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|  | Years 7 and 8 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 7 and 8 Australian Curriculum: French achievement standard Prep to Year 10 sequence | |
| By the end of Year 8, students use written and spoken French to interact with teachers, peers and others and to exchange experiences, opinions and views. They use descriptive and expressive language to talk and write about immediate environments, personal interests and feelings and technical language to discuss issues of wider interest (for example, les nouvelles téchnologies*,* les rapports entre les générations*,* le travail, la musique [AS1](#SE1"\o “SE link 1, Alt+Left to return )). They ask, give and follow directions and instructions, using phrases such as prenez la deuxième rue à gauche ..., suivez le boulevard jusqu’à ...andchoisissez la photo [AS2](#SE2"\o “SE link 2, Alt+Left to return ). They locate and analyse information from different sources presenting it in modes and formats suitable for the intended audience. They use strategies such as emphasis, repetition and summary to support fluency and expression in shared reading, performances, discussions and debate [AS3](#SE3" \o “SE link 3, Alt+Left to return ). They plan, draft and present imaginative, informative and persuasive texts, using simple and compound sentences to structure arguments and to explain or justify a position. Students use regular verbs in the passé composé form independently as well as high-frequency irregular verbs such as faire*,* êtreandavoir [AS4](#SE4). They use declarative, imperative and interrogative verbs in affirmative and negative forms. They interpret and translate language which has colloquial or cultural associations in either French or Australian English, providing alternative expressions when equivalence is not possible (for example, à tout à l’heure, good on ya! [AS5](#SE5)). They make appropriate language choices when communicating in French in different contexts and situations.  Students use metalanguage to explain language features and elements, using appropriate grammatical terms (such as tenses, genres, agreement [AS6](#SE6)). They identify how language features such as vocabulary, tenor and register serve different purposes in different modes [AS7](#SE7). They make connections between texts and contexts, comparing expression and representation in similar texts from different cultural contexts (for example, invitations to celebrations or ceremonies, postcards or letters between friends [AS8](#SE8)). Students identify the relationship between language and culture, understanding that personal and community identity are expressed through cultural expression and language use. They reflect on their own ways of communicating, discussing how these might be interpreted by others. | |
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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 7 and 8 French standard elaborations

|  | A | B | C | D | E |
| --- | --- | --- | --- | --- | --- |
|  | The folio of a student’s work has the following characteristics: | | | | |
| Communicating | fluent use of:   * descriptive and expressive language to talk and write about immediate environments, personal interests and feelings * technical language to discuss issues of wider interest | effective use of:   * descriptive and expressive language to talk and write about immediate environments, personal interests and feelings * technical language to discuss issues of wider interest | use of:   * descriptive and expressive language to talk and write about immediate environments, personal interests and feelings ([AS1](#AS1)) * technical language to discuss issues of wider interest ([AS1](#AS1)) | partial use of:   * descriptive and expressive language to talk and write about immediate environments, personal interests and feelings * technical language to discuss issues of wider interest | fragmented use of:   * descriptive and expressive language to talk and write about immediate environments, personal interests and feelings * technical language to discuss issues of wider interest |
| accurate asking, giving and following directions and instructions, with purposeful use of phrases | effective asking, giving and following directions and instructions, with effective use of phrases | asking, giving and following directions and instructions, with use of phrases ([AS2](#AS2" \o "AS2, Alt+Left to return )) | asking, giving and following basic directions and instructions | asking, giving and following elements of directions and instructions |
| purposeful location and considered analysis of information from different sources, and purposeful presentation of it in modes and formats suitable for the intended audience | effective location and informed analysis of information from different sources, and effective presentation of it in modes and formats suitable for the intended audience | location and analysis of information from different sources, and presentation of it in modes and formats suitable for the intended audience | partial location of information from sources and basic presentation of it in modes and formats suitable for the intended audience | fragmented location of information from sources and presentation of elements of it to the audience |
| fluent use of strategies to support fluency and expression in shared reading, performances, discussions and debate | effective use of strategies to support fluency and expression in shared reading, performances, discussions and debate | use of strategies to support fluency and expression in shared reading, performances, discussions and debate ([AS3](#AS3" \o "AS3, Alt+Left to return )) | partial use of strategies to support fluency and expression in shared reading, performances, discussions and debate | fragmented use of strategies to support fluency and expression |
| Communicating | purposeful planning, considered drafting and purposeful presentation of imaginative, informative and persuasive texts, with purposeful use of simple and compound sentences to structure arguments and to explain or justify a position | effective planning, informed drafting and effective presentation of imaginative, informative and persuasive texts, with effective use of simple and compound sentences to structure arguments and to explain or justify a position | planning, drafting and presentation of imaginative, informative and persuasive texts, with use of simple and compound sentences to structure arguments and to explain or justify a position | partial planning, drafting and presentation of imaginative, informative and persuasive texts, with use of aspects of simple and compound sentences to structure arguments and to explain or justify a position | fragmented planning, drafting and presentation of imaginative, informative and persuasive texts, with use of elements of simple sentences to structure arguments and to explain or justify a position |
