



Government of **Western Australia**
School Curriculum and Standards Authority

FRENCH: SECOND LANGUAGE

ATAR course

Year 11 syllabus | Consultation Draft

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

This syllabus is effective from 1 January 2026.

Users of this syllabus are responsible for checking its currency.

Syllabuses are formally reviewed by the School Curriculum and Standards Authority (the Authority) on a cyclical basis, typically every five years.

This document incorporates material from the CCAFL Framework (2021) that has been compiled by the Victorian Curriculum and Assessment Authority and the previous CCAFL Framework (2000) prepared by the New South Wales Education Standards Authority (previously, the Board of Studies NSW) for and on behalf of the Australasian Curriculum, Assessment and Certification Authorities, in collaboration with:

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New South Wales Education Standards Authority

Northern Territory Department of Education

Office of Tasmanian Assessment, Standards and Certification

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Rationale

Communication is a human imperative, involving interaction to convey meaning as well as imagination, creativity and a broad understanding of ourselves and others. Language learning provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples, and reflect on their experience in various aspects of social life, including their own participation and ways of being in the world.

Western Australian senior secondary Languages courses, of which French: Second Language is one, operate from the fundamental principle that, for all students, communicating in two or more languages is a rich, challenging experience of engaging with and participating in the linguistic and cultural diversity of our interconnected world.

Students who study French in the senior secondary years build on a diverse range of language and intercultural knowledge, understanding and skills gained through previous experiences at school and in the community. The study of French enables students to engage with a language spoken by over three hundred million people worldwide. It is the official language of approximately thirty countries such as Belgium, Canada, France and Switzerland. French speakers are found in different parts of the world including northern African countries such as Algeria, Morocco and Tunisia; and islands such as Mauritius and Madagascar.

As French is spoken in Australia, many opportunities exist to hear and use the language in real-life situations, as well as through French media in Australia and actual and virtual connections with French-speaking communities in the rest of the world. Proficiency in French may provide students with enhanced vocational opportunities in domains which include business, trade, science, law, education, tourism, diplomacy, international relations, health and communications.

The French: Second Language ATAR course is designed for students for whom French is a second, or subsequent, language. These students have not been exposed to or interacted in the language outside of the language classroom. They have typically learnt everything they know about the French language and culture through classroom teaching in an Australian school, or similar environment, where English is the language of school instruction. Students have typically studied French for 200–400 hours at the commencement of Year 11, and may have experienced some short stays or exchanges in a country where the language is a medium of communication.

The language to be studied and assessed is Modern Standard French.

The rich linguistic and cultural diversity of Western Australia, to which French-speaking communities contribute significantly, provides an educational environment where the study of languages and cultures is valued as a unique and integral part of the Western Australian curriculum.

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 an application for permission to enrol in a WACE language course 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, express ideas and opinions and experiences for specific audiences, purposes and contexts
- 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 life, Youth leisure activities, 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 Sustainable tourism – students further develop 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:

- Perspectives and topics
- Text types and styles of writing
- 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.

Perspectives and topics

Each unit is defined by a particular focus, three perspectives and a set of topics.

The perspectives are:

- personal — explores aspects of the student's personal world, aspirations, values, opinions, ideas and relationships with others. They also explore the topic from the perspectives of other people
- community — explores topics from the perspectives of individuals and groups within those communities or the communities as a whole, and develops an understanding of how culture and identity are expressed through language
- global — explores trends and issues as they affect the global community.

Each perspective 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 perspectives is intended to provide a specific viewpoint for the teaching and assessment of the topic.

Text types and styles of writing

In learning a language, it is necessary to engage with and/or produce a wide variety of text types and styles of writing.

Text types are categories of print, spoken, visual or audiovisual text, identified in terms of purpose, audience and features. 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 need to be provided with opportunities to engage with them.

Styles of writing are the features, patterns and rules of texts which are determined by the text type and the 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 are expected to respond to and to produce the following styles of writing individually or in combination: descriptive, informative, personal, persuasive and reflective.

In school-based assessments and the ATAR course examinations, students are expected to respond to, and/or produce, a range of spoken and written text types in styles of writing in French.

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. In the French: Second Language ATAR course, students are required to further develop their knowledge and understanding of the structure of French.

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 perspectives and topics, text types and styles of writing 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 one 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 Year 7–10 curriculum

The Western Australian Curriculum: Languages Year 7 to Year 10 is organised through two interrelated strands: Communicating and Understanding. Communicating is broadly focused on using language for communicative purposes in interpreting, creating and exchanging meaning, whereas Understanding involves examining language and culture as resources for interpreting and creating meaning. Together, these strands reflect three important aspects of language learning: performance of 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 for students to 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 assist students to live and work successfully in the twenty-first century. Teachers may find opportunities to incorporate the capabilities into the teaching, learning and assessment program for the French: Second Language ATAR course. The general capabilities are not assessed unless they are identified within the specified unit content.

