



FRENCH: SECOND LANGUAGE

ATAR course

Year 11 syllabus for teaching from 2026

Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

Important information

As part of the Western Australian Certificate of Education (WACE) Refreshment, the School Curriculum and Standards Authority (the Authority) has revised the course rationale and aims, and updated the General Capabilities to create clearer connections with the syllabus content.

This syllabus is effective from 1 January 2026.

Users of this syllabus are responsible for checking its currency.

Syllabuses are formally reviewed by the Authority on a cyclical basis, typically every five years.

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Rationale

The French: Second Language ATAR course connects students with a language that has over 300 million speakers globally. French is an official language in approximately 30 countries across all continents. In addition, French is crucial in fields such as diplomacy, international relations, business, and the arts. The language's influence extends across various international institutions, including the European Union, the International Olympic Committee, Médecins Sans Frontières and World Health Organisation (WHO), the Organisation for Economic Co-operation and Development (OECD) and the United Nations (UN).

The course provides students with a rich and challenging experience of the linguistic and cultural diversity of French-speaking communities. Through French, students explore their personal world and the perspectives of others, and the effect of change and current issues in the global community. Within these contexts, students reflect on various aspects of life such as daily routines and their travel tales and plans. They develop an insight on Francophone sports and leisure activities, and consider leading a healthy lifestyle, explore travel to Australia and travelling in a modern world.

Students build on their skills, knowledge and linguistic resources in French, to communicate confidently in a range of situations. They gain a broader insight into the language and culture, fostering a stronger sense of intercultural awareness and empathy. The course also enhances students' literacy skills and awareness of their own language. By comparing information and ideas from French media, texts and cultural practices, students strengthen their critical thinking skills and learn to approach global issues from diverse contexts.

Through the course, students engage with the linguistic and cultural diversity of our interconnected world, reflecting on their role in society and how they interact with others across various social contexts. Language learning is a powerful tool for personal growth and broadens students' worldviews. Australia's cultural and linguistic diversity provides many opportunities to hear and use French in real-life situations as well as through French media, and to make actual and virtual connections with French-speaking communities throughout the world.

Australia has strong personal, cultural, political and trade connections with Francophone countries and proficiency in French provides students with enhanced vocational opportunities in a wide range of sectors. Studying French opens pathways for further academic study in fields like languages, international studies, and cross-cultural communication, and careers in areas such as the arts, business, diplomacy, humanitarian and environmental sectors, engineering, international communication, trade relations, law, scientific research fields, tourism and hospitality, and translation services. French also provides a foundation for learning other Romance languages, expanding career and intercultural opportunities. Ultimately, the course offers students valuable linguistic and intercultural skills, fosters personal growth and empathy, and enhances future academic and career prospects.

Application for enrolment in a language course

All students wishing to study a Western Australian Certificate of Education (WACE) language course are required to complete the *Application for permission to enrol in a WACE language course* via the Authority student portal in the year prior to first enrolment in the course.

Aims

The French: Second Language ATAR course builds on students' skills and understanding of French and knowledge about the cultures of French-speaking communities. It enables students to:

- interact with others to exchange information, ideas, opinions and experiences in French
- analyse a range of texts in French to comprehend, and interpret meaning
- apply the skills they have acquired to produce texts in French to convey information and express ideas, opinions and experiences for specific audiences, purposes and contexts
- strengthen their intercultural communication skills in both the French and English languages
- demonstrate their knowledge and understanding of language as a system
- reflect on the relationship between language and culture.

Organisation

This course is organised into a Year 11 syllabus and a Year 12 syllabus. The cognitive complexity of the syllabus content increases from Year 11 to Year 12.

Structure of the syllabus

The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.

Unit 1

This unit focuses on ***C'est la vie ! (That's life!)***. Through the three topics: My daily routine, French sports and leisure, and Leading a healthy lifestyle, students further develop their communication skills in French and gain a broader insight into the language and culture.

Unit 2

This unit focuses on ***Voyages (Travel)***. Through the three topics: My travel tales and plans, Australia as a travel destination, and Travel in a modern world, students extend their communication skills in French and gain a broader insight into the language and culture.

Each unit includes:

- a unit description – a short description of the focus of the unit
- unit content – the content to be taught and learned.

Organisation of content

The course content is organised into five content areas:

- Learning contexts and topics
- Text types and textual conventions
- Linguistic resources
- Intercultural understandings
- Language learning and communication strategies.

These content areas should not be considered in isolation, but rather holistically as content areas that complement one another, and that are interrelated and interdependent.

Learning contexts and topics

Each unit is defined with a particular focus, three learning contexts and a set of topics.

The learning contexts are:

- The individual
- The French-speaking communities
- The changing world.

Each learning context has a set of topics that promote meaningful communication and enable students to extend their understanding of the French language and culture. The placement of topics under one or more of the three learning contexts is intended to provide a particular perspective, or perspectives, on each of the topics.

Text types and textual conventions

Text types are categories of print, spoken, visual, or audiovisual text, identified in terms of purpose, audience and features.

In learning a language, it is necessary to engage with, and produce, a wide variety of text types. Text types and textual conventions vary across languages and cultures and provide information about the society and culture in which they are produced. Students are encouraged to listen to, read and view a range of texts, and be provided with opportunities to practise them.

Textual conventions are the features, patterns and rules of texts which are determined by the text type, context, audience and purpose of the text. They also include protocols for participating in communication, such as ways of initiating conversations, framing requests, disagreeing, and responding. Students should be made aware of the defining characteristics of different texts.

In school-based assessments and the ATAR course examinations, students are expected to respond to, and to produce, a range of spoken and written text types in French. Text types for assessment and examinations are outlined in each unit, and textual conventions are defined in Appendix 2.

Linguistic resources

Linguistic resources are the specific elements of language that are necessary for communication. Acquiring linguistic resources allows for the development of knowledge, skills and understandings relevant to the vocabulary, grammar and sound and writing systems of French.

As well as enabling communication, developing an understanding of the linguistic resources also enhances intercultural understandings, literacy skills and awareness of one's own language.

