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

FRENCH: BACKGROUND LANGUAGE

ATAR course

Year 12 syllabus for teaching from 2028

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 2028.

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.

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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Rationale

The French: Background 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, the World Health Organization, the Organisation for Economic Co-operation and Development and the United Nations.

The course is designed for students who acquired the language through immersion or interaction within their environment, such as through family, community, in-country or cultural experiences. Through French, students explore their own point of view and the viewpoints of others, and the effect of change and current issues on the global community. Within these perspectives, students explore various aspects of life, such as making life and career choices and their own role in the community; investigate aspects of francophone culture and identity in French-speaking communities; and examine a range of global issues, including the changing nature of work, and their impacts on society.

Students extend and refine their intercultural and linguistic skills in French, enabling them to communicate confidently in a range of situations. They gain a deeper understanding of the global significance of French language and culture, fostering a heightened sense of intercultural awareness and empathy. Students analyse cultural practices and norms in an ongoing process of interpretation, self-reflection, comparison and negotiation, developing their cognitive skills through thinking critically and analytically, solving problems and making connections.

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 that 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: Background Language ATAR course builds on students' French language proficiency 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 12 syllabus is divided into two units which are delivered as a pair. The notional time for the pair of units is 110 class contact hours.

Unit 3

This unit focuses on three topics: *Choix et decisions* (Making choices), *La culture et les arts* (Culture and the arts) and *L'évolution du monde du travail* (The changing nature of work). Through these topics, students extend and refine their intercultural and linguistic skills to gain a deeper understanding of the French language.

Unit 4

This unit focuses on three topics: *Contribution et engagement envers la société* (Making a contribution), *L'identité francophone dans le contexte international* (French identity in the international context) and *Les enjeux mondiaux actuels* (Current global issues). Through these topics, students extend and refine their intercultural and linguistic skills to gain a deeper understanding of the French language.

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 understanding
- Language learning and communication strategies.

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

Perspectives and topics

Each unit is defined by 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. Students 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 that affect the global community.

Each perspective has a set of topics that promote meaningful communication and enable students to extend their understanding of French language and culture. Topics are placed under one or more of the three perspectives to provide a specific viewpoint for the teaching and assessment of the topic.

Personal investigation

Students of the French: Background Language ATAR Year 12 course are required to formally undertake a personal investigation during Unit 3 and Unit 4. The personal investigation is the basis for school-based assessments and the French: Background Language practical (oral) examination.

The personal investigation requires students to research a topic, or area of interest, related to one of the topics in Unit 3 or Unit 4. The list of suggested sub-topics in Appendix 2 may assist students in determining the focus of their personal investigation.

The personal investigation is intended to involve more than learning a body of facts and reporting on them. It allows students to reflect on their own learning, and their personal and cultural identity in French, by making links with their heritage. The language skills and intercultural understanding developed through the personal investigation will complement, and be integrated with, those skills and understandings developed in the whole of the course.

To explore their area of interest in depth, students will select and analyse a range of different texts in French. The texts that form the basis of this study will depend upon the availability of appropriate resources. They could include films, newspaper articles, songs, documentaries, short stories, extended interviews, excerpts from works of fiction and non-fiction, electronic texts or oral history, either in their original form or adapted. Appropriate texts in English could also be included but should be a limited aspect of the research.

Teachers will support and guide students in their choice of texts and research. The number of chosen texts depends on their nature and should allow students to explore their chosen area of study in sufficient depth to meet the requirements of the course.

For the French: Background Language practical (oral) examination, students discuss with the marker the focus of their personal investigation, referring to the texts and resources used, and can also refer to personal experiences related to the topic.

Prior to the French: Background Language practical (oral) examination, students are required to provide to the Authority a 300-word written summary in French and an annotated bibliography of three source texts, to demonstrate their knowledge of their area of interest. Schools will be advised of the precise timing and manner of collection prior to each year's practical (oral) examination.

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 that are determined by the text type and the context, purpose and audience 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 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 and 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.

In the French: Background Language ATAR course, students are required to further develop their knowledge and understanding of the structure of French. Students will need to use French at a sophisticated level, with a wide range of vocabulary and a depth and breadth of language use, particularly to accommodate the language necessary for communication within and about the topics.

