non-verbal, visual and contextual cues to help make meaning |
| | <p>fluent description of familiar objects, contexts and experiences using considered and appropriate subject–verb and noun–adjective gender and number agreements and purposeful vocabulary to describe appearance, character and quantity</p> | <p>effective description of familiar objects, contexts and experiences using informed and appropriate subject–verb and noun–adjective gender and number agreements and effective vocabulary to describe appearance, character and quantity</p> | <p>description of familiar objects, contexts and experiences (AS6) using appropriate subject–verb and noun–adjective gender and number agreements and vocabulary to describe appearance (AS7), character (AS8) and quantity (AS9)</p> | <p>partial description of familiar objects, contexts and experiences using partial subject–verb and noun–adjective gender and number agreements and partial vocabulary to describe appearance, character and quantity</p> | <p>fragmented description of familiar objects, contexts and experiences using fragmented subject–verb and noun–adjective gender and number agreements and fragmented vocabulary to describe appearance, character and quantity</p> |
| | <p>fluent use of modelled sentence structures, formulaic expressions and high frequency vocabulary to create texts</p> | <p>effective use of modelled sentence structures, formulaic expressions and high frequency vocabulary to create texts</p> | <p>use of modelled sentence structures, formulaic expressions and high frequency vocabulary to create texts (AS10)</p> | <p>partial use of modelled sentence structures, formulaic expressions and high frequency vocabulary to create texts</p> | <p>fragmented use of modelled sentence structures, formulaic expressions and high frequency vocabulary to create texts</p> |
| | <p>fluent use of conjunctions and connectives and prepositions of place and time to build cohesion and extend sentence structure</p> | <p>effective use of conjunctions and connectives and prepositions of place and time to build cohesion and extend sentence structure</p> | <p>use of conjunctions and connectives (AS11) and prepositions of place and time (AS12) to build cohesion and extend sentence structure</p> | <p>partial use of conjunctions and connectives and prepositions of place and time to build cohesion and extend sentence structure</p> | <p>fragmented use of conjunctions and connectives and prepositions of place and time to build cohesion and extend sentence structure</p> |
| | <p>accurate translation of short texts and explanation of French gestures, expressions or signs to friends and family</p> | <p>effective translation of short texts and explanation of French gestures, expressions or signs to friends and family</p> | <p>translation of short texts and explanation of French gestures, expressions or signs to friends and family</p> | <p>partial translation of short texts and explanation of French gestures, expressions or signs to friends and family</p> | <p>fragmented translation of short texts and explanation of French gestures, expressions or signs to friends and family</p> |

| | A | B | C | D | E |
|---------------|---|--|--|---|--|
| Communicating | <p>accurate provision of examples of how:</p> <ul style="list-style-type: none"> languages do not always translate directly interpreting and translating involve meaning as well as parts of speech | <p>informed provision of examples of how:</p> <ul style="list-style-type: none"> languages do not always translate directly interpreting and translating involve meaning as well as parts of speech | <p>provision of examples of how:</p> <ul style="list-style-type: none"> languages do not always translate directly interpreting and translating involve meaning (AS13) as well as parts of speech (AS14) | <p>partial provision of examples of how:</p> <ul style="list-style-type: none"> languages do not always translate directly interpreting and translating involve meaning as well as parts of speech | <p>fragmented provision of examples of how:</p> <ul style="list-style-type: none"> languages do not always translate directly interpreting and translating involve meaning as well as parts of speech |
| | <ul style="list-style-type: none"> purposeful adjustment of language use to suit contexts and situations considered response in culturally appropriate ways to interactions with French speakers or resources | <ul style="list-style-type: none"> informed adjustment of language use to suit contexts and situations effective response in culturally appropriate ways to interactions with French speakers or resources | <ul style="list-style-type: none"> adjustment of language use to suit contexts and situations (AS15) response in culturally appropriate ways to interactions with French speakers or resources | <ul style="list-style-type: none"> partial adjustment of language use to suit contexts and situations partial response in culturally appropriate ways to interactions with French speakers or resources | <ul style="list-style-type: none"> fragmented adjustment of language use to suit contexts and situations elements of response in culturally appropriate ways to interactions with French speakers or resources |
| Understanding | <p>provision of considered examples of the dynamic nature of contact between languages and cultures in the contemporary world</p> | <p>provision of informed examples of the dynamic nature of contact between languages and cultures in the contemporary world</p> | <p>provision of examples of the dynamic nature of contact between languages and cultures in the contemporary world</p> | <p>provision of partial examples of the dynamic nature of contact between languages and cultures in the contemporary world</p> | <p>provision of fragmented examples of the dynamic nature of contact between languages and cultures in the contemporary world</p> |
| | <p>considered identification of:</p> <ul style="list-style-type: none"> the significance of French as a world language the distribution of communities of French speakers in different countries and regions | <p>informed identification of:</p> <ul style="list-style-type: none"> the significance of French as a world language the distribution of communities of French speakers in different countries and regions | <p>identification of:</p> <ul style="list-style-type: none"> the significance of French as a world language the distribution of communities of French speakers in different countries and regions | <p>partial identification of:</p> <ul style="list-style-type: none"> the significance of French as a world language the distribution of communities of French speakers in different countries and regions | <p>fragmented identification of:</p> <ul style="list-style-type: none"> the significance of French as a world language the distribution of communities of French speakers in different countries and regions |
| | <p>purposeful provision of:</p> <ul style="list-style-type: none"> similarities between French and English some differences between French and English | <p>informed provision of:</p> <ul style="list-style-type: none"> similarities between French and English some differences between French and English | <p>provision of examples of:</p> <ul style="list-style-type: none"> similarities between French and English (AS16) some differences between French and English (AS17) | <p>partial provision of examples of:</p> <ul style="list-style-type: none"> similarities between French and English some differences between French and English | <p>fragmented provision of examples of:</p> <ul style="list-style-type: none"> similarities between French and English some differences between French and English |