Intercultural understandings

Intercultural understandings involve developing knowledge, awareness and understanding of one's own culture(s) and language(s), as well as that of the French-speaking world. The study of the learning contexts and topics, text types and textual conventions and linguistic resources, will enable the development of intercultural understandings which enhances the ability to communicate, interact and negotiate within and across languages and cultures, and to understand oneself and others.

The development of intercultural competence can be described as moving from a stage, where students are not aware of, or do not understand or practise cultural norms, to where cultural practices are so internalised that the student no longer notices them. It is not expected that second

language learners will develop this degree of cultural competence without spending considerable time in-country. It is expected, however, that students will develop cultural self-awareness and become aware of cultural issues which govern speech and behaviour in French-speaking communities, and begin to apply these in order to communicate effectively.

Language learning and communication strategies

Language learning and communication strategies are processes, techniques and skills relevant to:

- supporting learning and the acquisition of language
- making meaning from texts
- producing texts
- engaging in spoken interaction.

These strategies support and enhance the development of literacy skills, and enable further development of cognitive skills through thinking critically and analytically, solving problems, and making connections. Students should be taught these strategies explicitly and be provided with opportunities to practise them.

Progression from the Years 7–10 curriculum

The Western Australian Curriculum: Languages Year 7 to Year 10 is organised through two interrelated strands: Communicating and Understanding. Communicating is focused on using language for communicative purposes in interpreting, creating, and exchanging meaning, while Understanding involves examining language and culture as resources for interpreting and creating meaning.

Together, these strands reflect three important aspects of language learning: engaging in communication, analysing various aspects of language and culture involved in communication, and understanding oneself as a communicator.

This syllabus continues to develop the knowledge, understandings and skills that ensure students communicate in French, understand language, culture and learning and their relationship, and thereby develop an intercultural capability in communication.

Representation of the General Capabilities

The General Capabilities encompass the knowledge, skills, behaviours and dispositions that will support students to live and work successfully now and into the future. They are not assessed unless identified within the specified unit content. Teachers should find opportunities to incorporate the following General Capabilities into the teaching and learning program for the French: Second Language ATAR course.

Critical and creative thinking

Students enhance their critical and creative thinking skills through the study of the French language and culture. Content in the course is presented through three contexts: – The individual, The French-speaking communities and The changing world – encouraging students to compare information and evaluate ideas from diverse perspectives. By analysing and interpreting spoken and written texts, students strengthen their ability to identify and process information and engage in logical and reflective thinking. By building on their skills, knowledge and understanding of the French language, they learn to assess how language conveys meaning and how context, purpose, and audience influence communication.

Through the course, students learn and practise language learning and communication strategies. These strategies support and enhance the development of literacy skills and enable further development of cognitive skills through thinking critically and making connections. The process of transferring linguistic and cultural knowledge and applying it to new contexts fosters students' metacognition, problem-solving abilities and analytical skills.

Intercultural understanding

Intercultural understanding is core to language learning. In learning a second or additional language, students develop an appreciation of languages, cultures, and beliefs, including their own. In the course, students reflect on various aspects of life such as daily routines and their travel tales and plans. They develop an insight into francophone sports and leisure activities, consider healthy lifestyles, explore Australia as a travel destination and consider how technology is changing travel in a modern world. This helps students to develop connections with communities and cultures, become aware of similarities and differences, cultivate mutual respect and understanding, and improve communication.

The course also provides opportunities for students to apply communication strategies in culturally and linguistically diverse contexts. They understand the interconnection between language and culture, gaining insights into how cultural values and beliefs shape communication practices.

Intercultural understanding is one of the five content areas of this course.

Literacy

Students develop their literacy capacity as they use French to listen to, read, view and respond to a range of texts, participate in spoken interaction, and write texts in French for different purposes and contexts. They expand their skills, knowledge and understanding of the French language and apply their knowledge of linguistic resources to exchange information, ideas and opinions in French.

For language learners, literacy involves skills and knowledge that need guidance, time and support to develop. These skills include developing an ability to decode and encode from sound to written systems; mastering grammatical, orthographic, and textual conventions; and developing semantic, pragmatic, and critical literacy skills. For learners of French, literacy development in the language enhances and extends their knowledge and understanding of English literacy, which in turn supports their learning in French.

Addressing the other General Capabilities

Although the following General Capabilities have not been identified as a focus in the French: Second Language ATAR Year 11 syllabus, teachers may find opportunities to incorporate them into the teaching and learning program.

- Digital literacy
- Ethical understanding
- Numeracy
- Personal and social capability

Such opportunities may occur through the application of different contexts, pedagogical practices and/or assessment strategies that relate to the syllabus as part of the teaching and learning program.

Summary representation of the General Capabilities in the French: Second Language ATAR course

The unit content and assessment types for this course provide students with the opportunity to develop the General Capabilities summarised in the table below.

Year	Course	Course type	General Capabilities						
			CCT	DL	EU	IU	L	N	PSC
Year 11	French: Second Language (AEFSL)	ATAR	✓			✓	✓		
Year 12	French: Second Language (ATFSL)	ATAR	✓			✓	✓		

Key

CCT: Critical and creative thinking, DL: Digital literacy, EU: Ethical understanding, IU: Intercultural understanding, L: Literacy, N: Numeracy, PSC: Personal and social capability

Representation of the Cross-curriculum Priorities

The Cross-curriculum Priorities address the contemporary issues that students face in a globalised world. Teachers may find opportunities to incorporate them into the teaching and learning program for the French: Second Language ATAR course. The Cross-curriculum Priorities are not assessed unless they are identified within the specified unit content.

Aboriginal and Torres Strait Islander histories and cultures

Learning French provides opportunities to develop an understanding of concepts related to language and culture in general and make intercultural comparisons across languages, including Aboriginal and Torres Strait Islander languages.

Asia and Australia's engagement with Asia

In learning French, students may engage with a range of texts and concepts related to:

- Asia and Australia's engagement with Asia
- languages and cultures of Asia
- people of Asian heritage within Australia.

Sustainability

In learning French, students may engage with a range of texts and concepts related to sustainability, such as:

- the environment
- conservation
- social and political change
- how language and culture evolve.