Intercultural understanding

Intercultural understanding involves developing knowledge, awareness and understanding of one's own culture/s and language/s, as well as those 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 understanding, which enhances the ability to communicate, interact and negotiate within and across languages and cultures, and 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. Students with a background in the French language and/or culture already have experience in negotiating between that culture and language and their Australian cultural identity. The French: Background Language ATAR course provides opportunities for these students to reflect on and analyse cultural practices and norms in an ongoing process of interpretation, self-reflection, comparison and negotiation, and to enable them to learn more about, better understand and eventually move between their cultures and languages.

Language learning and communication strategies

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

- supporting language learning and acquisition
- making meaning from texts
- producing texts
- engaging in spoken interactions.

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.

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: Background Language ATAR course.

Critical and creative thinking

Students enhance their critical and creative thinking skills through their study of the French language and culture. Content in the course is presented through three perspectives – Personal, Community and Global – encouraging students to compare information and evaluate ideas from these diverse perspectives. By analysing and interpreting spoken and written texts, students strengthen their ability to identify and process, and select and evaluate, information and engage in logical and reflective thinking. By extending 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 context fosters students' metacognition, problem-solving abilities and analytical skills.

Intercultural understanding

Intercultural understanding is central to the course as students learn to value their own cultures, languages and beliefs and those of others. The main aim of learning French is to develop intercultural understanding, which 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 two languages and cultures is integral to language learning and is key to students' development of intercultural capability.

Learning French is an enriching and cumulative process that broadens students' communicative repertoire, providing additional resources for interpreting and making meaning. Through the Personal, Community and Global perspectives, students explore topics such as making life and career choices and their role in the community, investigate aspects of Francophone culture and French-speaking communities, and examine a range of global issues and their impacts on society.

Students learn that interactions between different people in different languages also involve interactions between the different kinds of knowledge, understanding and values that are articulated through language and culture. 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 do or say.

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

Literacy

Students enhance their literacy capacity as they use French to listen to, read, view and respond to a range of texts, participate in spoken interactions, and write texts in French for different purposes and contexts. They further 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: Background Language ATAR Year 12 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: Background 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: Background Language (AEFBL)	ATAR	✓			✓	✓		
Year 12	French: Background Language (ATFBL)	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: Background 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 involves recognising the interrelationship of languages, identities and cultures across languages, including Aboriginal and Torres Strait Islander languages, and develops an understanding of concepts related to Australia's linguistic landscape. The French: Background 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 people use language reflect the values and beliefs of their respective communities, including Australia's rich and diverse Aboriginal and Torres Strait Islander communities.

Asia and Australia's engagement with Asia

In the Languages learning area, 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, and 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: Background 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 wider 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. They 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 3

Unit description

In Unit 3, students extend and refine their intercultural and linguistic skills to gain a deeper understanding of the French language.

Unit content

An understanding of the Year 11 content is assumed knowledge for students in Year 12. It is recommended that students studying Unit 3 and Unit 4 have completed Unit 1 and Unit 2.

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

Perspectives and topics

Unit 3 is organised around three perspectives and a set of three topics. Engaging with the topics from the three different perspectives provides students with opportunities to understand how language is created for particular purposes, and how it can be understood differently by different audiences. As a result, students develop the ability to express, in speech and in writing, their own insights and reflections, and compare them with those of others.

Perspectives	Topics
Personal Students explore the topic from their own point of view or from the viewpoint of individuals from French-speaking communities.	***Choix et decisions*** **(Making choices)** Students reflect on the significant choices individuals may make in their life or career.
Community Students investigate how the topic relates to groups in French-speaking communities.	***La culture et les arts*** **(Culture and the arts)** Students investigate culture and the arts in French-speaking communities.
Global Students examine how the topic impacts the global community.	***L'évolution du monde du travail*** **(The changing nature of work)** Students examine how advances in communication technologies and changes in expectations and aspirations affect future study and employment.

Refer to Appendix 2 for a list of suggested sub-topics for the personal investigation.

Text types and styles of writing

Text types

It is necessary for students to engage with a range of text types. The language that students use to respond to and/or produce a range of text types may be either in French or English, as specified in each assessment type.

In the external written examination, a range of text types will be included in Section One: Listening and responding and in Section Two: Reading and responding.

In Section Three: Writing in French, students will be required to produce text types from the list below.

- account
- article
- blog/post
- email
- journal entry
- letter
- message
- review
- script – conversation, interview, speech

Styles of writing

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

Refer to Appendix 3 for the features and conventions of the text types and the characteristics of the styles of writing.