| | A | B | C | D | E |
|---------------|---|---|---|--|---|
| Understanding | <ul style="list-style-type: none"> • considered identification of: <ul style="list-style-type: none"> – French words used in English – English words used in French • purposeful explanation of how languages and cultures influence and interact with each other | <ul style="list-style-type: none"> • informed identification of: <ul style="list-style-type: none"> – French words used in English – English words used in French • effective explanation of how languages and cultures influence and interact with each other | <ul style="list-style-type: none"> • identification of: <ul style="list-style-type: none"> – French words used in English (AS18) – English words used in French (AS19) • explanation of how languages and cultures influence and interact with each other (AS20) | <ul style="list-style-type: none"> • partial identification of: <ul style="list-style-type: none"> – French words used in English – English words used in French • partial explanation of aspects of how languages and cultures influence and interact with each other | <ul style="list-style-type: none"> • fragmented identification of: <ul style="list-style-type: none"> – French words used in English – English words used in French • statements about how languages and cultures influence and interact with each other |
| | <p>accurate knowledge that:</p> <ul style="list-style-type: none"> • French has its own rules for pronunciation, grammar and non-verbal communication • they need to adjust language to suit different situations and relationships | <p>informed knowledge that:</p> <ul style="list-style-type: none"> • French has its own rules for pronunciation, grammar and non-verbal communication • they need to adjust language to suit different situations and relationships | <p>knowledge that:</p> <ul style="list-style-type: none"> • French has its own rules for pronunciation, grammar and non-verbal communication • they need to adjust language to suit different situations and relationships (AS21) | <p>partial knowledge that:</p> <ul style="list-style-type: none"> • French has its own rules for pronunciation, grammar and non-verbal communication • they need to adjust language to suit different situations and relationships | <p>fragmented knowledge that:</p> <ul style="list-style-type: none"> • French has its own rules for pronunciation, grammar and non-verbal communication • they need to adjust language to suit different situations and relationships |
| | <p>purposeful use of metalanguage to:</p> <ul style="list-style-type: none"> • explain features of language, texts and grammar • make connections with terms such as ‘verb’, ‘adjective’ and ‘tense’ that are used in English learning • incorporate new concepts such as grammatical gender for talking about French | <p>informed use of metalanguage to:</p> <ul style="list-style-type: none"> • explain features of language, texts and grammar • make connections with terms such as ‘verb’, ‘adjective’ and ‘tense’ that are used in English learning • incorporate new concepts such as grammatical gender for talking about French | <p>use of metalanguage to:</p> <ul style="list-style-type: none"> • explain features of language, texts and grammar • make connections with terms that are used in English learning (AS22) • incorporate new concepts for talking about French (AS23) | <p>partial use of metalanguage to:</p> <ul style="list-style-type: none"> • explain features of language, texts and grammar • make connections with terms such as ‘verb’, ‘adjective’ and ‘tense’ that are used in English learning • incorporate new concepts such as grammatical gender for talking about French | <p>fragmented use of metalanguage to:</p> <ul style="list-style-type: none"> • explain features of language, texts and grammar • make connections with terms such as ‘verb’, ‘adjective’ and ‘tense’ that are used in English learning • incorporate new concepts such as grammatical gender for talking about French |