Unit 1

Unit description

The focus for this unit is ***C'est la vie ! (That's life!)***. Students build on their skills, knowledge and understandings through the study of the unit content. They further develop their communication skills in French and gain a broader insight into the language and culture.

Unit content

This unit includes the knowledge, understandings and skills described below.

Learning contexts and topics

Unit 1 is organised around three learning contexts and a set of three topics. The placement of a topic under a particular learning context is intended to provide a specific perspective for the teaching and assessment of the topic.

Learning contexts	Topics
The individual Students explore aspects of their personal world, aspirations, values, opinions, ideas, and relationships with others. They also study topics from the perspectives of other people.	My daily routine Students reflect on their daily routine at home and school and popular activities: sport and socialising in their lives and the lives of young French people.
The French-speaking communities Students explore topics from the perspectives of individuals and groups within those communities, or the communities as a whole, and develop an understanding of how culture and identity are expressed through language.	French sports and leisure Students consider popular traditional and modern sports and leisure activities enjoyed by French people.
The changing world Students explore information and communication technologies and the effects of change and current issues in the global community.	Leading a healthy lifestyle Students consider current issues in the global community that relate to healthy living, the importance of physical activity and maintaining a well-balanced lifestyle.

Text types and textual conventions

It is necessary for students to engage with a range of text types. In school-based assessments, students are expected to respond to, and to produce, a range of text types in French from the list below.

- account
- advertisement
- announcement
- article
- blog posting
- cartoon
- chart
- conversation
- description
- diary entry
- discussion
- email
- film or TV program (excerpts)
- form
- image
- interview
- journal entry
- letter
- map
- message
- note
- plan
- review
- script – speech, interview, dialogue
- sign
- summary
- table

Refer to Appendix 2 for details of the features and conventions of the text types.

Linguistic resources

Vocabulary

Vocabulary, phrases and expressions associated with the unit content.

Grammar

Students will be expected to recognise and use the following grammatical items:

Grammatical items	Sub-elements
Adjectives	demonstrative
	interrogative
	exclamatory
	comparative and superlative forms
Adverbs	simple
	formation
	irregular forms
	negation
Articles	<i>de</i> replacing the partitive: • in a negative construction • after expressions of quantity • before an adjective preceding a plural noun
	omission of the article
Conjunctions	common conjunctions
Nouns	number and gender: • singular and plural, including irregular plurals
	nominal phrases

Grammatical items	Sub-elements
Prepositions	location and direction
Pronouns	direct object
	demonstrative
	disjunctive
Sentence and phrase types	time phrases: • <i>depuis</i> • <i>pendant</i> • <i>pour</i>
Verbs	present tense: • modals • impersonal verbs
	perfect tense: • common regular and irregular verbs • agreements: ▪ subject + verb ▪ with <i>avoir</i> and with <i>être</i>
	imperfect tense
	<i>passé récent</i>
	imperative mood
	pronominal: • reflexive
	impersonal subject pronoun <i>on</i>

Refer to Appendix 3 for elaborations of grammatical items.

Sound and writing systems

Consolidation of understanding of the sound and writing systems of French, and in particular:

- understanding of sound and spelling: enchaînements, contractions, inversion (word order in questions), pronunciation
- common words that sound the same in French, for example, Saint-Coeur and cinq heures.

Intercultural understandings

The learning contexts and topics, the textual conventions of the text types selected, and the linguistic resources for the unit, should provide students with opportunities to enhance understanding of their own language(s) and culture(s) in relation to the French language and culture, and enable them to reflect on the ways in which culture influences communication.

Language learning and communication strategies

Language learning and communication strategies will depend upon the needs of the students and the learning experiences and/or communication activities taking place.

Dictionaries

Students should be encouraged to use dictionaries and develop the necessary skills and confidence to do so effectively.

Unit 2

Unit description

The focus for this unit is **Voyages (Travel)**. Students further develop their skills, knowledge and understandings through the study of the unit content. They extend their communication skills in French and gain a broader insight into the language and culture.

Unit content

This unit builds on the content covered in Unit 1.

This unit includes the knowledge, understandings and skills described below.

Learning contexts and topics

Unit 2 is organised around three learning contexts and a set of three topics. The placement of a topic under a particular learning context is intended to provide a specific perspective for the teaching and assessment of the topic.

Learning contexts	Topics
The individual Students explore aspects of their personal world, aspirations, values, opinions, ideas, and relationships with others. They also study topics from the perspectives of other people.	My travel tales and plans Students reflect on their own travel tales and discuss what is essential when planning a trip and travelling at home and abroad.
The French-speaking communities Students explore topics from the perspectives of individuals and groups within those communities, or the communities as a whole, and develop an understanding of how culture and identity are expressed through language.	Australia as a travel destination Students explore Australia as a destination for French-speaking travellers, and discuss how they would prepare a French speaker for a trip to Australia.
The changing world Students explore information and communication technologies and the effects of change and current issues in the global community.	Travel in a modern world Students consider how technology is changing world travel, influencing the way people plan their holidays, and how they communicate with others while away.

Text types and textual conventions

It is necessary for students to engage with a range of text types. In school-based assessments, students are expected to respond to, and to produce, a range of text types in French from the list below.

- account
- advertisement
- announcement
- article
- blog posting
- cartoon
- chart
- conversation
- description
- diary entry
- discussion
- email
- film or TV program (excerpts)
- form
- image
- interview
- journal entry
- letter
- map
- message
- note
- plan
- review
- script – speech, interview, dialogue
- sign
- summary
- table

Refer to Appendix 2 for details of the features and conventions of the text types.

Linguistic resources

Vocabulary

Vocabulary, phrases and expressions associated with the unit content.

Grammar

Students will be expected to recognise and use the following grammatical items:

Grammatical items	Sub-elements
Adverbs	degree: • comparative and superlative of adverbs with <i>plus</i>
Prepositions	linking verb + infinitive
Pronouns	agreements: • preceding direct object agreement after a direct object pronoun • preceding direct object agreement after the relative pronoun <i>que</i> • preceding direct object agreement after a question
	possessive
	indirect object (personal)
	interrogative: • definite • indefinite
	indefinite (affirmative)
Sentence and phrase types	<i>si</i> clauses: • present/future • imperfect/conditional
	<i>il y a</i>

Grammatical items	Sub-elements
Verbs	future tense: - regular - irregular future stems
	implied future
	conditional mood: present
	participles: - present - past

Refer to Appendix 3 for elaborations of grammatical items.