Linguistic resources

Vocabulary

Students should be taught 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
Pronouns	relative: • definite • indefinite
Sentence and phrase types	interrogative
	si clauses: • present/future • imperfect/conditional • pluperfect/conditional perfect
Tenses and verbs	sequence of tenses in complex sentences
	speech: • direct • indirect

Grammatical items	Sub-elements
	indicative: • conditional perfect • pluperfect
	subjunctive mood: • present • perfect †
	causative: • use of inversion after certain adverbs ▪ *ainsi* ▪ *à peine* ▪ *aussi* ▪ *peut-être*
Voice	passive – all tenses

† For recognition only

Refer to Appendix 4 for elaborations of grammatical items.

Sound and writing systems

Students show understanding and apply knowledge of the French sound and writing systems to effectively communicate information, ideas and opinions in a variety of situations.

Intercultural understanding

The perspectives and topics, the conventions of the text types, the styles of writing selected and the linguistic resources for the unit should provide students with opportunities to further develop their linguistic and intercultural competence 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 5 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 4

Unit description

In Unit 4, students extend and refine their intercultural and linguistic skills to gain a deeper understanding of the French language.

Unit content

This unit builds on the content covered in Unit 3.

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

Perspectives and topics

Unit 4 is organised around three perspectives and a set of three topics. Engaging with the topics from the different perspectives provides students with opportunities to understand how language is created for particular purposes, and how it can be understood differently by different audiences. As a result, students develop the ability to express, in speech and in writing, their own insights and reflections, and compare them with those of others.

Perspectives	Topics
Personal Students explore the topic from their own point of view or from the viewpoint of individuals from French-speaking communities.	***Contribution et engagement envers la société* (Making a contribution)** Students reflect on their role in their communities and explore how they can contribute to contemporary society.
Community Students investigate how the topic relates to groups in French-speaking communities.	***L'identité francophone dans le contexte international* (French identity in the international context)** Students investigate the place of French-speaking communities in the world, including international migration experiences.
Global Students examine how the topic impacts the global community.	***Les enjeux mondiaux actuels* (Current global issues)** Students examine a range of global issues and events and their impact on the individual and society.

Refer to Appendix 2 for a list of suggested sub-topics for the personal investigation.

Text types and styles of writing

Text types

It is necessary for students to engage with a range of text types. The language that students use to respond to and/or produce a range of text types may be either in French or English, as specified in each assessment type.

In the external written examination, a range of text types will be included in Section One: Listening and responding and in Section Two: Reading and responding.

In Section Three: Writing in French, students will be required to produce text types from the list below.

- account
- article
- blog/post
- email
- journal entry
- letter
- message
- review
- script – conversation, interview, speech

Styles of writing

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

Refer to Appendix 3 for the features and conventions of the text types and the characteristics of the styles of writing.

Linguistic resources

Vocabulary

Students should be taught 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
Pronouns	relative: • definite • indefinite
Sentence and phrase types	interrogative
	si clauses: • present/future • imperfect/conditional • pluperfect/conditional perfect
Tenses and verbs	sequence of tenses in complex sentences
	speech: • direct • indirect

Grammatical items	Sub-elements
	indicative: • conditional perfect • pluperfect
	subjunctive mood: • present • perfect †
	causative: • use of inversion after certain adverbs ▪ *ainsi* ▪ *à peine* ▪ *aussi* ▪ *peut-être*
Voice	passive – all tenses

† For recognition only

Refer to Appendix 4 for elaborations of grammatical items.

Sound and writing systems

Students show understanding and apply knowledge of the French sound and writing systems to effectively communicate information, ideas and opinions in a variety of situations.

Intercultural understanding

The perspectives and topics, the conventions of the text types, the styles of writing selected and the linguistic resources for the unit should provide students with opportunities to further develop their linguistic and intercultural competence 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 5 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 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 or after completing a unit or pair of units. These assessments should be limited to eight or less 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 predetermined course standards. These standards describe the level of achievement required to achieve each grade from A to E. Teachers use them to determine how well a student has demonstrated their learning.

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

Assessment should not generate workload 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 tables below provide details of the assessment types and their weighting for the French: Background Language ATAR Year 12 syllabus.

