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* 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 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]). 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]), change or elaborate on topics (for example, *Oui, mais … d'autre part ...* [AS3]), and provide feedback and encouragement (for example, *En effet - c'est intéressant; et toi, qu'est-ce que tu en dis?* [AS4]). 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]). 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]). They provide examples of the blurring of these differences in modes of communication such as text messages, emails or conversation transcripts [AS7]. They describe how languages change, borrow from, build upon and blend with each other (for example, *le franglais* [AS8]). 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]), and textual conventions associated with familiar genres such as invitations, apologies or music reviews [AS10]. They reflect on their own cultural perspectives and discuss how these are impacted by French language and culture learning.

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

Years 9 and 10 standard elaborations — Australian Curriculum: French   **Queensland Curriculum & Assessment Authority**
Prep to Year 10 sequence   April 2018
Page **2** of 10

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)	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) • changing or elaboration on topics (AS3) • provision of feedback and encouragement (AS4)	• 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

	A	B	C	D	E
Communicating	<u>purposeful</u> location and <u>considered</u> evaluation of information on local and global issues from a range of perspectives and sources	<u>effective</u> location and <u>informed</u> 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	<u>partial</u> location and <u>partial</u> evaluation of information on local and global issues from a range of perspectives and sources	<u>fragmented</u> location and <u>fragmented</u> evaluation of information on local and global issues from perspectives and sources
	<u>considered</u> production of informative, persuasive and imaginative texts and incorporation of relative clauses and adverbial phrases, using some specialised vocabulary and cohesive devices	<u>effective</u> 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	<u>partial</u> production of informative, persuasive and imaginative texts and incorporation of relative clauses and adverbial phrases, using vocabulary and cohesive devices	<u>fragmented</u> production of informative, persuasive and imaginative texts and incorporation of relative clauses and adverbial phrases
	<u>fluent</u> use of: • *présent*, *passé composé*, *imparfait* and *futur proche* tenses in their own texts • the conditional tense to express intention or preference	<u>effective</u> 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)	<u>partial</u> use of: • *présent, passé composé, imparfait* and *futur proche* tenses in their own texts • the conditional tense to express intention or preference	<u>fragmented</u> 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 <u>fluently</u> with support	use of *futur* and *plus-que-parfait* tenses <u>effectively</u> with support	use of *futur* and *plus-que-parfait* tenses with support	use of <u>aspects of</u> *futur* and *plus-que-parfait* tenses with support	use of <u>elements of</u> *futur* and *plus-que-parfait* tenses with support
	<u>fluent</u> translation and <u>considered</u> interpretation of a range of French and English texts, with comparison of versions and analysis of processes	<u>effective</u> translation and <u>informed</u> 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	<u>partial</u> translation and <u>basic</u> interpretation of a range of French and English texts, with comparison of versions and analysis of processes	translation of <u>elements of</u>, and <u>fragmented</u> interpretation of a range of French and English texts, with comparison of versions and analysis of processes

	A	B	C	D	E
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)	• **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)	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)	**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) • textual conventions associated with familiar genres (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

	A	B	C	D	E
Understanding	<u>considered</u> reflection on their own cultural perspectives and <u>purposeful</u> discussion of how these are impacted by French language and culture learning	<u>informed</u> reflection on their own cultural perspectives and <u>effective</u> 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 <u>aspects of</u> how these are impacted by French language and culture learning	<u>statements about</u> their own cultural perspectives and discussion of <u>elements of</u> how these are impacted by French language and culture learning

Key	<u>shading</u> emphasises the <u>qualities that discriminate between the A–E descriptors</u>; (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
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.'

Years 9 and 10 standard elaborations — Australian Curriculum: French   **Queensland Curriculum & Assessment Authority**
Prep to Year 10 sequence   April 2018
Page **7** of 10

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
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

Years 9 and 10 standard elaborations — Australian Curriculum: French **Queensland Curriculum & Assessment Authority**
Prep to Year 10 sequence   April 2018

Page **8** of 10

Term	Description
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, *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
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

Years 9 and 10 standard elaborations — Australian Curriculum: French   **Queensland Curriculum & Assessment Authority**
Prep to Year 10 sequence   April 2018
Page **9** of 10

Term	Description
readily; **ready**	promptly; quickly; easily; in a ready manner; willingly; fluent; this includes being effective and informed
recognise; **recognition**	to be aware of or acknowledge
respond	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

Years 9 and 10 standard elaborations — Australian Curriculum: French   **Queensland Curriculum & Assessment Authority**

Prep to Year 10 sequence   April 2018

Page **10** of 10