Sound and writing systems

Consolidation of understanding of the sound and writing systems of French, and in particular:

- consolidation of, and understanding of sound and spelling: enchaînements, contractions, inversion (word order in questions), punctuation
- awareness of phonetic symbols used in dictionaries to facilitate pronunciation of French words
- French names for world cities.

Intercultural understandings

The learning contexts and topics, the textual conventions of the text types selected, and the linguistic resources for the unit, should provide students with opportunities to enhance understanding of their own language(s) and culture(s) in relation to the French language and culture, and enable them to reflect on the ways in which culture influences communication.

Language learning and communication strategies

Language learning and communication strategies will depend upon the needs of the students and the learning experiences and/or communication activities taking place.

Dictionaries

Students should be encouraged to use dictionaries and develop the necessary skills and confidence to do so effectively.

School-based assessment

The *Western Australian Certificate of Education (WACE) Manual* contains essential information on principles, policies and procedures for school-based assessment that needs to be read in conjunction with this syllabus.

Teachers design school-based assessment tasks to meet the needs of students. The table below provides details of the assessment types for the French: Second Language ATAR Year 11 syllabus and the weighting for each assessment type.

Assessment table – Year 11

Type of assessment	Weighting
Oral communication Interaction with others to exchange information, ideas, opinions and/or experiences in spoken French. This can involve participating in an interview, a conversation and/or a discussion. Typically these tasks are administered under test conditions.	20%
Response: Listening Comprehension and interpretation of, and response in English to, a range of French spoken texts, such as interviews, announcements, conversations and/or discussions. Typically these tasks are administered under test conditions.	15%
Response: Viewing and reading Comprehension and interpretation of, and response in English to, a range of French print and/or audiovisual texts, such as emails, blog postings, films/television programs (excerpts), letters, reviews and/or articles. Typically these tasks are administered under test conditions.	15%
Written communication Production of written texts to express information, ideas, opinions and/or experiences in French. This can involve responding to a stimulus, such as a blog posting, an image and/or a chart, or writing a text, such as a journal/diary entry, an account, a review, a summary and/or an email. Typically these tasks are administered under test conditions.	20%
Practical (oral) examination Typically conducted at the end of each semester and/or unit. In preparation for Unit 3 and Unit 4, the examination should reflect the examination design brief included in the ATAR Year 12 syllabus for this course.	10%
Written examination Typically conducted at the end of each semester and/or unit. In preparation for Unit 3 and Unit 4, the examination should reflect the examination design brief included in the ATAR Year 12 syllabus for this course.	20%

Teachers are required to use the assessment table to develop an assessment outline for the pair of units (or for a single unit where only one is being studied).

The assessment outline must:

- include a set of assessment tasks
- include a general description of each task
- indicate the unit content to be assessed
- indicate a weighting for each task and each assessment type
- include the approximate timing of each task (for example, the week the task is conducted, or the issue and submission dates for an extended task).

In the assessment outline for the pair of units, each assessment type must be included at least once over the year/pair of units. In the assessment outline where a single unit is being studied, each assessment type must be included at least once.

The set of assessment tasks must provide a representative sampling of the content for Unit 1 and Unit 2.

Assessment tasks not administered under test/controlled conditions require appropriate validation/authentication processes.

Grading

Schools report student achievement in terms of the following grades:

Grade	Interpretation
A	Excellent achievement
B	High achievement
C	Satisfactory achievement
D	Limited achievement
E	Very low achievement

The teacher prepares a ranked list and assigns the student a grade for the pair of units (or for a unit where only one unit is being studied). The grade is based on the student's overall performance as judged by reference to a set of pre-determined standards. These standards are defined by grade descriptions and annotated work samples. The grade descriptions for the French: Second Language ATAR Year 11 syllabus are provided in Appendix 1. They can also be accessed, together with annotated work samples, through the Guide to Grades link on the course page of the Authority website at www.scsa.wa.edu.au.

To be assigned a grade, a student must have had the opportunity to complete the education program, including the assessment program (unless the school accepts that there are exceptional and justifiable circumstances).

Refer to the *WACE Manual* for further information about the use of a ranked list in the process of assigning grades.

Appendix 1 – Grade descriptions Year 11

A	Written production Responds with relevant and detailed information, ideas and/or opinions when writing about a range of topics. Provides responses that use a range of vocabulary, grammatical items and complex sentence structures with occasional inaccuracies that do not affect meaning. Writes cohesive and well-structured texts that show clear development and connection of ideas. Applies the conventions of text types.
	Oral production Communicates effectively across a range of topics. Comprehends almost all questions and responds with relevant information and/or opinions. Provides responses that are clear and cohesive. Uses a range of vocabulary, grammatical items and complex sentence structures with occasional inaccuracies that do not affect meaning. Speaks with mostly accurate pronunciation.
	Comprehension Accurately extracts and processes information from a variety of texts across a range of topics. Provides relevant details. Provides accurate responses to literal questions and mostly accurate responses to inferential questions. Uses a dictionary effectively, resulting in appropriate interpretation of text.
B	Written production Responds with mostly relevant information, ideas and/or opinions, including some detail, when writing about a range of topics. Provides responses that use a range of familiar vocabulary, grammatical items and sentence structures with some inaccuracies that usually do not affect meaning. Writes structured texts that show clearly developed ideas. Applies most of the conventions of text types.
	Oral production Communicates effectively in most instances across a range of topics. Comprehends most questions and responds in some detail with relevant information and/or opinions. Provides responses that are mostly clear and cohesive. Uses a range of vocabulary, grammatical items and simple and complex sentence structures with some inaccuracies that, at times, affect meaning. Speaks with reasonably accurate pronunciation.
	Comprehension Extracts and processes information from a variety of texts across a range of topics. Provides some relevant details. Provides mostly accurate responses to literal questions and some accurate responses to inferential questions. Uses a dictionary mostly effectively; however, at times selects the wrong word or phrase, resulting in an inappropriate translation or interpretation of text.