Summative assessments in this course must:

- be limited to eight tasks or less
- allow for the assessment of each assessment type at least once over the year/pair of units
- 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 practical component – Year 12

Type of assessment	Weighting	Submitted to the Authority	Weighting for combined mark
Oral communication Interaction with others to share information and express ideas and/or opinions in spoken French. Tasks are administered under test conditions.	50%	100%	35%
Examination **Practical (oral) examination** Typically conducted at the end of each semester or unit and reflecting the examination design brief for this syllabus.	50%		

Assessment table written component – Year 12

Type of assessment	Weighting	Submitted to the Authority	Weighting for combined mark
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/or English for responses in French, depending on the requirements of the question. Tasks are administered under test conditions.	30%	100%	65%
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. Tasks are administered under test conditions.	20%		
Examination **Written examination** Typically conducted at the end of each semester or unit and reflecting the examination design brief for this syllabus.	50%		

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 predetermined 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: Background Language ATAR Year 12 syllabus are provided in Appendix 1. They are used to support the allocation of grades. They can also be accessed on the course page of the Authority website at https://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, not allocated on the basis of a predetermined range of marks (cut-offs).

ATAR course examination

All students enrolled in the French: Background Language ATAR Year 12 course are required to sit the ATAR course examination. The examination is based on a representative sampling of the content for Unit 3 and Unit 4. Details of the written ATAR course examination are prescribed in the examination design briefs on the following pages.

Refer to the *WACE Manual* for further information.

Practical (oral) examination design brief – Year 12

Time allocated

12–15 minutes

Provided by the candidate

Personalised practical examination timetable

Section	Supporting information
Discussion of personal investigation 100% of the practical examination Approximate duration: 12–15 minutes	The candidate introduces the focus of the personal investigation in French, in approximately two minutes. The marker then asks questions in French to provide the candidate with the opportunity to discuss, in French, the focus of the personal investigation, referring to the source texts identified by the candidate.

Written examination design brief – Year 12

Time allowed

Reading time before commencing work: 10 minutes
Working time for paper: two and a half hours

Permissible items

Standard items: pens (blue/black preferred), pencils (including coloured), sharpener, correction fluid/tape, eraser, ruler, highlighters
Special items: monolingual and/or bilingual print dictionaries

Note: dictionaries must not contain any notes or other marks. No electronic dictionaries are allowed.

Section	Supporting information
Section One **Listening and responding** 30% of the written examination **Part A: Listening and responding in English (15%)** One spoken text in French 1–2 questions Suggested working time: 20 minutes **Part B: Listening and responding in French (15%)** One spoken text in French 1–2 questions Suggested working time: 20 minutes	The texts are drawn from a range of text types and styles of writing. The texts are read twice. There is a pause between the readings, and a longer pause after the second reading, to allow the candidate to respond to questions. The candidate can respond to the questions at any time once the playing of the recording commences. In Part A, questions are in French and English and require a response in English. In Part B, questions are in French and English and require a response in French. The questions require candidates to extract, summarise and/or evaluate information from the spoken texts in their responses. The length of the responses depends on the nature of the text and the requirements of the question and is in the range of 50 to 120 words.
Section Two **Reading and responding** 30% of the written examination **Part A: Reading and responding in English (10%)** One printed text in French 2–3 questions Suggested working time: 25 minutes **Part B: Reading and responding in French (20%)** Two printed texts in French One question per text Suggested working time: 45 minutes	The texts are drawn from a range of text types and styles of writing. The questions require candidates to extract, summarise and/or evaluate information from the print texts in their responses. The length of each response depends on the nature of the text and the requirements of the question. In Part A, questions are in French and English and require responses in English. In total, the approximate number of words required for this part is 150. In Part B, questions are in French and English and require the production of a specified text type and style of writing in French. Responses are in the range of 120 to 150 words per question.
Section Three **Writing in French** 40% of the written examination One question from a choice of two Suggested working time: 40 minutes	The questions require the production of a specified text type and style of writing, drawn from those prescribed in the syllabus. Questions are in French and English, and require candidates to respond in French in approximately 350 words.