Literacy

The French: Second Language ATAR course develops students' ability to listen to, read, view, create, and perform a range of spoken, written and multimodal texts in French. It provides opportunities for students to move between French and English to analyse, interpret and reflect on texts. They convey information, ideas and opinions in a variety of text types and formats, and write French texts, in different text types and styles of writing, for a range of contexts, purposes and audiences, applying their knowledge of linguistic resources.

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
- 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, and uses their knowledge of English literacy to support their learning in French.

Numeracy

Students become numerate as they develop the knowledge and skills to use mathematics confidently across all learning areas at school and in their lives more broadly. Numeracy involves students recognising and understanding the role of mathematics in the world and having the dispositions and capacities to use mathematical knowledge and skills purposefully.

Learning French affords opportunities for learners to develop, use and understand patterns, order and relationships, and to reinforce concepts, such as number, time, and space, in their own and in different cultural and linguistic systems.

Information and communication technology capability

In the French: Second Language ATAR course, students develop information and communication technology (ICT) capability as they learn to use ICT effectively and appropriately to access, create and communicate information and ideas, solve problems, and work collaboratively at school and in their lives beyond school. ICT capability involves students in learning to make the most of the technologies available to them, adapting to new ways of doing things as technologies evolve and limiting the risks to themselves and others in a digital environment.

Language learning is enhanced through the use of ICT. Accessing live language environments and texts via digital media extends the boundaries of the classroom and provides opportunities to develop information technology capabilities as well as linguistic and cultural knowledge.

Critical and creative thinking

The French: Second Language ATAR course develops students' ability to think logically, critically and creatively. It provides opportunities for students to inquire, generate, analyse and reflect on a range of information, ideas and perspectives in spoken and written texts. Students learn how to analyse texts and interpret how the language of texts conveys meaning. They reflect on the thinking and processes used to mediate meaning between languages. They apply their knowledge of language as a system to new contexts and learn to revise and modify texts when considering context, purpose and audience.

As students learn to interact with people from diverse backgrounds, and as they explore and reflect critically, they learn to notice, connect, compare and analyse aspects of French language and culture. As a result, they develop critical thinking skills as well as analytical and problem-solving skills.

Personal and social capability

The French: Second Language ATAR course enhances students' personal and social capability as they learn to understand themselves and others and manage their relationships, lives, work and learning more effectively. As they interact with French speakers in culturally appropriate ways in a range of contexts and situations, they develop an understanding of the importance of communicating in a respectful manner.

In the French: Second Language ATAR course, learning to interact in a collaborative and respectful manner, being open-minded and recognising that people view and experience the world in different ways are key elements of personal and social competence. Interacting effectively in an additional language and with people of diverse language backgrounds involves negotiating and interpreting meaning in a range of social and cultural situations – essential aspects of learning French.

Ethical understanding

In learning French, students learn to acknowledge and value differences in their interactions with others and to develop respect for diverse ways of perceiving and acting in the world. Ethical understanding involves students in building a strong personal and socially-oriented ethical outlook

that helps them to manage context, conflict and uncertainty, and to develop an awareness of the influence that their values and behaviour have on others.

Intercultural understanding

The Intercultural understanding capability is central to the learning of French in the French: Second Language ATAR course as students learn to value their own cultures, languages and beliefs, and those of others. In French, development of intercultural understanding is a central aim, as it is integral to communicating in the context of diversity, the development of global citizenship and lifelong learning.

Students bring to their learning various preconceptions, assumptions and orientations shaped by their existing language/s and culture/s that can be challenged by the new language experience. Learning to move between the existing and new languages and cultures is integral to language learning and is the key to the development of students' intercultural capability.

By learning a new language, students are able to notice, compare and reflect on things previously taken for granted. This allows them to explore their own linguistic, social and cultural practices as well as those associated with the new language. They begin to see the complexity, variability and sometimes the contradictions involved in using language.

Learning French does not require forsaking a student's first language. It is an enriching and cumulative process, which broadens students' communicative repertoire, providing additional resources for interpreting and making meaning. Students come to realise that interactions between different people through the use of different languages also involve interactions between the different kinds of knowledge, understanding and values that are articulated through language/s and culture/s. They realise that successful intercultural communication is not only determined by what they do or say, but also by what members of the other language and culture understand from what they say or do.

Learning to move between languages and cultures is integral to language learning and is the key to the development of students' intercultural understanding.

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

Representation of the cross-curriculum priorities

The cross-curriculum priorities address the contemporary issues which students face in a globalised world. Teachers may find opportunities to incorporate the priorities 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

The study of Languages recognises the interrelationship of languages, identities and cultures across languages, including Aboriginal and Torres Strait Islander languages, and develops an understanding of concepts related to the linguistic landscape of Australia. The French: Second Language ATAR course, along with the Aboriginal and Torres Strait Islander histories and cultures priority, enables students to develop knowledge and understanding by engaging them with the languages and cultures of Australia.