C	Written production Responds with mostly relevant information and/or opinions. Includes some detail, when writing about familiar topics and may include irrelevant content when writing about less familiar topics. Provides responses that use well-rehearsed language, familiar vocabulary, grammatical items and sentence structures, with some inaccuracies that sometimes affect meaning. Writes simple texts that show some structure and development of ideas. Applies some of the conventions of text types.
	Oral production Provides some information and/or opinions. Comprehends familiar questions; however, for complex questions may require time to process, or rephrasing and support from the other speaker. Provides brief responses that are reasonably clear, relying on well-rehearsed language. Uses a range of vocabulary, grammatical items and simple and complex sentence structures with inaccuracies that, at times, affect meaning. Makes errors in pronunciation that, at times, may result in the meaning not being clear.
	Comprehension Extracts and processes some information from a variety of texts. Provides limited details. Provides responses to literal questions that are mostly accurate, but responses to inferential questions are frequently incorrect or incomplete. Uses a dictionary with reasonable accuracy; however, at times selects the wrong word or phrase, resulting in an inappropriate translation or interpretation of text.
D	Written production Responds with simple information and/or opinions when writing about familiar topics. Includes limited detail and/or irrelevant content. Provides responses that use well-rehearsed, simple language and short sentences. Develops responses which are frequently repetitive and disjointed, and the basic rules of grammar are inaccurately applied. Writes simple texts that show some basic organisation of information or ideas. Applies the conventions of text types inconsistently.
	Oral production Provides some simple information and/or opinions. Falls silent due to lack of comprehension and time required to construct responses. Requires frequent support from the other speaker to sustain conversation. Provides brief responses that are characterised by single words and fragmented sentences or English. Uses a limited range of vocabulary, grammatical items and sentence structures with frequent inaccuracies that often affect meaning. Makes errors in pronunciation that often result in the meaning not being clear.
	Comprehension Extracts insufficient and/or irrelevant information from texts. Provides responses that are frequently incomplete or irrelevant. Uses a dictionary with limited accuracy, frequently selecting the wrong word or phrase, resulting in an inappropriate translation or interpretation of text.
E	Does not meet the requirements of a D grade and/or has completed insufficient assessment tasks to be assigned a higher grade.

Appendix 2 – Text type list

This list is provided to enable a common understanding of the text types listed in the syllabus.

Text Type	Definition
Account	In both spoken and written form, accounts retell something that happened: a story. Accounts have a title and are often in the first person. They describe a series of events or experiences, are often presented in a logical manner and at the conclusion there may be a resolution. Language is either formal or informal, with time words used to connect ideas, and action words used to describe events.
Advertisement	Advertisements promote a product or service. Emotive, factual or persuasive language is used in an informal or colloquial register. They often use abbreviated words and sentences, comparatives and superlatives, and may be in spoken, written or graphic form.
Announcement	In both spoken and written form, announcements present factual information about an event that has recently occurred or is about to occur. They may also be in graphic form. Announcements can sometimes use a formal register, but may also be in informal or colloquial register. They include factual, straightforward language with little elaboration, and present information in a logical sequence.
Article	Articles consist of a section of text from a newspaper, a magazine, a web page, or other publication. Typically, articles have a title that indicates the content. They are usually in a formal register and the language in an article can be descriptive, factual, judgemental, emotive or persuasive, depending on the context. Within an article, ideas or opinions are developed. Articles often end with a statement of conclusion or advice to the reader. They may be accompanied by a graphic, if necessary. Articles can be reproduced directly, or can be modified to make the language more accessible for students.
Blog posting	Web logs (blogs) are basically journals that are available on the World Wide Web. Many blogs provide commentary or news on a particular subject; others function as more personal online diaries. Typically, blogs combine text, images, and link to other blogs, web pages, and other media related to their topic. Students will generally be required to write a response to a blog (a posting). Postings can sometimes use a formal register, but may also be in informal or colloquial register. The language in a blog posting can be descriptive, factual, judgemental, emotive or persuasive, depending on the context.
Cartoon	Cartoons or comic strips represent a drawing or sequence of drawings arranged in panels to display brief humour, or form a narrative, with text in balloons and captions. The language in a cartoon or comic strip can be subjective or objective, descriptive, factual, judgemental, humorous, emotive or persuasive, depending on the context, and may involve a range of tenses. A cartoon or comic strip may illustrate or describe an event, or series of events, often presented in a logical sequence, and at the conclusion there may be a resolution.
Chart	Charts organise and represent a set of data in a diagram or table. They may also visually represent knowledge, concepts, thoughts, or ideas. They are typically graphical and contain very little text. Charts include a title that provides a succinct description of what the data in the chart refers to, and contain key words that readers are looking for. They are usually in a formal register.

