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|  | Years 9 and 10 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 9 and 10 Australian Curriculum: French achievement standard Prep to Year 10 sequence | |
| By the end of Year 10, students use written and spoken French to communicate with teachers, peers and others in a range of settings and for a range of purposes They use language to access and exchange information on a broad range of social, cultural and youth-related issues (for example, student politics and priorities, the environment, virtual worlds [AS1](#SE1)). They socialise, express feelings and opinions, and use expressive and descriptive language to participate in different modes of imaginative and creative expression. They initiate conversations and discussion (such as Qu’est-ce que vous pensez au sujet de ... ? A mon avis ... [AS2](#SE2)), change or elaborate on topics (for example, Oui, mais … d’autre part ... [AS3](#SE3)), and provide feedback and encouragement (for example, En effet - c’est intéressant; et toi, qu’est-ce que tu en dis? [AS4](#SE4" \o "SE link 4, Alt+Left to return )). They employ self-correction and repair strategies, and use non-verbal elements such as gestures, pacing and pitch to maintain momentum and engage interest. They locate and evaluate information on local and global issues from a range of perspectives and sources. They produce informative, persuasive and imaginative texts, incorporating relative clauses and adverbial phrases, using some specialised vocabulary and cohesive devices. Students use présent, passé composé, imparfait and futur proche tenses in their own texts, and the conditional tense to express intention or preference (for example, Je voudrais aller au cinéma ce soir [AS5](#SE5" \o "SE link 5, Alt+Left to return )). They use with support futur and plus-que-parfait tenses. Students translate and interpret a range of French and English texts, comparing versions and analysing processes.  Students explain differences between spoken and written French, and identify the contribution of non-verbal elements of spoken communication and the crafted nature of written text (for example, grammatical elaboration, cohesion [AS6](#SE6" \o "SE link 6, Alt+Left to return )). They provide examples of the blurring of these differences in modes of communication such as text messages, emails or conversation transcripts [AS7](#SE7" \o "SE link 7, Alt+Left to return ). They describe how languages change, borrow from, build upon and blend with each other (for example, le franglais [AS8](#SE8" \o "SE link 8, Alt+Left to return )). They demonstrate understanding of the power of language to shape relationships, to include and exclude. They use appropriate terminology to explain some irregularities of grammatical patterns and rules (such as irregular verb forms, different word order of some adjective-noun combinations [AS9](#SE9" \o "SE link 9, Alt+Left to return )), and textual conventions associated with familiar genres such as invitations, apologies or music reviews [AS10](#SE10" \o "SE link 10, Alt+Left to return ). They reflect on their own cultural perspectives and discuss how these are impacted by French language and culture learning. | |
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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 9 and 10 French standard elaborations

|  | A | B | C | D | E |
| --- | --- | --- | --- | --- | --- |
|  | The folio of a student’s work has the following characteristics: | | | | |
| Communicating | fluent use of language to access and exchange information on a broad range of social, cultural and youth‑related issues | effective use of language to access and exchange information on a broad range of social, cultural and youth‑related issues | use of language to access and exchange information on a broad range of social, cultural and youth‑related issues ([AS1](#AS1" \o "AS1, Alt+Left to return )) | partial use of language to access and exchange information on a broad range of social, cultural and youth‑related issues | fragmented use of language to access and exchange information on a broad range of social, cultural and youth‑related issues |
| participation in different modes of imaginative and creative expression through:   * considered socialisation * effective expression of feelings and opinions * accurate use of expressive and descriptive language | participation in different modes of imaginative and creative expression through:   * effective socialisation * effective expression of feelings and opinions * effective use of expressive and descriptive language | participation in different modes of imaginative and creative expression through:   * socialisation * expression of feelings and opinions * use of expressive and descriptive language | participation in different modes of imaginative and creative expression through:   * partial socialisation * basic expression of feelings and opinions * partial use of expressive and descriptive language | participation in different modes of imaginative and creative expression through:   * fragmented socialisation * fragmented expression of feelings and opinions * fragmented use of expressive and descriptive language |
| * fluent initiation of conversations and discussion * fluent changing or elaboration on topics * provision of accurate feedback and encouragement | * effective initiation of conversations and discussion * effective changing or elaboration on topics * provision of effective feedback and encouragement | * initiation of conversations and discussion ([AS2](#AS2" \o "AS2, Alt+Left to return )) * changing or elaboration on topics ([AS3](#AS3" \o "AS3, Alt+Left to return )) * provision of feedback and encouragement ([AS4](#AS4" \o "AS4, Alt+Left to return )) | * initiation of aspects of conversations and discussion * changing or elaboration on aspects of topics * provision of aspects of feedback and encouragement | * initiation of elements of conversations and discussion * changing or elaboration on elements of topics * provision of elements of feedback and encouragement |
| * accurate employment of self‑correction and repair strategies * accurate use of non‑verbal elements such as gestures, pacing and pitch to maintain momentum and engage interest | * effective employment of self‑correction and repair strategies * effective use of non‑verbal elements such as gestures, pacing and pitch to maintain momentum and engage interest | * employment of self‑correction and repair strategies * use of non‑verbal elements such as gestures, pacing and pitch to maintain momentum and engage interest | * partial employment of self‑correction and repair strategies * basic use of non‑verbal elements such as gestures, pacing and pitch to maintain momentum and engage interest | * employment of elements of self‑correction and repair strategies * use of elements of non‑verbal elements such as gestures, pacing and pitch to maintain momentum and engage interest |
| Communicating | purposeful location and considered evaluation of information on local and global issues from a range of perspectives and sources | effective location and informed evaluation of information on local and global issues from a range of perspectives and sources | location and evaluation of information on local and global issues from a range of perspectives and sources | partial location and partial evaluation of information on local and global issues from a range of perspectives and sources | fragmented location and fragmented evaluation of information on local and global issues from perspectives and sources |