By exploring and reflecting on the interrelationship between language, culture and identity, students are provided with opportunities to understand that the ways in which people use language reflect the values and beliefs of their respective communities, including Australia's rich and diverse Aboriginal and Torres Strait Islander communities. The knowledge and understanding gained through this priority will enhance the ability of young people to participate positively in the ongoing development of Australia.

Asia and Australia's engagement with Asia

In Languages, students are able to learn languages of the Asian region, learning to communicate and interact in interculturally appropriate ways and exploring concepts, experiences and perspectives from within and across Asian cultures.

In all the languages, the priority of Asia and Australia's engagement with Asia provides opportunities for students to develop an appreciation for the place of Australia within the Asian region, including the interconnections of languages and cultures, peoples and communities, histories and economies. They learn how Australia is situated within the Asian region and how our national linguistic and cultural identity is continuously evolving, locally, regionally and within an international context.

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

The French: Second Language ATAR course provides a context for students to develop their knowledge and understanding of concepts, perspectives and issues related to sustainability in French-speaking communities and the world. Students engage with a range of texts to obtain, interpret and present information, ideas and opinions on concepts, such as the environment, conservation, social and political change and how language and culture evolve, and develop their knowledge, understanding and skills relating to sustainability within particular unit topics.

Through interacting with others, respectfully negotiating meaning and mutual understanding, and reflecting on communication, students can learn to live and work in ways that are both productive and sustainable.

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.

Perspectives and topics

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

| Perspectives | Topics |
|--|--|
| <p>Personal</p> <p>Students explore the topic from their own point of view or from the viewpoint of individuals from French-speaking communities.</p> | <p>My life</p> <p>Students explore the relationships and interests in their lives.</p> |
| <p>Community</p> <p>Students investigate how the topic relates to groups in the French-speaking communities.</p> | <p>Youth leisure activities</p> <p>Students investigate what young people in French-speaking communities do in their free time.</p> |
| <p>Global</p> <p>Students examine how the topic impacts the global community.</p> | <p>Leading a healthy lifestyle</p> <p>Students examine the importance of maintaining a healthy lifestyle.</p> |

Text types and styles of writing

Text types

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

- account
- advertisement
- announcement
- article
- blog post
- chart
- comic strip
- conversation
- description
- discussion
- email
- form
- image
- infographic
- interview
- journal entry
- letter
- message
- note
- plan
- poem
- presentation
- review
- role play
- script – conversation, interview, speech
- song
- speech
- summary
- table.

Styles of writing

Students should respond to and produce, the following styles of writing in school-based assessments, individually or in combination: informative, persuasive, reflective.

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

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 |

| Grammatical items | Sub-elements |
|---------------------------|---|
| Articles | <i>de</i> replacing the partitive: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> singular and plural, including irregular plurals |
| | nominal phrases |
| Prepositions | location and direction |
| Pronouns | direct object |
| | demonstrative |
| | disjunctive |
| Sentence and phrase types | time phrases: <ul style="list-style-type: none"> <i>depuis</i> <i>pendant</i> <i>pour</i> |
| | <i>si</i> clauses <ul style="list-style-type: none"> present/present |
| Tenses and verbs | present tense: <ul style="list-style-type: none"> regular and common irregular verbs modals impersonal verbs common reflexive verbs |
| | perfect tense: <ul style="list-style-type: none"> common regular and irregular verbs agreements: <ul style="list-style-type: none"> subject + verb with <i>avoir</i> and with <i>être</i> negative in perfect tense |
| | imperfect tense |
| | <i>passé récent</i> |
| | imperative mood |
| | pronominal form: <ul style="list-style-type: none"> reflexive reciprocal verbs in pronominal form only |
| | 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:

- *enchaînements*, contractions, inversion (word order in questions), pronunciation of French 'r', liaison, silent 'h' and vowel combination such as *au, eau, œu*
- common words that sound the same in French, such as *Saint-Coeur* and *cinq heures*
- plural form differences in spoken and written communication:
 - most nouns and adjectives have no spoken plural forms (silent 's' at the end of the word) - plurality is shown by a change in the spoken and written form of the article
 - verbs for which the spoken third person singular and plural sound the same: *il chantait/ils chantaient*
 - verbs which add a consonant sound in plural form: *il vend/ils vendent*.

Intercultural understandings

The perspectives and topics, the textual conventions of the text types, the styles of writing 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 taught in this unit will depend on the needs of the students and the learning experiences and/or communication activities taking place. Students should be taught these strategies explicitly and be provided with opportunities to practise them.

Refer to Appendix 4 for a list of language learning and communication strategies.