| | A | B | C | D | E |
|---------------|---|---|---|--|---|
| Understanding | <p>considered provision of examples of how:</p> <ul style="list-style-type: none"> languages are connected with cultures French language reflects ways of behaving and thinking as does their own language | <p>informed provision of examples of how:</p> <ul style="list-style-type: none"> languages are connected with cultures French language reflects ways of behaving and thinking as does their own language | <p>provision of examples of how:</p> <ul style="list-style-type: none"> languages are connected with cultures French language reflects ways of behaving and thinking as does their own language | <p>partial provision of examples of how:</p> <ul style="list-style-type: none"> languages are connected with cultures French language reflects ways of behaving and thinking as does their own language | <p>fragmented provision of examples of how:</p> <ul style="list-style-type: none"> languages are connected with cultures French language reflects ways of behaving and thinking as does their own 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 7 and 8 French SEs

These terms clarify the descriptors in the Years 7 and 8 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, <i>accurate</i> is the production of structurally correct forms of the target language |
| apply | 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, <i>communicating</i> refers to using language for communicative purposes in interpreting, creating and exchanging meaning; this includes: <ul style="list-style-type: none">• 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 language use; students demonstrate <i>communicating</i> by: <ul style="list-style-type: none">• 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: <ul style="list-style-type: none">• 'I took my umbrella [because it was raining]'• 'The man [who came to dinner] is my brother.' |

| Term | Description |
|---------------------------------------|--|
| confident | <p>assured;</p> <p>in Languages, <i>confident</i> students have a detailed knowledge and understanding of the target language, by being able to use the target language in the correct context; they can:</p> <ul style="list-style-type: none"> • 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 | <p>thought about deliberately with a purpose;</p> <p>in French, <i>considered</i> responses mean students demonstrate a confident understanding and appreciation of the cultural and linguistic knowledge and irregularities of the language</p> |
| culture | <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"> • people see, think, interpret the world and experience • make assumptions about self and others • understand and represent individual and community identity |
| demonstrate; demonstration | <p>give a practical exhibition or explanation</p> |
| discuss; discussion | <p>talk or write about a topic, taking in to account different issues or ideas</p> |
| description; describe | <p>give an account of characteristics or features</p> |
| effective; effectively | <p>meeting the assigned purpose in a way that produces a desired or intended result; 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"> • 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; <p>students demonstrate <i>effective usage</i> in the four major language skills:</p> <ul style="list-style-type: none"> • 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 | <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 fragmented group of words, or part of a word, which recurs in various contexts in a language with relatively constant meaning</p> |
| explain; explanation | <p>provide additional information that demonstrates understanding of reasoning and/or application</p> |
| familiar | <p>well-acquainted; thoroughly conversant to be familiar with a subject; to be familiar with a method</p> |

| Term | Description |
|--------------------------------------|---|
| fluent; fluently | 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. <ul style="list-style-type: none"> • story starter: 'Once upon a time' • greeting in Australian English: 'G'day, how are you going?' |
| fragmented | disjointed or isolated |
| identification; identify | to establish or indicate who or what someone or something is |
| informed | 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"> • 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 <i>informed usage</i> in the four major language skills: <ul style="list-style-type: none"> • 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, <i>interpret</i> refers to two distinct processes: <ul style="list-style-type: none"> • 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 |
| locate; location | to identify where something is found |
| metalinguage | a vocabulary used to discuss language conventions and use (for example, language used to talk about grammatical terms such as sentence, clause, conjunction; or about the social and cultural nature of language, such as face, reciprocating, register) |
| partial | attempted; incomplete evidence provided |
| purposeful; purposefully | 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; <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 |

| Term | Description |
|--------------------------------------|--|
| 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 |
| respond; response | 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; <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 |
| 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, <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"> • knowledge of the language system • variability in language use • reflection on language and culture |
| use; using | to operate or put into effect |