Appendix 1 – Grade descriptions Year 12*

A	**Written production and oral production** Manipulates French authentically and effectively to communicate a range of ideas and opinions relevant to context, purpose and audience. Formulates well-structured, logical arguments, substantiates points of view and shows highly effective use of textual references. Reflects critically on and applies knowledge and understanding of the relationships between language, culture and identity in a bilingual context, where relevant. Uses French with a high degree of accuracy, clarity and flexibility, and uses vocabulary and language conventions effectively. Conveys meaning successfully and fluently, with possible influence of accent/dialect evident in pronunciation, choice of vocabulary or sentence structure. Structures and sequences ideas and information effectively and coherently.
	Comprehension Competently summarises all key points, synthesises information and nuances in texts, and provides detailed and insightful analysis.
B	**Written production and oral production** Manipulates French effectively to communicate a range of ideas and opinions relevant to context, purpose and audience. Formulates well-structured, logical arguments, justifies points of view and shows effective use of textual references. Reflects on and applies knowledge and understanding of the relationships between language, culture and identity in a bilingual context, where relevant. Uses French with a high degree of accuracy and uses vocabulary and language conventions effectively. Conveys meaning effectively and fluently, with possible influence of accent/dialect evident. Organises and expresses ideas and information clearly and logically.
	Comprehension Summarises and synthesises key points, details and nuances in texts, and provides detailed analysis with some insight and interpretation.
C	**Written production and oral production** Uses French mostly effectively to communicate ideas and opinions relevant to context, purpose and audience. Provides supporting information and makes textual references to justify a point of view. Applies some knowledge and understanding of the relationships between language, culture and identity in a bilingual context. Uses vocabulary and language conventions mostly accurately. Conveys meaning accurately, with some influence of accent/dialect evident. Shows some organisation and sequencing of ideas and information.
	Comprehension Extracts and synthesises in detail most of the relevant information in texts, providing some analysis and interpretation.

D	**Written production and oral production** Communicates simple, personal ideas and opinions in French. Demonstrates some ability to express and support a point of view relying on simple vocabulary and language conventions. Shows some awareness of the relationships between language, culture and identity in a bilingual context. Accurately uses familiar vocabulary, simple sentence structures and learned expressions. Makes errors in pronunciation that affect meaning, clarity or flow. Provides some evidence of the ability to link ideas.
	Comprehension Extracts and summarises some relevant information from texts, with limited analysis and interpretation.

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

*These grade descriptions will be reviewed at the end of the second year of implementation of this syllabus.

Appendix 2 – Suggested sub-topics for the personal investigation in Unit 3 and Unit 4

Students are required to formally undertake a personal investigation during Unit 3 and Unit 4. This investigation is the basis for school-based assessments and the French: Background Language ATAR course practical (oral) examinations.

The personal investigation requires students to research a topic or area of interest related to one of the topics in Unit 3 or Unit 4. The following suggested sub-topics may assist students in determining the focus of their personal investigation. Students may select a different sub-topic.

Perspectives	Unit 3	Unit 4
Personal Students explore the topic from their own point of view or from the viewpoint of individuals from French-speaking communities.	***Choix et decisions* (Making choices)** Students reflect on the significant choices individuals may make in their life or career. **Suggested sub-topics** • Study and travel • Career and family • The influence of media on individual choice	***Contribution et engagement envers la société* (Making a contribution)** Students reflect on their role in their communities and how they can contribute to contemporary society. **Suggested sub-topics** The individual's values and responsibilities in making a difference: • socially • environmentally • politically
Community Students investigate how the topic relates to groups in the French-speaking communities.	***La culture et les arts* (Culture and the arts)** Students investigate culture and the arts in French-speaking communities. **Suggested sub-topics** • The life and work of a famous French-speaking person and its impact on the community (e.g. artist, writer, performer, painter, architect, designer, historian, politician) • Contemporary popular French culture	***L'identité francophone dans le contexte international* (French identity in the international context)** Students investigate the place of French-speaking communities in the world, including international migration experiences. **Suggested sub-topics** • French speakers in the international community • Migration experiences (past and present) • Multicultural integration in French-speaking communities and the world
Global Students examine how the topic impacts the global community.	***L'évolution du monde du travail* (The changing nature of work)** Students examine how advances in communication technologies and changes in expectations and aspirations affect future study and employment. **Suggested sub-topics** • Careers of the future • Technology in education and in the workplace • Emerging needs in education	***Les enjeux mondiaux actuels* (Current global issues)** Students examine a range of global issues and events and their impact on the individual and society. **Suggested sub-topics** • Wellbeing • Human and civil rights • International organisations

Appendix 3 – 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. 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 register. They often use abbreviated words and sentences, comparatives and superlatives, and may be in spoken, written or visual form.

Announcement
In spoken, written and visual form, announcements present factual information about an event that has recently occurred or is about to occur. Announcements can use formal or informal registers, depending on the context. 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, webpage or other publication. They have a title that indicates the content. They are usually in a formal register, and the language can be descriptive, factual, judgemental, emotive or persuasive, depending on the context. Articles develop ideas and opinions and end with a statement of conclusion or advice to the reader. They may be accompanied by visual content. Articles can be reproduced directly or modified to make the language more accessible for students.