Dictionaries

Students develop the necessary skills to use dictionaries effectively.

In the written examination, students are permitted to use monolingual and/or bilingual printed dictionaries, in one or two separate volumes.

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.

Perspectives and topics

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

| Perspectives | Topics |
|--|---|
| <p>Personal</p> <p>Students explore the topic from their own point of view or from the viewpoint of individuals from French-speaking communities.</p> | <p>My travel tales and plans</p> <p>Students explore holiday destinations for a future trip and recount their past holiday experiences.</p> |
| <p>Community</p> <p>Students investigate how the topic relates to groups in the French-speaking communities.</p> | <p>Australia as a travel destination</p> <p>Students investigate Australia as a destination for travellers from French-speaking communities.</p> |
| <p>Global</p> <p>Students examine how the topic impacts the global community.</p> | <p>Sustainable tourism</p> <p>Students examine responsible travel.</p> |

Text types and styles of writing

Text types

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

- account
- advertisement
- announcement
- article
- blog post
- chart
- comic strip
- conversation
- description
- discussion
- email
- form
- image
- infographic
- interview
- journal entry
- letter
- message
- note
- plan
- poem
- presentation
- review
- role play
- script – conversation, interview, speech
- song
- speech
- summary
- table.

Styles of writing

Students should respond to and produce the following styles of writing in school-based assessments, individually or in combination: descriptive, personal, informative.

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

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: <ul style="list-style-type: none"> comparative and superlative of adverbs with <i>plus</i> |
| Prepositions | linking verb + infinitive |
| Pronouns | agreements: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> definite indefinite |
| | indefinite (affirmative) |
| Sentence and phrase types | <i>si</i> clauses: <ul style="list-style-type: none"> present/future imperfect/conditional |
| | <i>il y a</i> |
| Tenses and verbs | infinitives: <ul style="list-style-type: none"> infinitive + past participle |
| | <i>futur proche</i> |
| | <i>futur simple</i> : <ul style="list-style-type: none"> regular irregular future stems |
| | conditional mood: <ul style="list-style-type: none"> present |
| | participles: <ul style="list-style-type: none"> 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:

- *enchaînements*, contractions, inversion (word order in questions), pronunciation of French 'r', liaison, silent 'h' and vowel combination such as *au, eau, œu*
- common words that sound the same in French, such as *Saint-Coeur* and *cinq heures*
- plural form differences in spoken and written communication:
 - most nouns and adjectives have no spoken plural forms (silent 's' at the end of the word) - plurality is shown by a change in the spoken and written form of the article
 - verbs for which the spoken third person singular and plural sound the same: *il chantait/ils chantaient*
 - verbs which add a consonant sound in plural form: *il vend/ils vendent*.

Intercultural understandings

The perspectives and topics, the textual conventions of the text types, the styles of writing 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 taught in this unit will depend on the needs of the students and the learning experiences and/or communication activities taking place. Students should be taught these strategies explicitly and be provided with opportunities to practise them.

Refer to Appendix 4 for a list of language learning and communication strategies.

Dictionaries

Students develop the necessary skills to use dictionaries effectively.

In the written examination, students are permitted to use monolingual and/or bilingual printed dictionaries, in one or two separate volumes.

Assessment

Assessment is an integral part of teaching and learning that in the senior secondary years:

- provides evidence of student achievement
- identifies opportunities for further learning
- connects to the standards described for the course
- contributes to the recognition of student achievement.

Assessment for learning (formative) and assessment of learning (summative) enable teachers to gather evidence to support students and make judgements about student achievement. These are not necessarily discrete approaches and may be used individually or together, and formally or informally.

Formative assessment involves a range of informal and formal assessment procedures used by teachers during the learning process to improve student achievement and to guide teaching and learning activities. It often involves qualitative feedback (rather than scores) for both students and teachers which focuses on the details of specific knowledge and skills that are being learnt.

Summative assessment involves assessment procedures that aim to determine students' learning at a particular time; for example, when reporting against the standards after completion of a unit or units. These assessments should be limited in number and made clear to students through the assessment outline.

Appropriate assessment of student work in this course is underpinned by reference to a set of pre-determined course standards. These standards describe the level of achievement required to achieve each grade from A to E. Teachers use these standards to determine how well a student has demonstrated their learning.

Where relevant, higher cognitive skills (e.g. application, analysis, evaluation and synthesis) and the general capabilities should be included in the assessment of student achievement in this course. All assessment should be consistent with the requirements identified in the course assessment table.

Assessment should not generate workload and/or stress that, under fair and reasonable circumstances, would unduly diminish the performance of students.

School-based assessment

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

School-based assessment involves teachers gathering, describing and quantifying information about student achievement.

