Years 9 and 10 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 10, students use written and spoken French to socialise with peers, teachers and other French speakers in local contexts and online environments. They communicate about immediate and personal interests and involvements (such as family, friends, interests [AS1]), and some broader social and cultural issues (such as health, social media, international experience, the environment [AS2]). They approximate rhythms and intonation patterns of extended and compound sentences, using syllable combinations, and building fluency and accuracy in pronunciation, pitch and stress. They use the *passé composé* tense of regular verbs with *avoir* and *être*, noticing that the *participe passé* form of verbs with *être* involves gender and number agreement. They identify the form and function of reflexive verbs (such as *se laver*, *se lever* [AS3]) and use appropriate forms of possessive adjectives in own language production. They locate, interpret and analyse information from different print, digital and community sources, and communicate information, ideas and views in a range of contexts using different modes of presentation. They use expressive and descriptive vocabulary to talk about feelings and experiences. They create imaginative and performative texts for a range of purposes, such as entertaining or persuading [AS4]. They use French to narrate and describe, matching modes of presentation to context and intended audience. They create bilingual texts (such as guides, event commentaries, cultural glossaries [AS5]), and interpret observed interactions in terms of cultural practices and comparisons.

Students identify differences between spoken and written forms of French, comparing these with English and other known languages. They identify the importance of non-verbal elements of communication, such as facial expressions, gestures and intonation [AS6]. They make distinctions between familiar text types, such as greetings, instructions and menus [AS7], commenting on differences in language features and text structures. They use metalanguage for talking about language (such as formal and informal language, body language [AS8]) and for reflecting on the experience of French language and culture learning. They identify relationships between parts of words (such as suffixes, prefixes [AS9]) and stems of words (such as *préparer*, *préparation*; *le marché*, *le supermarché*, *l'hypermarché* [AS10]). Students identify the validity of different perspectives, and make comparisons across languages and cultures, drawing from texts which relate to familiar routines and daily life (for example, *la vie scolaire*, *la famille*, *les courses*, *les loisirs*, *la cuisine* [AS11]). They explain to others French terms and expressions that reflect cultural practices (such as *bon appétit*, *bonne fête* [AS12]). They reflect on their own cultural identity in light of their experience of learning French, discussing how their ideas and ways of communicating are influenced by their membership of cultural groups.

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), *Australian Curriculum Version 8 French for Foundation–10*, www.australiancurriculum.edu.au/f-10-curriculum/languages/French

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	A	B	C	D	E
	The folio of a student's work has the following characteristics:				
Communicating	**fluent** use of written and spoken French to socialise with peers, teachers and other French speakers in local contexts and online environments	**effective** use of written and spoken French to socialise with peers, teachers and other French speakers in local contexts and online environments	use of written and spoken French to socialise with peers, teachers and other French speakers in local contexts and online environments	**partial** use of written and spoken French to socialise with peers, teachers and other French speakers in local contexts and online environments	**fragmented** use of written and spoken French to socialise with peers, teachers and other French speakers in local contexts and online environments
	fluent communication about: • immediate and personal interests and involvements • some broader social and cultural issues	**effective** communication about: • immediate and personal interests and involvements • some broader social and cultural issues	communication about: • immediate and personal interests and involvements (AS1) • some broader social and cultural issues (AS2)	**partial** communication about: • immediate and personal interests and involvements • some broader social and cultural issues	**fragmented** communication about: • immediate and personal interests and involvements • some broader social and cultural issues
	considered approximation of rhythms and intonation patterns of extended and compound sentences, with: • **accurate** use of syllable combinations • **purposeful** building of fluency and accuracy in pronunciation, pitch and stress	**effective** approximation of rhythms and intonation patterns of extended and compound sentences, with: • **effective** use of syllable combinations • **effective** building of fluency and accuracy in pronunciation, pitch and stress	approximation of rhythms and intonation patterns of extended and compound sentences, with: • use of syllable combinations • building of fluency and accuracy in pronunciation, pitch and stress	**partial** approximation of rhythms and intonation patterns of extended and compound sentences, with: • **partial** use of syllable combinations • **partial** building of fluency and accuracy in pronunciation, pitch and stress	**fragmented** approximation of rhythms and intonation patterns of extended and compound sentences, with: • **fragmented** use of syllable combinations • **fragmented** building of fluency and accuracy in pronunciation, pitch and stress
	considered use of the *passé composé* tense of regular verbs with *avoir* and *être*, noticing that the *participe passé* form of verbs with *être* involve gender and number agreement	**effective** use of the *passé composé* tense of regular verbs with *avoir* and *être*, noticing that the *participe passé* form of verbs with *être* involve gender and number agreement	use of the *passé composé* tense of regular verbs with *avoir* and *être*, noticing that the *participe passé* form of verbs with *être* involve gender and number agreement	**partial** use of the *passé composé* tense of regular verbs with *avoir* and *être*, noticing that the *participe passé* form of verbs with *être* involve gender and number agreement	**fragmented** use of the *passé composé* tense of regular verbs with *avoir* and *être*