| fluent use of:   * regular verbs in the passé composé form independently * high-frequency irregular verbs | effective use of:   * regular verbs in the passé composé form independently * high-frequency irregular verbs | use of:   * regular verbs in the passé composé form independently * high-frequency irregular verbs ([AS4](#AS4" \o "AS4, Alt+Left to return )) | partial use of:   * regular verbs in the passé composé form independently * aspects of high-frequency irregular verbs | fragmented use of:   * regular verbs in the passé composé form * elements of high-frequency irregular verbs |
| fluent use of declarative, imperative and interrogative verbs in affirmative and negative forms | effective use of declarative, imperative and interrogative verbs in affirmative and negative forms | use of declarative, imperative and interrogative verbs in affirmative and negative forms | partial use of declarative, imperative and interrogative verbs in affirmative and negative forms | fragmented use of declarative, imperative and interrogative verbs in affirmative and negative forms |
| considered interpretation and fluent translation of language which has colloquial or cultural associations in either French or Australian English, and provision of alternative expressions when equivalence is not possible | informed interpretation and effective translation of language which has colloquial or cultural associations in either French or Australian English, and provision of alternative expressions when equivalence is not possible | interpretation and translation of language which has colloquial or cultural associations in either French or Australian English, and provision of alternative expressions when equivalence is not possible ([AS5](#AS5" \o "AS5, Alt+Left to return )) | basic interpretation and partial translation of language which has colloquial or cultural associations in either French or Australian English, and provision of basic alternative expressions when equivalence is not possible | fragmented interpretation and translation of elements of language which has colloquial or cultural associations in either French or Australian English |
| considered and appropriate language choices when communicating in French in different contexts and situations | effective and appropriate language choices when communicating in French in different contexts and situations | appropriate language choices when communicating in French in different contexts and situations | basic language choices when communicating in French in different contexts and situations | fragmented language choices when communicating in French in different contexts and situations |
| Understanding | purposeful use of metalanguage to explain language features and elements, using appropriate grammatical terms | effective use of metalanguage to explain language features and elements, using appropriate grammatical terms | use of metalanguage to explain language features and elements, using appropriate grammatical terms ([AS6](#AS6" \o "AS6, Alt+Left to return )) | use of aspects of metalanguage to explain language features and elements, using appropriate grammatical terms | fragmented use of metalanguage to explain language features and elements, using appropriate grammatical terms |
| considered identification of how language features serve different purposes in different modes | informed identification of how language features serve different purposes in different modes | identification of how language features serve different purposes in different modes ([AS7](#AS7" \o "AS7, Alt+Left to return )) | partial identification of how language features serve different purposes in different modes | fragmented identification of how language features serve different purposes in different modes |
| * making of considered connections between texts and contexts * purposeful comparison of expression and representation in similar texts from different cultural contexts | * making of informed connections between texts and contexts * effective comparison of expression and representation in similar texts from different cultural contexts | * making of connections between texts and contexts ([AS8](#AS8" \o "AS8, Alt+Left to return )) * comparison of expression and representation in similar texts from different cultural contexts ([AS8](#AS8)) | * making of partial connections between texts and contexts * comparison of aspects of expression and representation in similar texts from different cultural contexts | * making of fragmented connections between texts and contexts * comparison of elements of expression and representation in similar texts from different cultural contexts |
| considered identification of the relationship between language and culture, with understanding that personal and community identity are expressed through cultural expression and language use | informed identification of the relationship between language and culture, with understanding that personal and community identity are expressed through cultural expression and language use | identification of the relationship between language and culture, with understanding that personal and community identity are expressed through cultural expression and language use | basic identification of the relationship between language and culture, with understanding that personal and community identity are expressed through cultural expression and language use | identification elements of the relationship between language and culture, with understanding that personal and community identity are expressed through cultural expression and language use |
| reflection on their own ways of communicating, and purposeful discussion of how these might be interpreted by others | reflection on their own ways of communicating, and effective discussion of how these might be interpreted by others | reflection on their own ways of communicating, and discussion of how these might be interpreted by others | reflection on their own ways of communicating, and discussion of aspects of how these might be interpreted by others | reflection on their own ways of communicating, and discussion of elements of how these might be interpreted by others |
|  |  | | | | |
| 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 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](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 | 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.’ |
| ****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 | give a practical exhibition or explanation |
| 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 |
| justify | show how an argument or conclusion is right or reasonable |
| locate | to identify where something is found |
| 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 |
| 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)