Teachers design school-based assessment tasks to meet the needs of students. As outlined in the *WACE Manual*, school-based assessment of student achievement in this course must be based on the Principles of Assessment:

- Assessment is an integral part of teaching and learning
- Assessment should be educative
- Assessment must be fair
- Assessment should be designed to meet its specific purpose/s
- Assessment should lead to informative reporting
- Assessment should lead to school-wide evaluation processes
- Assessment should provide significant data for improvement of teaching practices.

The table below provides details of the assessment types and their weighting for the French: Second Language ATAR Year 11 syllabus.

Summative assessments in this course must:

- be limited in number to no more than eight tasks
- allow for the assessment of each assessment type at least once for each unit in the unit pair
- have a minimum value of five per cent of the total school assessment mark
- provide a representative sampling of the syllabus content.

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

Assessment table – Year 11

| Type of assessment | Weighting |
|--|----------------|
| <p>Oral communication Interaction with others to exchange information, ideas, opinions and/or experiences in spoken French. Typically, these tasks are administered under test conditions.</p> | 25% |
| <p>Responding to texts Comprehension and interpretation of spoken and printed texts in French. Texts represent different text types and styles of writing. Questions for spoken texts are phrased in English for responses in English. Questions for printed texts are either phrased in English for responses in English, or phrased in French and English for responses in French, depending on the requirements of the question. Typically, these tasks are administered under test conditions.</p> | 30% |
| <p>Written communication Production of written texts to convey information and express ideas, opinions and/or experiences in French. Questions specify the context, purpose, audience, text type and style of writing. Typically, these tasks are administered under test conditions.</p> | 15% |
| <p>Examination</p> <p>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.</p> <p>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.</p> | 10% 20% |

Teachers must use the assessment table to develop an assessment outline for the pair of units.

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).

Reporting

Schools report student achievement, underpinned by a set of pre-determined standards, using the following grades:

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

The grade descriptions for the French: Second Language ATAR Year 11 syllabus are provided in Appendix 1. They are used to support the allocation of a grade. They can also be accessed with annotated work samples on the course page of the Authority website (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.

The grade is determined by reference to the standard. It's not allocated on the basis of a pre-determined range of marks (cut-offs).

Appendix 1 – Grade descriptions Year 11

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

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

E

Does not meet the requirements of a D grade and/or has completed insufficient assessment tasks to be assigned a higher grade.

Note: Grade descriptions are to be refined using validated evidence from assessment samples and feedback from teachers.

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Appendix 2 – Text types and styles of writing

These lists are provided to enable a common understanding of the text types and styles of writing for this syllabus.

Text types

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 and are often presented in a logical manner. 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 an 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, magazine, 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. Articles develop ideas and opinions and often end with a statement of conclusion or advice to the reader. They may be accompanied by a graphic. Articles can be reproduced directly, or can be modified to make the language more accessible for students.

Blog post

Web logs (blogs) are basically journals that are available on the internet. Many blogs provide commentary or news on a particular subject; others function more as personal online diaries. Typically, blogs combine text and 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 post). Posts can sometimes use a formal register but may also be in an informal or colloquial register. The language in a blog post can be descriptive, factual, judgemental, emotive or persuasive, depending on the context.

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.

Comic strip

Comic strips or cartoons 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 comic strip or cartoon can be subjective or objective, descriptive, factual, judgemental, humorous, emotive or persuasive, depending on the context, and may involve a range of tenses. A comic strip or cartoon 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.

Conversation

In both spoken and written form, conversations often begin with an exchange of opening salutations, 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 the 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.

Discussion

In both spoken and 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 when writing for assessment in order to indicate more clearly the context of the message.

Form

Forms contain a series of questions asked of individuals to obtain information about a given position, focus, 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 can 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.

Infographic

Infographics (information graphics) communicate information in a visual or graphic form. Images, charts, symbols, colour and text are used to convey knowledge, concepts or key messages quickly and clearly. Information in infographics can be presented in an objective or subjective way and the language used can be descriptive, factual or persuasive, depending on the context.

Interview

In both spoken and written form, interviews often begin with an exchange of opening salutations, 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 the 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 include a place name.

Letter

Formal letters are written communication in formal contexts to convey/request information, lodge a complaint or express an opinion. The layout of a formal letter must include the date, the address of the sender and recipient, and a formal greeting and phrase of farewell. The language should be in a 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, a less complex sentence structure than in formal letters, and a logical and cohesive sequence of ideas.

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 as a voice mail on a phone. 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.

Plan

Plans are created by individuals to record what they are going to do. They can be a 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 a 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 expressing meaning through symbols, 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 may have a title, orientation, scale, longitude and latitude, an index grid and a key.

Poem

Poems are sets of words that convey an experience, idea or emotion. Poems can be used to introduce language structures and new vocabulary. A whole poem or a selection of lines from a poem can be used as a basis for comprehension. The language in poems used in the course must be accessible.