Blog/post
Blogs are essentially journals that are available on the internet. Many blogs provide commentary or news on a particular subject; others function more as personal online diaries. An individual entry in a blog is called a post. Typically, blogs combine text and images, and link to other blogs, webpages and media related to their topic. Posts may be in a formal or informal register. They should begin with a title and may end with an invitation to comment. The language in a blog post can be descriptive, factual, judgemental, emotive or persuasive, depending on the context. Students will generally be required to write a comment, responding to a blog. The register and language of blog comments are usually similar to the posts to which they are responding.

Chart
Charts organise and represent 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 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 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 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/interview

In their spoken form, conversations and 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, pauses and fillers. The register of a conversation or an interview will depend on the context and the relationship between participants. A conversation is typically more casual and less structured than an interview and involves the exchange of ideas or facts between the participants. An interview is a series of questions asked by one participant of another, generally with a set purpose.

Description

Descriptions of people, events, feelings and so on can often be found within another text type (letter, article etc.). Information in a description 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 elements such as sight, sound, smell, touch, taste or emotion.

Discussion

In both spoken and written form, discussions are used to present ideas and opinions from more than one speaker or writer on a particular issue or topic. They often use a formal register but may also be informal, depending on the context. The language of discussions includes comparison and contrast words, linking words and language that indicates judgements and values.

Email

The language of emails can be formal or informal, depending on the context. An email from one friend to another should be informal. An email that is business-related should use a more formal register. Although authentic emails often lack a salutation at the beginning or a signature at the end, they should have both when writing for assessment in order to clearly indicate the context of the message.

Form

Forms contain a series of blank spaces to be filled in and/or questions to be answered. Their purpose is to obtain information about a given person, position, topic etc. In their design, they have a title, contact details, labelled blank spaces and/or questions. Forms may include categories. The language of forms is often objective and includes 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, such as 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, diagrams 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.

Journal entry

Journal entries record personal reflections, comments, information or the experiences of the writer. The language of journal entries is generally informal, and entries are 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. For French, a formal letter's layout must begin with the sender's address (aligned to the left of the page), the date of writing and the recipient's address (aligned to the right), then a formal greeting such as *Madame/Monsieur*; it must end with a formal phrase of farewell such as *Sincère salutations* or *Cordialement* and the sender's full name. The language should be in a formal register, and deal with a specific topic. Common features of a formal letter are the use of objective language, full sentences, paragraphs, frequent 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 conventional than a formal letter, possibly with only the date, the sender's address, and a casual greeting and farewell phrase. The language can be informal, 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

Messages are a form of spoken, written or recorded communication that inform, request, instruct or remind. They are typically short and may be formal or informal depending on the purpose and context. For assessments, they should include a salutation and a signing off, but the content should be brief, to the point and convey a specific piece of information with little extra detail.

Plan

Plans are created to record and lay out intended actions. 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, or contain language that can be subjective or objective, descriptive, factual, 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. This type of plan is usually in a formal register and frequently uses formulaic expressions. It 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, 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. They should include a summary and description of the work or performance. The language and structure are formal; however, more personal and evaluative comments are often included. A title should be given.

Reviews of products and services are typically brief, opinion-based evaluations. They emphasise personal reactions and judgements, and may include ratings or platform-specific tags. The language is direct and can be formal or informal, depending on context.

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 or exchange ideas, information, opinions and experiences.

Scripts of interviews generally have only two speakers, while scripts of conversations may have more than two. Each speaker must be clearly identified. These scripts often begin with an exchange of opening salutations followed by a question or statement and a two-way sustained interaction. The language style is often authentic, informal and conversational, sometimes with interjections, incomplete sentences and pauses and fillers to maintain the conversation. The language level of a script will often depend on the context and the relationship between participants.

Scripts of speeches have only one speaker. The language can be informal or formal, depending on context, purpose and audience, and is often persuasive or informative. They typically start with a salutation and are set into paragraphs.

The first paragraph will include a reference to the speech's target audience and purpose. The concluding paragraph will sum up the speech's purpose and content and should be followed by a closing remark such as thanking the audience for their time and/or a call to action.

Song

Songs are groups of words that are set to music and are meant to be sung. A song's lyrics can be used as a basis for comprehension, but be mindful that popular songs often contain informal language or slang that is difficult for students to understand if they have not heard the song or phrases before.