| considered production of informative, persuasive and imaginative texts and incorporation of relative clauses and adverbial phrases, using some specialised vocabulary and cohesive devices | effective production of informative, persuasive and imaginative texts and incorporation of relative clauses and adverbial phrases, using some specialised vocabulary and cohesive devices | production of informative, persuasive and imaginative texts and incorporation of relative clauses and adverbial phrases, using some specialised vocabulary and cohesive devices | partial production of informative, persuasive and imaginative texts and incorporation of relative clauses and adverbial phrases, using vocabulary and cohesive devices | fragmented production of informative, persuasive and imaginative texts and incorporation of relative clauses and adverbial phrases |
| fluent use of:   * présent, passé composé, imparfait and futur proche tenses in their own texts * the conditional tense to express intention or preference | effective use of:   * présent, passé composé, imparfait and futur proche tenses in their own texts * the conditional tense to express intention or preference | use of:   * présent, passé composé, imparfait and futur proche tenses in their own texts * the conditional tense to express intention or preference ([AS5](#AS5" \o "AS5, Alt+Left to return )) | partial use of:   * présent*,* passé composé*,* imparfait and futur prochetenses in their own texts * the conditional tense to express intention or preference | fragmented use of:   * présent*,* passé composé*,* imparfait and futur proche tenses in their own texts * the conditional tense to express intention or preference |
| use of futur and plus‑que‑parfait tenses fluently with support | use of futur and plus‑que‑parfait tenses effectively with support | use of futur and plus‑que‑parfait tenses with support | use of aspects of futur and plus‑que‑parfait tenses with support | use of elements of futur and plus‑que‑parfait tenses with support |
| fluent translation and considered interpretation of a range of French and English texts, with comparison of versions and analysis of processes | effective translation and informed interpretation of a range of French and English texts, with comparison of versions and analysis of processes | translation and interpretation of a range of French and English texts, with comparison of versions and analysis of processes | partial translation and basic interpretation of a range of French and English texts, with comparison of versions and analysis of processes | translation of elements of, and fragmented interpretation of a range of French and English texts, with comparison of versions and analysis of processes |
| Understanding | * purposeful explanation of differences between spoken and written French * considered identification of the contribution of non‑verbal elements of spoken communication and the crafted nature of written text | * informed explanation of differences between spoken and written French * effective identification of the contribution of non‑verbal elements of spoken communication and the crafted nature of written text | * explanation of differences between spoken and written French * identification of the contribution of non‑verbal elements of spoken communication and the crafted nature of written text ([AS6](#AS6" \o "AS6, Alt+Left to return )) | * partial explanation of differences between spoken and written French * basic identification of the contribution of non‑verbal elements of spoken communication and the crafted nature of written text | * fragmented explanation of differences between spoken and written French * fragmented identification of the contribution of non‑verbal elements of spoken communication and the crafted nature of written text |
| considered provision of examples of the blurring of differences in modes of communication | informed provision of examples of the blurring of differences in modes of communication | provision of examples of the blurring of differences in modes of communication ([AS7](#AS7" \o "AS7, Alt+Left to return )) | provision of aspects of examples of the blurring of differences in modes of communication | provision of elements of examples of the blurring of differences in modes of communication |
| purposeful description of how languages change, borrow from, build upon and blend with each other | informed description of how languages change, borrow from, build upon and blend with each other | description of how languages change, borrow from, build upon and blend with each other ([AS8](#AS8" \o "AS8, Alt+Left to return )) | partial description of how languages change, borrow from, build upon and blend with each other | fragmented description of how languages change, borrow from, build upon and blend with each other |
| considered demonstration of understanding of the power of language to:   * shape relationships * include and exclude | effective demonstration of understanding of the power of language to:   * shape relationships * include and exclude | demonstration of understanding of the power of language to:   * shape relationships * include and exclude | demonstration of understanding of aspects of the power of language to:   * shape relationships * include and exclude | demonstration of understanding of elements of the power of language to:   * shape relationships * include and exclude |
| considered use of appropriate terminology to purposefully explain:   * some irregularities of grammatical patterns and rules * textual conventions associated with familiar genres | informed use of appropriate terminology to effectively explain:   * some irregularities of grammatical patterns and rules * textual conventions associated with familiar genres | use of appropriate terminology to explain:   * some irregularities of grammatical patterns and rules ([AS9](#AS9" \o "AS9, Alt+Left to return )) * textual conventions associated with familiar genres ([AS10](#AS10)) | partial use of appropriate terminology to partially explain:   * some irregularities of grammatical patterns and rules * textual conventions associated with familiar genres | fragmented use of terminology to explain elements of:   * some irregularities of grammatical patterns and rules * textual conventions associated with familiar genres |
| Understanding | considered reflection on their own cultural perspectives and purposeful discussion of how these are impacted by French language and culture learning | informed reflection on their own cultural perspectives and effective discussion of how these are impacted by French language and culture learning | reflection on their own cultural perspectives and discussion of how these are impacted by French language and culture learning | reflection on their own cultural perspectives and discussion of aspects of how these are impacted by French language and culture learning | statements about their own cultural perspectives and discussion of elements of how these are impacted by French language and culture learning |
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| 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 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](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.’ |
| 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](#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 |
| 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 |
| evaluate | examine and judge the merit or significance of something |
| 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; 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.   * 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, 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 | 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 |
| 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 |
| 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)