Presentation

Presentations communicate ideas, opinions and attitudes. Their aim is to entertain, inform or persuade their audience. A presentation begins with a statement of purpose, is followed by an explanation or presentation of an argument, and ends with some concluding remarks. The language used in presentations is often subjective, as the presenter is seeking to persuade and engage the audience through descriptive words, humour and anecdotes.

Review

Reviews are evaluations of works 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.

Role play

In both spoken and written form, role plays are used to communicate and exchange ideas, information, opinions and experiences. Role plays would generally have only two speakers, but each speaker must be clearly identified. A role play often begins with an exchange of opening salutations, 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 role plays will often depend on the context and the relationship between participants.

Script – conversation, interview, speech

Scripts are written forms of conversations, interviews or speeches 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 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 the relationship between participants.

Song

Songs are short poems or sets of words that are set to music and are meant to be sung. The lyrics of a song are used as a basis for comprehension, although it must be remembered that popular songs often contain colloquial language or slang that is difficult for students to understand if they have not heard the song before.

Speech

Speeches, in their oral forms, communicate ideas, opinions and attitudes to entertain, persuade, welcome or thank their audience. A speech often begins with a statement of purpose followed by an explanation or sequence of events or presentation of argument, and ends with some concluding remarks. Descriptive words, formal or informal language and a range of tenses are typical in speeches. The language is often subjective, sometimes using slogans, catch phrases, humour and anecdotes to engage the audience.

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.

Styles of writing

Descriptive

Descriptive writing engages the reader's attention as the writer paints a picture through words to make the reader see what they have seen. The writer uses precisely chosen vocabulary with evocative adjectives and adverbs, to create a vivid impression of a person, place, object or event, a character or a particular mood or atmosphere. Descriptive writing evokes feelings and attitudes using connotative language. The writing is structured and ordered, using active verbs and varied sentences, at times with sensory descriptions to increase the reader's experience.

Informative

Informative writing conveys information as clearly, comprehensively and accurately as possible. The language should generally be formal and in an objective style with impersonal expressions used. Normally, no particular point of view is conveyed; rather, facts, examples, explanations, analogies and sometimes statistical information, quotations and references are provided as evidence. The language is clear and unambiguous, and information is structured and sequenced logically. The writing contains few adjectives, adverbs and images except as examples or analogies in explanation.

Personal

Personal (expressive) writing refers to various forms of writing used for recording, sharing or describing personal experiences, events or ideas. It establishes a relationship between the writer and the reader, and creates a sense of the personality of the writer in the reader's mind. The writer attempts to unravel their feelings or ideas and emphasise ideas, opinions, feelings and impressions rather than factual, objective information. Personal writing is generally composed in the first and/or second person in a subjective, informal style and often includes emotive language.

Persuasive

Persuasive writing aims to convert the reader to a particular point of view or attitude in order to convince them to act or respond in a certain way. The writer attempts to manipulate the reader's emotions and opinions, giving logical reasons and supporting evidence to defend the position or recommend action. The language used may be extravagant, using exaggeration, superlatives, and humour to create a relationship between the writer and the reader.

Reflective

Reflective writing explores opinions or events for greater understanding, and tries to convey something personal to the reader. Generally using a personal voice, it allows the writer to examine their own beliefs, values and attitudes. The language used is often emotive, as reflective writing involves personal responses to experiences, events, opinions and situations.

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 courir à la plage pour rester en forme.</i> |
| | negation | <i>ne pas, ne plus, ne jamais, ne rien, ne personne, ne ... aucun(e), ne ... nul(le)</i> <i>Je ne m'entends pas bien avec mes parents.</i> |
| Articles | <i>de</i> replacing the partitive: <ul style="list-style-type: none"> 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>Je mange beaucoup de fruits et légumes.</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, car, malgré</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: <ul style="list-style-type: none"> 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, à côté de, chez, devant, derrière, en, en face de, loin de, près de, sous, sur, vers</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: <ul style="list-style-type: none"> <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> |
| | <i>si</i> clauses present/present | <i>Si j'ai le temps, je regarde la télé.</i> |
| Tenses and verbs | present tense: <ul style="list-style-type: none"> regular and common irregular verbs modals impersonal verbs common reflexive verbs | <i>je donne, je finis, je vends</i> <i>Vous passez par là.</i> <i>Nous sommes prêts. Vous venez ?</i> <i>devoir: Tu dois ranger ta chambre.</i> <i>pouvoir: Il peut faire du sport tous les jours.</i> <i>savoir: Ils savent prendre soin de leur santé.</i> <i>vouloir: Nous voulons aller au théâtre ce weekend.</i> <i>Il faut travailler.</i> <i>Il fait chaud.</i> <i>Il est interdit de fumer.</i> <i>Je me lève.</i> <i>Il se brosse les dents.</i> |

