Years 7 and 8 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.

For all Queensland schools

Years 7 and 8 Australian Curriculum: French achievement standard	Years 7 to 10 sequence

By the end of Year 8, students use French to interact with each other, teachers and online French-speaking contacts, to exchange information, opinions, experiences, thoughts and feelings about themselves, their families and friends. They initiate and sustain conversation by using active-listening skills and responding to others' contributions (for example, *c'est vrai* ...; *ah oui, en effet* ...; *pas possible!* [AS1]). They respond to familiar questions and directions (such as *Qu'est-ce que c'est? Qui est-ce? Posez la question à* ... [AS2]), and request help or clarification (for example, *Pardon? Pourquoi? Peux-tu répéter?* [AS3]). They approximate French sound patterns, intonation and rhythms, including novel elements of pronunciation such as *-r, -u* and *–ille* [AS4]. They use the present tense and present + infinitive form to make statements and ask questions about self, peers, family and interests (for example, *je suis italien-australien*; *j'habite à Cairns; j'ai une sœur et deux frères; j'aime chanter*; *et toi?* [AS5]). They locate factual information from a range of texts and use non-verbal, visual and contextual cues to help make meaning. They describe familiar objects, contexts and experiences (such as *la maison, le quartier, l'école* [AS6]), using appropriate subject–verb and noun–adjective gender and number agreements and vocabulary to describe appearance (for example, *grand, petit, belle, bizarre* [AS7]), character (for example, *sympa, compliqué* [AS8]) and quantity (for example, *les numéros, beaucoup de* ... [AS9]). They use modelled sentence structures, formulaic expressions and high-frequency vocabulary to create texts such as captions, emails, posters or short narratives and presentations [AS10]. They use conjunctions and connectives (such as *puis, ensuite* and *mais* [AS11]), and prepositions of place and time (such as *sous, sur, devant, après* and *avant* [AS12]) to build cohesion and extend sentence structure. They translate short texts and explain French gestures, expressions or signs to friends and family. They provide examples of how languages do not always translate directly, and how interpreting and translating involve meaning (for example, values, ideas, attitudes [AS13]) as well as parts of speech (such as nouns, verbs, adverbs [AS14]). They adjust language use to suit contexts and situations (for example, use of *tu* or *vous*, different forms of address [AS15]), and respond in culturally appropriate ways to interactions with French speakers or resources.

Students provide examples of the dynamic nature of contact between languages and cultures in the contemporary world. They identify the significance of French as a world language and the distribution of communities of French speakers in different countries and regions. They give examples of similarities between French and English (for example, the same alphabet and basic sentence structure, many words in common [AS16]), and some differences (such as pronunciation and intonation patterns, non-verbal language, grammatical gender forms and politeness protocols [AS17]). They identify French words used in English (such as 'menu', 'mousse' [AS18]), English words used in French (such as *le weekend, le football* [AS19]), and explain how languages and cultures influence and interact with each other (technology, globalisation, popular culture [AS20]). They know that French has its own rules for pronunciation, grammar and non-verbal communication and that they need to adjust language to suit different situations and relationships (for example, formal and informal language, different text types [AS21]). They use metalanguage to explain features of language, texts and grammar, making connections with terms such as 'verb', 'adjective' and 'tense' [AS22] that are used in English learning, and incorporating new concepts such as grammatical gender [AS23] for talking about French. Students give examples of how languages are connected with cultures, and of how French language reflects ways of behaving and thinking as does their own language.

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 7 and 8 French standard elaborations

	A	B	C	D	E
The folio of a student's work has the following characteristics:					
Communicating	**fluent** use of French to: • interact with each other, teachers and online French-speaking contacts • exchange information, opinions, experiences, thoughts and feelings about themselves, their families and friends	**effective** use of French to: • interact with each other, teachers and online French-speaking contacts • exchange information, opinions, experiences, thoughts and feelings about themselves, their families and friends	use of French to: • interact with each other, teachers and online French-speaking contacts • exchange information, opinions, experiences, thoughts and feelings about themselves, their families and friends	**partial** use of French to: • interact with each other, teachers and online French-speaking contacts • exchange information, opinions, experiences, thoughts and feelings about themselves, their families and friends	**fragmented** use of French to: • interact with each other, teachers and online French-speaking contacts • exchange information, opinions, experiences, thoughts and feelings about themselves, their families and friends
	fluent initiation and sustaining of conversation by: • using active-listening skills • responding to others' contributions	**effective** initiation and sustaining of conversation by: • using active-listening skills • responding to others' contributions	initiation and sustaining of conversation by: • using active-listening skills • responding to others' contributions (AS1)	**partial** initiation and sustaining of conversation by: • using active-listening skills • responding to others' contributions	**fragmented** initiation and sustaining of conversation by: • using active-listening skills • responding to others' contributions
	• **considered** response to familiar questions and directions • **purposeful** request for help or clarification	• **informed** response to familiar questions and directions • **effective** request for help or clarification	• response to familiar questions and directions (AS2) • request for help or clarification (AS3)	• **partial** response to familiar questions and directions • **partial** request for help or clarification	• **fragmented** response to familiar questions and directions • **fragmented** request for help or clarification
	accurate approximation of French sound patterns, intonation and rhythms	**effective** approximation of French sound patterns, intonation and rhythms	approximation of French sound patterns, intonation and rhythms (AS4)	**partial** approximation of French sound patterns, intonation and rhythms	**fragmented** approximation of French sound patterns, intonation and rhythms
	fluent use of the present tense and present + infinitive form to make statements and ask questions about self, peers, family and interests	**effective** use of the present tense and present + infinitive form to make statements and ask questions about self, peers, family and interests	use of the present tense and present + infinitive form to make statements and ask questions about self, peers, family and interests (AS5)	**partial** use of the present tense and present + infinitive form to make statements and ask questions about self, peers, family and interests	**fragmented** use of the present tense and present + infinitive form to make statements and ask questions about self, peers, family and interests