Text Type	Definition
Conversation	In both spoken and written form, conversations often begin with an exchange of opening salutations, are followed by a question or statement, and then a two-way sustained interaction. The language is often authentic, informal and conversational in style, sometimes with interjections, incomplete sentences, and pauses and fillers. The register of conversations will often depend on the context and relationship between participants.
Description	Descriptions of people, places, animals, events or feelings, or a combination of these, can often be found within another context (letter, article etc.). Information can be presented in an objective or subjective way. Details are presented to create a clear image for the reader. Extravagant language or superlatives may be used to emphasise an impression, atmosphere or mood. Descriptions may contain references to sight, sound, smell, touch, taste or feelings.
Diary entry	Diary entries record personal reflections, comments, information or experiences of the writer. The language of diary entries should generally be informal and colloquial and entries are often written in the first person. Entries use subjective language to give a clear sense of the writer's personality, and to explain their feelings and emotions. The layout should appear authentic, provide a sense of time and sequence, and possibly a place name.
Discussion	In both spoken or written form, discussions are used to present different ideas and opinions on a particular issue or topic. They often use a formal register, but may also be informal. The language of discussions uses comparison and contrast words, linking words, and language that indicates judgements and values.
Email	The language of email messages could be formal or informal, depending on the context. A message from one friend to another should be colloquial. A message that is business-related should use a more formal register. Although authentic emails often do not have either a salutation at the beginning, or a signature at the end, they should have both in assessment usage, in order to indicate more clearly the context of the message.
Film or TV program (excerpts)	Excerpts are segments taken from a longer work of a television program or a film. They are often used to illustrate and strengthen understanding of a topic, provide a description of characters and settings, or present a series of events in a logical progression. Depending on the context, excerpts may be either in formal or informal register, present a range of tenses, or contain language that can be subjective or objective, descriptive, factual, judgemental, humorous, emotive, or persuasive.
Form	Forms contain a series of questions asked of individuals to obtain information about a given position, focus or topic etc. In their design, they have a title, contact details and questions. Forms may include categories. The language of forms is often objective and includes descriptive words, a range of tenses, and a variety of questions to address. As a response, students could be asked to complete a form or respond to questions or criteria in an application, for example, for a job.
Image	Images can frequently be used on their own, as they communicate ideas in much more complete and complex ways than words alone. At other times, they are included with a title or caption or other text as a stimulus for response. Images should always complement and provide information on the topic or text.

Text Type	Definition
Interview	In both spoken or written form, interviews often begin with an exchange of opening salutations, are followed by a question or statement, and then a two-way sustained interaction. The language is often authentic, informal and conversational in style, sometimes with interjections, incomplete sentences and pauses and fillers, to maintain the conversation. The register of interviews will often depend on the context and relationship between participants.
Journal entry	Journal entries record personal reflections, comments, information, or experiences of the writer. The language of journal entries should generally be informal and colloquial, and entries are often written in the first person. Entries use subjective language to give a clear sense of the writer's personality, and to explain their feelings and emotions. The layout should appear authentic, provide a sense of time and sequence, and possibly a place name.
Letter	Formal letters are written communication in formal contexts to convey/request information, to lodge a complaint, or to express an opinion. The layout of a formal letter must include the date, the address of sender and recipient, and a formal greeting and phrase of farewell. The language should be in formal register, and deal with a business or other specific topic. Common features of a formal letter are the use of objective language, full sentences and paragraphs, frequent use of formulaic language, and a logical and cohesive sequence of ideas. Informal letters are written communication with acquaintances, friends and family, to inform or to amuse. The layout of an informal letter can be less stylised than a formal letter; possibly with only the date, the address of the sender, a casual greeting and a phrase of farewell. The language can be informal and colloquial and the content can be simple and casual. Common features of an informal letter are the use of subjective language, sentence structure often less complex than in formal letters, and a logical and cohesive sequence of ideas.
Map	Maps are a form of symbolisation, governed by a set of conventions that aim to instruct, inform or communicate a sense of place. Maps are usually in a formal register and frequently use formulaic expressions. They should have a title, orientation, scale, longitude and latitude, an index grid and a symbols translator. They can be reproduced directly or can be modified to make the language more accessible for students.
Message	In both spoken and written form, messages are objects of communication that inform, request, instruct or remind. The written forms are less formal than informal letters and are often used to convey information left on an answering machine, on a mobile phone, or in a telephone call. They have a salutation and a signing off, but the content should be brief and to the point, and convey a specific piece of information with little extra detail.
Note	Notes are written to inform, request, instruct or remind. They are less formal than informal letters. Notes have a salutation and a signing off, but the content should be brief and to the point, and convey a specific piece of information with little extra detail.

Text Type	Definition
Plan	Plans are created by individuals to record what they are going to do. They can be any diagram or list of steps, with timing and resources used, to achieve an objective. Plans provide specific details, and depending on the context, may be either in formal or informal register, present a range of tenses, or contain language that can be subjective or objective, descriptive, factual, judgemental, humorous, emotive or persuasive. Plans can also be a form of symbolisation, governed by a set of conventions, that aim to instruct, inform, or communicate a sense of place. Plans are usually in a formal register and frequently use formulaic expressions. They should have a title, orientation, scale, longitude and latitude, an index grid and a symbols translator.
Review	Reviews are evaluations of publications, such as films, songs, musical performances, novels or stories. The plot summary and description of the work or performance form the majority of the review. The language and structure are formal; however, more personal and evaluative comments are often included. A title should be given.
Script – speech, interview, dialogue	Scripts are written forms of speeches, interviews or dialogues that communicate and exchange ideas, information, opinions and experiences. Scripts would generally have only two speakers, possibly an interviewer and an interviewee, but each speaker must be clearly identified. A script often begins with an exchange of opening salutations, is followed by a question or statement, and then a two-way sustained interaction. The language is often authentic, informal and conversational in style, sometimes with interjections, incomplete sentences, and pauses and fillers to maintain the conversation. The language level of scripts will often depend on the context and relationship between participants.
Sign	Signs convey a meaning. They present factual information about an object, a situation that exists, or an event that is about to occur. Signs use a formal register and are most often in graphic form.
Summary	Summaries present the essential points and relevant details from an original text. A summary will often have a title, an introduction, content and a conclusion. They often require the use of full sentences and may contain reported speech. The language of summaries may either be formal or informal.
Table	Tables organise and represent a set of data in a diagram or table. They may also visually represent knowledge, concepts, thoughts, or ideas. Tables are typically graphical, containing very little text; however they do include a title that provides a succinct description of what the data in the chart or table refers to. They are usually in a formal register.

Appendix 3 – Elaborations of grammatical items

Elaborations are examples that accompany the grammatical items and sub-elements. They are intended to assist teachers to understand what is to be taught. They are not intended to be complete or comprehensive, but are provided as support only.