| Grammatical items | Sub-elements | Elaborations |
|-------------------|---|---|
| | perfect tense: <ul style="list-style-type: none"> • common regular and irregular verbs • agreements <ul style="list-style-type: none"> ▪ subject + verb ▪ with <i>avoir</i> and <i>être</i> • negative in the perfect tense | <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>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 cinéma.</i> <i>Je ne suis pas allé chez mes grands-parents à Noël.</i> <i>Nathalie n'a jamais fait de planche à voile.</i> |
| | imperfect tense | <i>je donnais, je finissais, je vendais</i> <i>C'était horrible.</i> <i>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>Antoine, fais tes devoirs !</i> <i>Fermez la porte !</i> <i>Ayez la bonté de m'attendre.</i> |
| | pronominal form: <ul style="list-style-type: none"> • reflexive • reciprocal • verbs in pronominal form only | <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> <i>s'écrire</i> <i>Ils s'écrivent tous les jours.</i> <i>se connaître</i> <i>Nous nous connaissons très bien.</i> <i>se moquer de, se souvenir de, s'en aller, s'entendre, s'appeler, se dépêcher</i> <i>Je dois me dépêcher si je ne veux manquer mon vol.</i> <i>Il s'entendait très bien avec ses parents.</i> |
| | impersonal subject pronoun <i>on</i> | <i>Ici on parle français.</i> |

Unit 2

| Grammatical items | Sub-elements | Elaborations |
|-------------------|--|---|
| Adverbs | degree: <ul style="list-style-type: none"> comparative and superlative of adverbs with <i>plus</i> | <i>plus, le plus, moins, le moins, mieux, le mieux le plus rapidement, le plus vite Rouen est moins cher que Paris. J'ai acheté la voiture la moins polluante.</i> |
| Prepositions | linking verb + infinitive | <i>à, de, après, avant de, au lieu de, pour, sans J'essaie de limiter mes déplacements en voiture pendant les vacances. Je t'invite à passer une semaine chez moi.</i> |
| Pronouns | agreements: <ul style="list-style-type: none"> 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 vacances ? Oui, je les ai réservées. Les vacances que j'ai réservées. Quelles vacances a-t-il réservées ?</i> |
| | possessive | <i>le mien, la mienne, les miens, les miennes ... C'est à moi ! C'est le nôtre ! Non, c'est le leur !</i> |
| | indirect object (personal) | <i>me/m', te/t', lui, nous, vous, leur je lui parle, nous lui téléphonons Vous leur écrivez ?</i> |
| | interrogative: <ul style="list-style-type: none"> definite indefinite | <i>lequel, lesquels, laquelle, lesquelles Laquelle de ces deux destinations préfères-tu ? qui, qui est-ce qui, qui est-ce que, qu'est-ce que, qu'est-ce qui, que, quoi Qui est venu te rendre visite ? Que préférez-vous faire pendant les vacances ? Qu'est-ce que vous allez faire pendant vos vacances à la ferme ?</i> |
| | indefinite (affirmative) | <i>quelqu'un, personne, rien, aucun(e), nul(le), on, tout Quelqu'un a frappé à la porte. Tout ce qui brille n'est pas or.</i> |

| Grammatical items | Sub-elements | Elaborations |
|---------------------------|---|--|
| Sentence and phrase types | <i>si</i> clauses: <ul style="list-style-type: none"> • present/future • imperfect /conditional | <i>S'il fait beau, nous irons à la plage.</i> <i>S'il faisait beau, nous irions à la plage.</i> |
| | <i>il y a</i> | <i>Il y a beaucoup de lieux à visiter en France.</i> <i>Je suis allé en Nouvelle-Calédonie il y a trois semaines.</i> |
| Tenses and verbs | infinitives: <ul style="list-style-type: none"> • infinitive + past participle | <i>Après avoir fait mes travaux du ménage, je fais mes devoirs.</i> |
| | <i>futur proche</i> | <i>Sarah va voir cette exposition.</i> |
| | <i>futur simple</i> : <ul style="list-style-type: none"> • regular • irregular future stems | <i>je regarderai, tu finiras, nous attendrons</i> <i>Nous accueillerons un étudiant français.</i> <i>être – ser, faire – fer, avoir – aur, aller – ir etc.</i> <i>je serai, il fera, ils iront</i> <i>Ils feront plus attention à l'environnement.</i> <i>J'irai à l'île de la Réunion après les examens.</i> |
| | conditional mood: <ul style="list-style-type: none"> • present | <i>je chanterais, tu choisirais, nous vendrions, je serais, il ferait, ils iraient</i> <i>Nous irions plus souvent en France, si nous avions plus d'argent.</i> |
| | participles: <ul style="list-style-type: none"> • present • past | <i>(en) parlant, (en) jouant</i> <i>En allant chez ma cousine</i> <i>Après avoir fait ce voyage, nous avons commencé à recycler plus.</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 | <i>petit/petite, grand/grande, beau/belle, beaux/belles, nouveau, nouvelles, vieux, vieille, riche</i> |
| | to express attitudes and values | <i>C'est un bon à rien. C'est un brave jeune homme.</i> |
| | position | <i>une petite maison, le drapeau français ma chambre propre/ma propre chambre</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 jamais, ne que, 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 | <i>parce que, à cause de, car, et, donc, mais, malgré, pourtant, puisque, en plus, de plus ...</i> |
| Nouns | gender and number | <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> |
| Prepositions | simple | <i>à, de, dans, en, près de, depuis J'habite près de la gare.</i> |
| | articulated forms | <i>à+le =au; à+les=aux de+le=du, de+les=des</i> |
| | time | <i>après minuit, avant six heures Nadège vient après midi.</i> |