	A	B	C	D	E
Communicating	• accurate identification of the form and function of reflexive verbs • considered use of appropriate forms of possessive adjectives in own language production	• informed identification of the form and function of reflexive verbs • informed use of appropriate forms of possessive adjectives in own language production	• identification of the form and function of reflexive verbs (AS3) • use of appropriate forms of possessive adjectives in own language production	• partial identification of the form and function of reflexive verbs • partial use of appropriate forms of possessive adjectives in own language production	• fragmented identification of the form and function of reflexive verbs • fragmented use of appropriate forms of possessive adjectives in own language production
	• purposeful location, interpretation and analysis of information from different print, digital and community sources • purposeful communication of information, ideas and views in a range of contexts using different modes of presentation	• effective location, interpretation and analysis of information from different print, digital and community sources • effective communication of information, ideas and views in a range of contexts using different modes of presentation	• location, interpretation and analysis of information from different print, digital and community sources • communication of information, ideas and views in a range of contexts using different modes of presentation	• partial location, interpretation and analysis of information from different print, digital and community sources • partial communication of information, ideas and views in a range of contexts using different modes of presentation	• fragmented location, interpretation and analysis of information from different print, digital and community sources • fragmented communication of information, ideas and views in a range of contexts using different modes of presentation
	fluent use of expressive and descriptive vocabulary to talk about feelings and experiences	effective use of expressive and descriptive vocabulary to talk about feelings and experiences	use of expressive and descriptive vocabulary to talk about feelings and experiences	partial use of expressive and descriptive vocabulary to talk about feelings and experiences	fragmented use of expressive and descriptive vocabulary to talk about feelings and experiences
	accurate creation of imaginative and performative texts for a range of purposes	effective creation of imaginative and performative texts for a range of purposes	creation of imaginative and performative texts for a range of purposes (AS4)	partial creation of imaginative and performative texts for a range of purposes	fragmented creation of imaginative and performative texts for a range of purposes
	fluent use of French to narrate and describe, with considered matching of modes of presentation to context and intended audience	effective use of French to narrate and describe, with effective matching of modes of presentation to context and intended audience	use of French to narrate and describe, with matching of modes of presentation to context and intended audience	partial use of French to narrate and describe, with partial matching of modes of presentation to context and intended audience	fragmented use of French to narrate and describe, with fragmented matching of modes of presentation to context and intended audience

	A	B	C	D	E
Communicating	• creation of accurate bilingual texts • considered interpretation of observed interactions in terms of cultural practices and comparisons	• creation of effective bilingual texts • effective interpretation of observed interactions in terms of cultural practices and comparisons	• creation of bilingual texts (AS5) • interpretation of observed interactions in terms of cultural practices and comparisons	• creation of partial bilingual texts • partial interpretation of observed interactions in terms of cultural practices and comparisons	• creation of fragmented bilingual texts • statements about observed interactions
Understanding	accurate identification of differences between spoken and written forms of French, and comparison of these with English and other known languages	effective identification of differences between spoken and written forms of French, and comparison of these with English and other known languages	identification of differences between spoken and written forms of French, and comparison of these with English and other known languages	partial identification of differences between spoken and written forms of French, and comparison of these with English and other known languages	fragmented identification of differences between spoken and written forms of French, and comparison of these with English and other known languages
	accurate identification of the importance of non-verbal elements of communication	effective identification of the importance of non-verbal elements of communication	identification of the importance of non-verbal elements of communication (AS6)	partial identification of the importance of non-verbal elements of communication	fragmented identification of the importance of non-verbal elements of communication
	making purposeful distinctions between familiar text types, with considered comments on differences in language features and text structures	making informed distinctions between familiar text types, with informed comments on differences in language features and text structures	making distinctions between familiar text types (AS7), with comments on differences in language features and text structures	making partial distinctions between familiar text types, with partial comments on differences in language features and text structures	making fragmented distinctions between familiar text types, with fragmented comments on differences in language features and text structures
	purposeful location, accurate interpretation and considered analysis of information from different print, digital and community sources	effective location, effective interpretation and informed analysis of information from different print, digital and community sources	location, interpretation and analysis of information from different print, digital and community sources	partial location, basic interpretation and aspects of analysis of information from different print, digital and community sources	fragmented location, elements of interpretation and statements about analysis of information from different print, digital and community sources