Speech

Speeches, in their spoken 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 presentation of an 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, catchphrases, humour and anecdotes to engage the audience.

Summary

A summary of a text presents the essential points and relevant details from the full text. A summary will have an introduction, content and a conclusion, and may include a title. They often require the use of full sentences and may contain quotations. The language of summaries may either be formal or informal, depending on context.

Table

Tables organise and represent 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 relates 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 are depicting. The writer uses precisely chosen vocabulary with adjectives and adverbs to create a vivid impression of a person, place, object, event or 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 enhance 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 using impersonal expressions. 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 writer's personality in the reader's mind. The writer attempts to unravel their feelings or ideas and emphasises ideas, opinions, feelings and impressions rather than factual, objective information. Personal writing is generally composed in the first 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 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 first-person point of view, it allows the writer to examine their own attitudes, beliefs and values. The language used is often emotive, as reflective writing involves personal responses to experiences, events, opinions and situations.

Appendix 4 – 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.

Units 3 and 4

Grammatical items	Sub-elements	Elaborations
Pronouns	relative:	
	• definite	*qui, que, dont, lequel, laquelle, lesquels, lesquelles* *La date dont tu as parlée …* *La table sous laquelle le chat est assis …* *La façon dont le gouvernement traite le chômage …* *Le bâtiment près duquel il travaille …*
	• indefinite	*ce qui, ce que, ce dont, ce à quoi* *Il voit ce qui se passe.* *Je sais ce que tu as fait.* *Voilà ce qui contribue à l'aliénation de l'homme.* *Je vais vous raconter ce dont je me souviens.*
Sentence and phrase types	interrogative	*Qu'est-ce qu'il va faire demain ?* *Est-ce qu'il s'entend bien avec ses parents ?* *Va-t-elle à l'université ?* *Tu fais partie d'un club de sport ?* (rising intonation) *Pierre se connecte-t-il souvent aux réseaux sociaux ?*
	si clauses:	
	• present/future	*S'il fait beau, nous sortirons avec nos amis.*
	• imperfect/ conditional	*S'il faisait beau, nous sortirions avec nos amis.*
	• pluperfect/ conditional perfect	*Si j'avais plus étudié, j'aurais eu plus d'opportunité.*
Tenses and verbs	sequence of tenses in complex sentences	*Quand j'aurai passé le bac, je prendrai une année sabbatique.*
	speech:	
	• direct	*Mon père dit : « Tu dois prendre des douches courtes ! »*
	• indirect	*Mon père m'a dit que je devais prendre des douches courtes.*
	indicative:	
	• conditional perfect	*J'aurai aimé participer à ce stage.*
	• pluperfect	*Il avait écrit ce livre pour partager son expérience.*
	subjunctive mood:	
	• present	*il faut que je m'en aille, je veux que tu viennes, il faut que je fasse* etc. *Bien qu'il fasse beaucoup d'efforts, il est peu récompensé.*
	• perfect †	*Voici la dernière lettre qu'elle m'ait écrite.*

Grammatical items	Sub-elements	Elaborations
	causative: • use of inversion after certain adverbs: ▪ *ainsi* ▪ *à peine* ▪ *aussi* ▪ *peut-être*	 *Ainsi a-t-elle trouvé son chat.* *À peine est-elle sortie que le téléphone a sonné.* *Il n'a plus d'argent ; aussi doit-il rentrer.* *Peut-être étudient-ils à la bibliothèque en ville.*
Voice	passive – all tenses	*La souris est mangée par le chat.* *La bataille a été gagnée par les Français.* *Le conflit avait été résolu quand ils sont arrivés.*

† For recognition only

Assumed learning

Before commencing the study of Unit 3 and Unit 4, it is assumed that students have, through prior experience or study, already acquired an understanding of the following French grammatical items.