	A	B	C	D	E
Communicating	• **accurate** location of factual information from a range of texts • **purposeful** use of non-verbal, visual and contextual cues to help make meaning	• **informed** location of factual information from a range of texts • **effective** use of non-verbal, visual and contextual cues to help make meaning	• location of factual information from a range of texts • use of non-verbal, visual and contextual cues to help make meaning	• **partial** location of factual information from a range of texts • **partial** use of non-verbal, visual and contextual cues to help make meaning	• **fragmented** location of factual information from a range of texts • **fragmented** use of non-verbal, visual and contextual cues to help make meaning
	fluent description of familiar objects, contexts and experiences using **considered and** appropriate subject–verb and noun–adjective gender and number agreements and **purposeful** vocabulary to describe appearance, character and quantity	**effective** description of familiar objects, contexts and experiences using **informed and** appropriate subject–verb and noun–adjective gender and number agreements and **effective** vocabulary to describe appearance, character and quantity	description of familiar objects, contexts and experiences (AS6) using appropriate subject–verb and noun–adjective gender and number agreements and vocabulary to describe appearance (AS7), character (AS8) and quantity (AS9)	**partial** description of familiar objects, contexts and experiences using **partial** subject–verb and noun–adjective gender and number agreements and **partial** vocabulary to describe appearance, character and quantity	**fragmented** description of familiar objects, contexts and experiences using **fragmented** subject–verb and noun–adjective gender and number agreements and **fragmented** vocabulary to describe appearance, character and quantity
	fluent use of modelled sentence structures, formulaic expressions and high frequency vocabulary to create texts	**effective** use of modelled sentence structures, formulaic expressions and high frequency vocabulary to create texts	use of modelled sentence structures, formulaic expressions and high frequency vocabulary to create texts (AS10)	**partial** use of modelled sentence structures, formulaic expressions and high frequency vocabulary to create texts	**fragmented** use of modelled sentence structures, formulaic expressions and high frequency vocabulary to create texts
	fluent use of conjunctions and connectives and prepositions of place and time to build cohesion and extend sentence structure	**effective** use of conjunctions and connectives and prepositions of place and time to build cohesion and extend sentence structure	use of conjunctions and connectives (AS11) and prepositions of place and time (AS12) to build cohesion and extend sentence structure	**partial** use of conjunctions and connectives and prepositions of place and time to build cohesion and extend sentence structure	**fragmented** use of conjunctions and connectives and prepositions of place and time to build cohesion and extend sentence structure
	accurate translation of short texts and explanation of French gestures, expressions or signs to friends and family	**effective** translation of short texts and explanation of French gestures, expressions or signs to friends and family	translation of short texts and explanation of French gestures, expressions or signs to friends and family	**partial** translation of short texts and explanation of French gestures, expressions or signs to friends and family	**fragmented** translation of short texts and explanation of French gestures, expressions or signs to friends and family