| Grammatical item | Sub-elements | Elaborations |
|---------------------------|--|--|
| Pronouns | subject | <i>je, tu, il, elle, nous, vous, ils, elles</i> <i>je parle, elle cherche, nous gardons</i> |
| | reflexive | <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> |
| | relative | <i>qui, que, où, dont, lequel</i> |
| | direct object | <i>me, te, le, la, nous, vous, les</i> |
| | indirect object | <i>me, te, lui, nous, vous, leur</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> |
| Tenses and verbs | present tense | <i>je donne, je finis, je vends</i> <i>Vous passez par là.</i> <i>Nous sommes prêts. Vous venez ?</i> <i>Je me lève.</i> <i>Il s'amuse.</i> <i>Nous prenons un café.</i> |
| | infinitives: <ul style="list-style-type: none"> phrases infinitive + past participle | <i>Avoir besoin de, commencer à, venir de</i> <i>Je viens de faire mes devoirs.</i> <i>Après avoir fait le ménage</i> |
| | imperative mood | <i>Allons-y !</i> <i>Donnez-moi vos devoirs !</i> |
| | future tense: <ul style="list-style-type: none"> futur proche futur simple | <i>Je vais voir cette exposition.</i> <i>Je vais jouer au tennis samedi matin.</i> <i>J'irai au Canada pour les vacances quand j'aurai plus d'argent.</i> |
| | passé-composé: <ul style="list-style-type: none"> common regular and irregular verbs negatives in perfect tense agreement of past participle with avoir | <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 cinéma.</i> <i>Je n'ai pas étudié.</i> <i>Nous n'avons jamais su.</i> <i>La tartelette que j'ai achetée, était délicieuse.</i> |
| | imparfait † | <i>L'année dernière, il avait le temps de faire plus de sport.</i> |

† For recognition only

Appendix 4 – Language learning and communication strategies

Language learning and communication 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.

The following list is not intended to be complete or comprehensive but is provided as support only. Students should be taught these strategies explicitly and be provided with opportunities to practise them.

| Purpose of strategy | Strategies |
|--|--|
| To support language learning and acquisition | • read, listen to and view texts in French |
| | • connect with a proficient speaker of the language |
| | • learn vocabulary and set phrases in context |
| | • explain own understanding of a grammar rule or language pattern to someone else |
| | • use a monolingual or bilingual dictionary to locate and translate abbreviations, understand verb information and confirm meaning |
| | • make connections with prior learning |
| To make meaning from texts | • listen and determine essential information from key words |
| | • work out meaning of familiar and unfamiliar language by applying rules |
| | • make links between English and French texts |
| | • analyse and evaluate information and ideas |
| | • scan texts, highlight key words and select appropriate information |
| | • recognise the attitude, purpose and intention of a text |
| | • use information in a text to draw conclusions |
| | • summarise text in own words or re-organise and re-present the information |
| | • reflect on cultural meanings, including register and tone |
| To produce texts | • read a question and determine the topic, audience, purpose, text type and style of writing |
| | • manipulate known elements in a new context to create meaning in written forms |
| | • structure an argument, and express ideas and opinions |
| | • use synonyms for variety in the sentences, and conjunctions to link sentences |
| | • organise and maintain coherence of written text |
| | • evaluate and redraft written texts to enhance meaning |
| | • proofread text once written |

| Purpose of strategy | Strategies |
|---------------------------------|--|
| To engage in spoken interaction | <ul style="list-style-type: none">• connect with speakers of French and practise speaking the language |
| | <ul style="list-style-type: none">• use oral clues to predict and help with interpreting meaning |
| | <ul style="list-style-type: none">• ask for clarification and repetition to assist understanding |
| | <ul style="list-style-type: none">• manipulate known elements in a new context to create meaning in spoken forms |
| | <ul style="list-style-type: none">• structure an argument and express ideas and opinions |
| | <ul style="list-style-type: none">• use cohesive devices, apply register and grammar, and use repair strategies to practise the language |

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