Unit 1

Grammatical items	Sub-elements	Elaborations
Adjectives	demonstrative	<i>ce garçon, cet homme, cette fille, ces enfants</i>
	interrogative	<i>quel, quels, quelle, quelles</i> <i>Quel âge a Michel ?</i> <i>Quels sont vos passe-temps ?</i>
	exclamatory	<i>quel, quels, quelle, quelles</i> <i>Quelle horreur !</i>
	comparative and superlative forms	<i>intelligent, plus intelligent, le plus intelligent</i> <i>bon, meilleur, le meilleur</i>
Adverbs	simple	<i>ainsi, déjà, encore, même, presque, souvent, tant, toujours, trop</i> <i>Je viens aussi vite que je peux.</i> <i>Il y a du monde partout.</i>
	formation	<i>facile – facilement</i> <i>doux – doucement</i> <i>évident – évidemment</i>
	irregular forms	<i>Je suis vraiment désolé(e).</i> <i>Vous parlez couramment le français ?</i> <i>bien, mal, beaucoup, peu</i> <i>J'aime bien écouter de la musique.</i>
	negation	<i>ne pas, ne plus, ne jamais, ne rien, ne personne, ne ... aucun(e), ne ... nul(le)</i> <i>Je ne vois pas.</i> <i>Je ne regrette rien.</i>
Articles	de replacing the partitive: - in a negative construction - after expressions of quantity - before an adjective preceding a plural noun	<i>Il n'y a pas d'argent.</i> <i>Pas de problèmes.</i> <i>Elle n'a plus d'argent.</i> <i>Un kilo de poires.</i> <i>Tant de fautes.</i> <i>J'ai écrit beaucoup de livres.</i> <i>J'ai de bons amis.</i> <i>J'ai mangé de bons épinards.</i>
	omission of the article	<i>avoir faim, faire peur</i> <i>Il est ingénieur.</i> <i>Elle est avocate.</i>

Grammatical items	Sub-elements	Elaborations
Conjunctions	common conjunctions	<i>mais, ou, et, donc, or, ni, parce que</i> <i>Elle aime l'été parce qu'on peut se baigner.</i> <i>Tu peux sortir mais rentre avant neuf heures !</i>
Nouns	number and gender: singular and plural, including irregular plurals	<i>un acteur, une actrice, un musicien, une musicienne, l'homme, des hommes, une femme, des femmes, un animal, des animaux</i>
	nominal phrases	<i>une omelette au fromage</i>
Prepositions	location and direction	<i>à, en, sur, sous devant, derrière, chez, vers, loin de, à côté de, près de, en face de</i> <i>devant le cinéma, derrière la maison, chez Marie, vers le sud, loin de ma maison</i> <i>Nous passons les vacances en Nouvelle-Zélande.</i>
Pronouns	direct object	<i>me, te, le, la, nous, vous, les</i> <i>je les mange, il nous voit, nous en gardons</i> <i>La télé, je la regarde tous les jours.</i> <i>Mes devoirs ? Je les ai déjà faits !</i>
	demonstrative	<i>celui, ceux, celle, celles</i> <i>Tu voudrais cette robe ? Oui, celle-ci. (or Celle-là.)</i>
	disjunctive	<i>moi, toi, lui, elle, nous, vous, eux, elles</i> <i>Sans lui, rien n'est possible.</i>
Sentence and phrase types	time phrases: <i>depuis</i> <i>pendant</i> <i>pour</i>	<i>Il attend depuis une heure.</i> <i>Elle a habité à Sydney pendant huit ans.</i> <i>Ils seront à Paris pour une semaine.</i>
Verbs	present tense: - modals - impersonal verbs	<i>devoir: Tu dois manger.</i> <i>pouvoir: Il peut jouer aujourd'hui.</i> <i>savoir: Ils ne savent pas jouer.</i> <i>vouloir: Nous voulons sortir.</i> <i>Il faut travailler.</i> <i>Il fait chaud.</i> <i>Il est interdit de fumer ...</i>
	perfect tense: common regular and irregular verbs	<i>j'ai donné, j'ai fini, j'ai vendu, j'ai voulu, elle est venue, nous nous sommes levés</i> <i>Nous avons chanté.</i> <i>Je suis venu(e) ce matin.</i> <i>Je n'ai pas étudié.</i>

Grammatical items	Sub-elements	Elaborations
	- agreements: - subject + verb - with <i>avoir</i> and with <i>être</i>	<i>Beaucoup d'enfants sont partis ce matin.</i> <i>J'ai acheté des pommes au marché ce matin. Je les ai achetées.</i> <i>Elles sont allées au cinema.</i>
	imperfect tense	<i>je donnais, je finissais, je vendais</i> <i>C'était horrible. J'avais mal aux dents.</i>
	<i>passé récent</i>	<i>Je viens de donner, je viens de finir, je viens de vendre, nous venons de vendre</i> <i>Je viens de voir Luc.</i> <i>Nous venons de manger.</i>
	imperative mood	<i>Parle ! Parlons ! Parlez !</i> <i>Anton, fais tes devoirs !</i> <i>Fermez la porte !</i> <i>Ayez la bonté de m'attendre.</i>
	pronominal: reflexive	<i>se lever, se parler, se coucher, s'habiller</i> <i>Elle se lève de bonne heure.</i> <i>Elle s'est levée tard.</i>
	impersonal subject pronoun <i>on</i>	<i>Ici on parle français.</i>