	A	B	C	D	E
Communicating	accurate provision of examples of how: • languages do not always translate directly • interpreting and translating involve meaning as well as parts of speech	informed provision of examples of how: • languages do not always translate directly • interpreting and translating involve meaning as well as parts of speech	provision of examples of how: • languages do not always translate directly • interpreting and translating involve meaning (AS13) as well as parts of speech (AS14)	partial provision of examples of how: • languages do not always translate directly • interpreting and translating involve meaning as well as parts of speech	fragmented provision of examples of how: • languages do not always translate directly • interpreting and translating involve meaning as well as parts of speech
	• purposeful adjustment of language use to suit contexts and situations • considered response in culturally appropriate ways to interactions with French speakers or resources	• informed adjustment of language use to suit contexts and situations • effective response in culturally appropriate ways to interactions with French speakers or resources	• adjustment of language use to suit contexts and situations (AS15) • response in culturally appropriate ways to interactions with French speakers or resources	• partial adjustment of language use to suit contexts and situations • partial response in culturally appropriate ways to interactions with French speakers or resources	• fragmented adjustment of language use to suit contexts and situations • elements of response in culturally appropriate ways to interactions with French speakers or resources
Understanding	provision of considered examples of the dynamic nature of contact between languages and cultures in the contemporary world	provision of informed examples of the dynamic nature of contact between languages and cultures in the contemporary world	provision of examples of the dynamic nature of contact between languages and cultures in the contemporary world	provision of partial examples of the dynamic nature of contact between languages and cultures in the contemporary world	provision of fragmented examples of the dynamic nature of contact between languages and cultures in the contemporary world
	considered identification of: • the significance of French as a world language • the distribution of communities of French speakers in different countries and regions	informed identification of: • the significance of French as a world language • the distribution of communities of French speakers in different countries and regions	identification of: • the significance of French as a world language • the distribution of communities of French speakers in different countries and regions	partial identification of: • the significance of French as a world language • the distribution of communities of French speakers in different countries and regions	fragmented identification of: • the significance of French as a world language • the distribution of communities of French speakers in different countries and regions
	purposeful provision of: • similarities between French and English • some differences between French and English	informed provision of: • similarities between French and English • some differences between French and English	provision of examples of: • similarities between French and English (AS16) • some differences between French and English (AS17)	partial provision of examples of: • similarities between French and English • some differences between French and English	fragmented provision of examples of: • similarities between French and English • some differences between French and English

	A	B	C	D	E

Understanding	• considered identification of:
	  – French words used in English
	  – English words used in French
	• purposeful explanation of how languages and cultures influence and interact with each other
		• informed identification of:
		  – French words used in English
		  – English words used in French
		• effective explanation of how languages and cultures influence and interact with each other
			• identification of:
			  – French words used in English (AS18)
			  – English words used in French (AS19)
			• explanation of how languages and cultures influence and interact with each other (AS20)
				• partial identification of:
				  – French words used in English
				  – English words used in French
				• partial explanation of aspects of how languages and cultures influence and interact with each other
					• fragmented identification of:
					  – French words used in English
					  – English words used in French
					• statements about how languages and cultures influence and interact with each other

	accurate knowledge that: • French has its own rules for pronunciation, grammar and non-verbal communication • they need to adjust language to suit different situations and relationships	informed knowledge that: • French has its own rules for pronunciation, grammar and non-verbal communication • they need to adjust language to suit different situations and relationships	knowledge that: • French has its own rules for pronunciation, grammar and non-verbal communication • they need to adjust language to suit different situations and relationships (AS21)	partial knowledge that: • French has its own rules for pronunciation, grammar and non-verbal communication • they need to adjust language to suit different situations and relationships	fragmented knowledge that: • French has its own rules for pronunciation, grammar and non-verbal communication • they need to adjust language to suit different situations and relationships
	purposeful use of metalanguage to: • explain features of language, texts and grammar • make connections with terms such as 'verb', 'adjective' and 'tense' that are used in English learning • incorporate new concepts such as grammatical gender for talking about French	informed use of metalanguage to: • explain features of language, texts and grammar • make connections with terms such as 'verb', 'adjective' and 'tense' that are used in English learning • incorporate new concepts such as grammatical gender for talking about French	use of metalanguage to: • explain features of language, texts and grammar • make connections with terms that are used in English learning (AS22) • incorporate new concepts for talking about French (AS23)	partial use of metalanguage to: • explain features of language, texts and grammar • make connections with terms such as 'verb', 'adjective' and 'tense' that are used in English learning • incorporate new concepts such as grammatical gender for talking about French	fragmented use of metalanguage to: • explain features of language, texts and grammar • make connections with terms such as 'verb', 'adjective' and 'tense' that are used in English learning • incorporate new concepts such as grammatical gender for talking about French

	A	**B**	**C**	**D**	**E**
Understanding	<mark>considered</mark> provision of examples of how: • languages are connected with cultures • French language reflects ways of behaving and thinking as does their own language	<mark>informed</mark> provision of examples of how: • languages are connected with cultures • French language reflects ways of behaving and thinking as does their own language	provision of examples of how: • languages are connected with cultures • French language reflects ways of behaving and thinking as does their own language	<mark>partial</mark> provision of examples of how: • languages are connected with cultures • French language reflects ways of behaving and thinking as does their own language	<mark>fragmented</mark> provision of examples of how: • languages are connected with cultures • French language reflects ways of behaving and thinking as does their own language

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, *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.'

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
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

Term	Description
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
metalanguage	a vocabulary used to discuss language conventions and use (for example, 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	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

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; response	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