	A	B	C	D	E
Understanding	purposeful use of metalanguage for: • talking about language • reflecting on the experience of French language and culture learning	effective use of metalanguage for: • talking about language • reflecting on the experience of French language and culture learning	use of metalanguage for: • talking about language (AS8) • reflecting on the experience of French language and culture learning	partial use of metalanguage for: • talking about language • reflecting on the experience of French language and culture learning	fragmented use of metalanguage for: • talking about language • reflecting on the experience of French language and culture learning
	considered identification of relationships between parts of words and stems of words	informed identification of relationships between parts of words and stems of words	identification of relationships between parts of words (AS9) and stems of words (AS10)	partial identification of relationships between parts of words and stems of words	fragmented identification of relationships between parts of words and stems of words
	• considered identification of the validity of different perspectives • making accurate comparisons across languages and cultures, drawing from texts which relate to familiar routines and daily life	• informed identification of the validity of different perspectives • making effective comparisons across languages and cultures, drawing from texts which relate to familiar routines and daily life	• identification of the validity of different perspectives • making comparisons across languages and cultures, drawing from texts which relate to familiar routines and daily life (AS11)	• partial identification of the validity of different perspectives • making partial comparisons across languages and cultures, drawing from texts which relate to familiar routines and daily life	• fragmented identification of the validity of different perspectives • making fragmented comparisons across languages and cultures, drawing from texts which relate to familiar routines and daily life
	considered explanation to others about French terms and expressions that reflect cultural practices	effective explanation to others about French terms and expressions that reflect cultural practices	explanation to others about French terms and expressions that reflect cultural practices (AS12)	partial explanation to others about French terms and expressions that reflect cultural practices	fragmented explanation to others about French terms and expressions that reflect cultural practices
	purposeful reflection on their own cultural identity in light of their experience of learning French, with purposeful discussion of how their ideas and ways of communicating are influenced by their membership of cultural groups	informed reflection on their own cultural identity in light of their experience of learning French, with informed discussion of how their ideas and ways of communicating are influenced by their membership of cultural groups	reflection on their own cultural identity in light of their experience of learning French, with discussion of how their ideas and ways of communicating are influenced by their membership of cultural groups	partial reflection on their own cultural identity in light of their experience of learning French, with discussion of how their ideas and ways of communicating are influenced by their membership of cultural groups	fragmented reflection on their own cultural identity in light of their experience of learning French, with fragmented discussion of how their ideas and ways of communicating are influenced by their membership of cultural groups

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 9 and 10 French SEs

These terms clarify the descriptors in the Years 9 and 10 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, *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
bilingual	ability to use two or more languages
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.'

Term	Description
confident	assured; in Languages, *confident* 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: • elaborate or explain the decisions made in response to the assessment provided • manipulate the language when translating to maintain the intent of the target language
considered	thought about deliberately with a purpose; in French, *considered* responses mean students demonstrate a confident understanding and appreciation of the cultural and linguistic knowledge and irregularities of the language
culture	a framework in which things come to be seen as having meaning; it involves the lens through which: • people see, think, interpret the world and experience • make assumptions about self and others • understand and represent individual and community identity
demonstrate; demonstration	give a practical exhibition or explanation
discuss; discussion	talk or write about a topic, taking in to account different issues or ideas
distinction	the recognising or noting of differences; discrimination
description; describe	give an account of characteristics or features
effective; effectively	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

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Term	Description
familiar	well-acquainted; thoroughly conversant to be familiar with a subject; to be familiar with a method
fluent; **fluently;** **fluency**	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
identification; **identify**	to establish or indicate who or what someone or something is
informed	having relevant knowledge; being conversant with the topic; in Languages, *informed* refers 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**	explaining the meaning of information or actions; 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
locate; **location**	to identify where something is found
metalanguage	a vocabulary used to discuss language conventions and use (e.g. 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; **partially**	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

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Term	Description
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

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