Grammatical items	Sub-elements	Elaborations
Conjunctions	common conjunctions	*à cause de, malgré, pourtant, puisque, dès que, vu que, en plus, de plus* *Malgré les embouteillages, il est arrivé à l'heure !* *A cause de la météo, notre avion a été retardé.* *En plus de ses excellents résultats à l'université, il a obtenu le travail de ses rêves.*
Prepositions	linking verb + infinitive	*à, de, par, pour, sans, dans, avec, sur, sous, avant de, au lieu de, après* *J'essaie de faire ces maths.* *Elle parle à sa mère.* *J'ai décidé de commencer le sport.*
	en versus *dans*	*Je peux faire mes devoirs en cinq minutes.* *Nous partons dans dix minutes.*
Pronouns	possessive	*le mien, la mienne, les miens, les miennes …* *C'est à moi !* *C'est le nôtre ! Non, c'est le leur !*
	indefinite	*quelqu'un, personne, rien, tout, certains* *Certains n'y pensent pas.*
	direct object pronouns and agreement	*Les fleurs ? Oui, il les a achetées.* *Les fleurs qu'il a achetées.* *Quelles fleurs a-t-il achetées ?*
	relative: definite and indefinite	*Le chat qui est malade …* *Le livre que mes parents adorent …* *La robe dont tu as parlée …* *La table sous laquelle le chat est assis …* *Il voit ce qui se passe.* *Je sais ce que tu as fait.* *Ce dont il parle est important.*

Grammatical items	Sub-elements	Elaborations
	disjunctive	*moi, toi, lui, elle, nous, vous, eux, elles* *Sans lui, rien n'est possible.*
	direct object	*me, te, le, la, nous, vous, les* *je les mange, il nous voit, nous en gardons* *La télé, je la regarde tous les jours.* *Mes devoirs ? Je les ai déjà faits !*
	demonstrative	*celui, ceux, celle, celles* *Tu voudrais cette robe ? Oui, celle-ci. (or Celle-là.)*
Sentence and phrase types	negative	*Mes grands-parents n'utilisaient pas internet.*
	routine or formulaic expressions	*N'est-ce pas ?* *Je vous en prie.* *Volontiers !*
	si clauses: • present/future • imperfect/conditional	*S'il fait beau, nous sortirons avec nos amis.* *S'il faisait beau, nous sortirions avec nos amis.*
	time phrases	*Il attend depuis une heure.* *Elle a habité à Sydney pendant huit ans.* *Ils seront à Paris pour une semaine.*
Tenses and verbs	modal verbs + infinitive *vouloir, pouvoir, devoir, falloir*	*Elles veulent économiser pour partir en voyage.* *Il faut respecter les valeurs de chacun.*
	futur simple	*J'irai au Canada pour les vacances quand j'aurai plus d'argent.* *être-ser, faire – fer, avoir-aur, aller – ir etc.* *je serai, il fera, ils iront*
	perfect tense and agreement	*J'ai acheté des pommes au marché ce matin.* *Je les ai achetées ce matin au marché.* *Elles sont allées au cinéma.*
	imperfect	*Quand j'avais dix ans, mes parents habitaient en Afrique.*
	conditional mood	*je chanterais, tu choisirais, nous vendrions, je serais, il ferait, ils iraient* *On arriverait à une meilleure situation si nous ne disputions pas autant.*
	imperative mood	*Soyez tolérants !*
	past historic †	*je donnai, je finis, je vendis*
	participles	*(Tout) en faisant mes devoirs, j'écoutais la radio.* *Nous avons fait nos devoirs.*
	passé récent	*Je viens de donner, je viens de finir, je viens de vendre, nous venons de vendre* *Je viens de voir Luc.* *Nous venons de manger.*

Grammatical items	Sub-elements	Elaborations
	pronominal:	
	• reflexive	*se lever, se parler, se coucher, s'habiller* *Elle se lève de bonne heure.* *Elle s'est levée tard.*
	• reciprocal	*s'écrire* *Ils se sont écrits.*
	• passive	*se vendre* *Le pain se vend à la boulangerie.*
	• verbs in pronominal form only	*s'en aller, se moquer de, se souvenir de* *Il se moque complètement de la mode.* *Je ne me souviens pas de son adresse.* *Il est tard, il faut que je m'en aille.*
	• causative	*J'ai fait construire un garage.* *Elle s'est fait couper les cheveux.*

† For recognition only

Appendix 5 – 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 reorganise 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 sentences, and conjunctions to link sentences
	• organise and maintain coherence in written text
	• evaluate and redraft written texts to enhance meaning
	• proofread text once written

Purpose of strategy	Strategies
To engage in spoken interaction	• connect with French speakers and practise speaking the language
	• use oral clues to predict and help with interpreting meaning
	• ask for clarification and repetition to assist understanding
	• manipulate known elements in a new context to create meaning in spoken forms
	• structure an argument and express ideas and opinions
	• use cohesive devices, apply register and grammar, and use repair strategies to practise the language