Unit 2

Grammatical items	Sub-elements	Elaborations
Adverbs	degree: comparative and superlative of adverbs with <i>plus</i>	<i>plus, le plus, moins, le moins, mieux, le mieux</i> <i>le plus rapidement, le plus vite</i> <i>Rouen est moins cher que Paris.</i> <i>J'ai acheté la voiture la moins chère.</i>
Prepositions	linking verb + infinitive	<i>à, de, par, pour, sans, dans, avec, sur, sous, avant</i> <i>de, au lieu de, après</i> <i>J'essaie de faire ces maths.</i> <i>Il invite Louise à danser.</i>
Pronouns	agreements: - preceding direct object agreement after a direct object pronoun - preceding direct object agreement after the relative pronoun <i>que</i> - preceding direct object agreement after a question	<i>Les fleurs ? Oui, il les a achetées.</i> <i>Les fleurs qu'il a achetées.</i> <i>Quelles fleurs a-t-il achetées ?</i>
	Possessive	<i>le mien, la mienne, les miens, les miennes ...</i> <i>C'est à moi !</i> <i>C'est le nôtre ! Non, c'est le leur !</i>
	indirect object (personal)	<i>me/m', te/t', lui, nous, vous, leur</i> <i>je lui parle, nous lui téléphonons</i> <i>Vous leur écrivez ?</i>
	interrogative: - definite - indefinite	<i>lequel, lesquels, laquelle, lesquelles</i> <i>Lequel de ces deux chiots préfères-tu ?</i> <i>qui, qui est-ce qui, qui est-ce que, qu'est-ce que,</i> <i>qu'est-ce qui, que, quoi</i> <i>Qui est-ce qui vient ?</i> <i>Qui est-ce que tu as vu ?</i> <i>Que veux-tu ?</i> <i>Qu'est-ce que tu veux ?</i> <i>À quoi est-ce que tu penses ?</i> <i>De quoi ?</i> <i>De quoi parles-tu ?</i>
	indefinite (affirmative)	<i>quelqu'un, personne, rien, aucun(e), nul(le), on, tout</i> <i>Quelqu'un a frappé à la porte.</i> <i>Tout ce qui brille n'est pas or.</i>
Sentence and phrase types	<i>si</i> clauses: - present/future - imperfect/conditional	<i>S'il fait beau, nous sortirons avec nos amis.</i> <i>S'il faisait beau, nous sortirions avec nos amis.</i>
	<i>il y a</i>	<i>Il y a deux choses à faire.</i> <i>j'ai vu le film il y a trois semaines.</i>

Grammatical items	Sub-elements	Elaborations
Verbs	future tense: - regular - irregular future stems	<i>je regarderai, tu finiras, nous attendrons</i> <i>être – ser, faire – fer, avoir – aur, aller – ir etc.</i> <i>je serai, il fera, ils iront</i>
	implied future	<i>Quand il neigera, nous ferons du ski.</i>
	conditional mood: present	<i>je chanterais, tu choisirais, nous vendrions, je serais, il ferait, ils iraient</i>
	participles: - present - past	<i>(en) parlant, (en) jouant</i> <i>En venant de manger.</i> <i>Après avoir fait la vaisselle, nous sommes sortis.</i>

Assumed learning

Before commencing the study of Unit 1 and Unit 2, it is assumed that students have, through prior experience or study, already acquired an understanding of the following French grammatical items:

Grammatical item	Sub-elements	Elaborations
Adjectives	agreement	for example, <i>petit/petite, grand/grande, beau/belle, beaux/belles, nouveau, nouvelles, vieux, vieille, riche</i>
	position	<i>une petite maison, le drapeau français ma chambre propre/ma propre chambre</i>
	regular and common irregular forms	for example, <i>petit, petite, grand, grande, beau, belle, beaux, belles, nouveau, vieux, riche</i>
	possessive	<i>mon, ma, mes, ton, ta, tes, son, sa, ses etc.</i>
Adverbs	position	<i>Il parle couramment. Il a déjà vu ce film.</i>
	negation	<i>ne pas, ne plus, ne rien, ne personne Je ne regrette rien.</i>
Articles	definite	<i>le, la, l', les le père, la mère, l'air, les parents</i>
	indefinite	<i>un, une, des un père, une mère, des parents</i>
	partitive	<i>du, de la, de l', des and de Donnez-moi du pain, de la salade, de l'huile et des oignons.</i>
Conjunctions	common conjunctions	for example, <i>parce que, car, et, donc, mais, malgré, pourtant Elle aime l'été parce qu'on peut se baigner. Tu peux sortir mais rentre avant neuf heures !</i>
Nouns	gender and number:	
	singular and plural, including irregular plurals	<i>un acteur, une actrice, un musicien, une musicienne, l'homme, des hommes, une femme, des femmes, un animal, des animaux</i>
Numerals	ordinals	<i>premier/première, vingtième, trente-troisième mon premier album, la deuxième chanson, au neuvième étage</i>
	cardinals	<i>un, deux, trois ... Deux personnes se disputent.</i>
	dates	<i>le premier avril le 24 juillet</i>
	times	<i>Il est deux heures. Il est trois heures trente. Il est trois heures et demie. Il est cinq heures moins quinze.</i>

Grammatical item	Sub-elements	Elaborations
Prepositions	simple	<i>à, de, dans, en, près de, depuis</i> <i>J' habite près de la gare.</i>
	articulated forms	for example, <i>à+le =au; à+les=aux</i> <i>de+le=du, de+les=des</i>
	time	<i>après minuit, avant six heures</i> <i>Adelaïde vient après midi.</i>
Pronouns	subject pronouns	<i>je, tu, il, elle, nous, vous, ils, elles</i> <i>je parle, elle cherche, nous gardons</i>
	reflexives	<i>me, te, se, nous, vous, se</i> <i>je me lave, Ils s'aiment, nous nous levons</i> <i>Je me suis couché tard.</i>
Sentence and phrase types	statements	<i>Il va au concert.</i>
	questions	<i>Qu'est-ce qu'il va faire demain ?</i> <i>Est-ce qu'il va au théâtre ?</i> <i>Va-t-elle au marché ?</i> <i>Tu vas au concert ? (rising intonation)</i> <i>Pierre va-t-il au restaurant ?</i>
	exclamations	<i>Zut !</i> <i>Ça alors !</i>
Verbs	present tense:	
	regular and common irregular verbs	<i>je donne, je finis, je vends</i> <i>Vous passez par là.</i> <i>Nous sommes prêts. Vous venez ?</i>
	common reflexive verbs	<i>Je me lève.</i> <i>Il s'amuse.</i>
	infinitives:	
	infinitive + past participle	<i>Après avoir fait mes travaux du ménage, je viens de faire mes devoirs.</i>
	<i>futur proche</i>	<i>Je vais voir cette exposition.</i> <i>Je vais jouer tennis samedi matin.</i>
	perfect tense:	
	common regular and irregular verbs	<i>j'ai donné, j'ai fini, j'ai vendu</i> <i>Nous avons chanté.</i> <i>Je suis venu(e) ce matin.</i> <i>Elles sont allées au cinema.</i>
	negatives in perfect tense	<i>Je n'ai pas étudié.</i> <i>Nous n'avons jamais su.</i>

