

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* 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 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 technologies, les rapports entre les générations, le travail, la musique* AS1). They ask, give and follow directions and instructions, using phrases such as *prenez la deuxième rue à gauche ..., suivez le boulevard jusqu'à ...* and *choisissez la photo* AS2. 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. 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, être* and *avoir* AS4. 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). 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). They identify how language features such as vocabulary, tenor and register serve different purposes in different modes AS7. 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). 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.

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:</p> <ul style="list-style-type: none"> descriptive and expressive language to talk and write about immediate environments, personal interests and feelings technical language to discuss issues of wider interest 	<p>effective use of:</p> <ul style="list-style-type: none"> descriptive and expressive language to talk and write about immediate environments, personal interests and feelings technical language to discuss issues of wider interest 	<p>use of:</p> <ul style="list-style-type: none"> descriptive and expressive language to talk and write about immediate environments, personal interests and feelings (AS1) technical language to discuss issues of wider interest (AS1) 	<p>partial use of:</p> <ul style="list-style-type: none"> descriptive and expressive language to talk and write about immediate environments, personal interests and feelings technical language to discuss issues of wider interest 	<p>fragmented use of:</p> <ul style="list-style-type: none"> descriptive and expressive language to talk and write about immediate environments, personal interests and feelings technical language to discuss issues of wider interest
	<p>accurate asking, giving and following directions and instructions, with purposeful use of phrases</p>	<p>effective asking, giving and following directions and instructions, with effective use of phrases</p>	<p>asking, giving and following directions and instructions, with use of phrases (AS2)</p>	<p>asking, giving and following basic directions and instructions</p>	<p>asking, giving and following elements of directions and instructions</p>
	<p>purposeful location and considered analysis of information from different sources, and purposeful presentation of it in modes and formats suitable for the intended audience</p>	<p>effective location and informed analysis of information from different sources, and effective presentation of it in modes and formats suitable for the intended audience</p>	<p>location and analysis of information from different sources, and presentation of it in modes and formats suitable for the intended audience</p>	<p>partial location of information from sources and basic presentation of it in modes and formats suitable for the intended audience</p>	<p>fragmented location of information from sources and presentation of elements of it to the audience</p>
	<p>fluent use of strategies to support fluency and expression in shared reading, performances, discussions and debate</p>	<p>effective use of strategies to support fluency and expression in shared reading, performances, discussions and debate</p>	<p>use of strategies to support fluency and expression in shared reading, performances, discussions and debate (AS3)</p>	<p>partial use of strategies to support fluency and expression in shared reading, performances, discussions and debate</p>	<p>fragmented use of strategies to support fluency and expression</p>

	A	B	C	D	E
Communicating	<u>purposeful</u> planning, <u>considered</u> drafting and <u>purposeful</u> presentation of imaginative, informative and persuasive texts, with <u>purposeful</u> use of simple and compound sentences to structure arguments and to explain or justify a position	<u>effective</u> planning, <u>informed</u> drafting and <u>effective</u> presentation of imaginative, informative and persuasive texts, with <u>effective</u> 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	<u>partial</u> planning, drafting and presentation of imaginative, informative and persuasive texts, with use of <u>aspects of</u> simple and compound sentences to structure arguments and to explain or justify a position	<u>fragmented</u> planning, drafting and presentation of imaginative, informative and persuasive texts, with use of <u>elements of</u> simple sentences to structure arguments and to explain or justify a position
	<u>fluent</u> use of: <ul style="list-style-type: none"> regular verbs in the <i>passé composé</i> form independently high-frequency irregular verbs 	<u>effective</u> use of: <ul style="list-style-type: none"> regular verbs in the <i>passé composé</i> form independently high-frequency irregular verbs 	use of: <ul style="list-style-type: none"> regular verbs in the <i>passé composé</i> form independently high-frequency irregular verbs (AS4) 	<u>partial</u> use of: <ul style="list-style-type: none"> regular verbs in the <i>passé composé</i> form independently <u>aspects of</u> high-frequency irregular verbs 	<u>fragmented</u> use of: <ul style="list-style-type: none"> regular verbs in the <i>passé composé</i> form <u>elements of</u> high-frequency irregular verbs
	<u>fluent</u> use of declarative, imperative and interrogative verbs in affirmative and negative forms	<u>effective</u> use of declarative, imperative and interrogative verbs in affirmative and negative forms	use of declarative, imperative and interrogative verbs in affirmative and negative forms	<u>partial</u> use of declarative, imperative and interrogative verbs in affirmative and negative forms	<u>fragmented</u> use of declarative, imperative and interrogative verbs in affirmative and negative forms
	<u>considered</u> interpretation and <u>fluent</u> 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	<u>informed</u> interpretation and <u>effective</u> 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)	<u>basic</u> interpretation and <u>partial</u> translation of language which has colloquial or cultural associations in either French or Australian English, and provision of <u>basic</u> alternative expressions when equivalence is not possible	<u>fragmented</u> interpretation and translation of <u>elements of</u> language which has colloquial or cultural associations in either French or Australian English
	<u>considered and</u> appropriate language choices when communicating in French in different contexts and situations	<u>effective and</u> appropriate language choices when communicating in French in different contexts and situations	appropriate language choices when communicating in French in different contexts and situations	<u>basic</u> language choices when communicating in French in different contexts and situations	<u>fragmented</u> language choices when communicating in French in different contexts and situations

	A	B	C	D	E
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)	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)	partial identification of how language features serve different purposes in different modes	fragmented identification of how language features serve different purposes in different modes
	<ul style="list-style-type: none"> making of considered connections between texts and contexts purposeful comparison of expression and representation in similar texts from different cultural contexts 	<ul style="list-style-type: none"> making of informed connections between texts and contexts effective comparison of expression and representation in similar texts from different cultural contexts 	<ul style="list-style-type: none"> making of connections between texts and contexts (AS8) comparison of expression and representation in similar texts from different cultural contexts (AS8) 	<ul style="list-style-type: none"> making of partial connections between texts and contexts comparison of aspects of expression and representation in similar texts from different cultural contexts 	<ul style="list-style-type: none"> 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), (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.'
considered	thought about deliberately with a purpose; in Languages, <i>considered</i> responses mean students demonstrate a confident understanding and appreciation of the cultural and linguistic knowledge and irregularities of the language

Term	Description
culture	a framework in which things come to be seen as having meaning; it involves the lens through which: <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	give a practical exhibition or explanation
effective	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: <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; students demonstrate <i>effective 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
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; <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	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. <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
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

Term	Description
informed	<p>having relevant knowledge; being conversant with the topic;</p> <p>in Languages, <i>informed</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"> • 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; <p>students demonstrate <i>informed 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
interpret; interpretation	<p>in the context of second language learning, interpret refers to two distinct processes:</p> <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
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	<p>process visual or tactile symbols (e.g. braille), words or actions in order to derive and/or construct meaning;</p> <p><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</p>
readily; ready	<p>promptly; quickly; easily; in a ready manner; willingly; fluent;</p> <p>this includes being effective and informed</p>
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

Term	Description
text	<p>an identified stretch of language, used as a means for communication or the focus of learning and investigation;</p> <p><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;</p> <p><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</p>
translation	<p>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</p>
understand; understanding	<p>to perceive what is meant, grasp an idea, and to be thoroughly familiar with;</p> <p>in Languages, <i>understanding</i> refers to analysing language and culture as resources for interpreting and shaping meaning in intercultural exchange; this includes:</p> <ul style="list-style-type: none"> • knowledge of the language system • variability in language use • reflection on language and culture
use; using	<p>to operate or put into effect</p>