FRENCH: SECOND LANGUAGE

ATAR COURSE

Year 11 syllabus

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 2024.

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Content

Rationale

The place of French culture and language in Australia and in the world

French is a major world language, spoken as the first language in more than two dozen countries on five continents, and as an official language in 33 countries. First language speakers include the 63 million inhabitants of mainland France, those living in the territorial communities of New Caledonia, French Polynesia, and the Wallis and Futuna Islands, as well as in French overseas departments, such as French Guiana, Martinique, Guadeloupe and the island of Réunion, 80 per cent of the inhabitants of Québec, and significant communities in Luxembourg, Belgium, Monaco, Switzerland and the Democratic Republic of the Congo. There are also many French-based creole languages, such as Haitian, developed through French colonial contact. French is a language of diplomacy, used by many international organisations, and is the dominant working language at the European Court of Justice. French culture has contributed to the shaping of global movements and traditions associated with domains, such as the arts, cinema, philosophy and critical theory, as well as fashion, design, food and wine.

Australia and the French-speaking world have a significant shared history and strong contemporary connections. First French arrivals in the eighteenth century were explorers, followed by small numbers of prisoners, refugees and government officials who involved themselves in trade, commerce and agriculture. Migrants from maritime regions, such as Aquitaine and Normandy, arrived in the early nineteenth century, followed by French recruits to the Victorian gold rush (1852–71), many of whom stayed and settled as agriculturalists, winemakers, traders and tradesmen. By the beginning of the twentieth century there was an established French community in the colony with its own chamber of commerce, French-language newspaper, major shipping interests, and involvement in the growing wool trade. The ends of both world wars brought further migrants, including war brides of Australian servicemen, and people taking advantage of the government assisted passage scheme at the close of World War II. The gaining of independence by French colonies in the 1950s and 1960s saw a number of French families choosing to migrate to Australia rather than return to France. The last five decades have continued to see a steady movement of migrants between France and other French-speaking countries and territories and Australia, with approximately 0.5 percent of the Australian population identifying as having French ancestry.

Current links between Australia and the French-speaking world are strong; characterised by bilateral relationships in trade and investment, educational exchanges, research and development in science and technology, humanitarian and environmental initiatives, communications, and strategic and defence priorities. The Pacific region is a particularly important focus of bilateral engagement. France is a leading destination for Australian travellers and a partner in employment exchange opportunities in the fields of hospitality, tourism and international relations. Large numbers of young Australians visit France and other French-speaking countries each year on student or working visas.

The place of the French language in Australian education

French has been taught in Australian schools and universities since the 1880s. Originally offered with Italian and German as a modern language option, alongside classical languages, it was valued as an important academic and cultural discipline and as a means of accessing the intellectual and cultural heritage of France. The move to communicatively based approaches to teaching languages in the 1970s, together with improved communications and international travel opportunities, led to an increased interest in French as a curriculum option for larger numbers of learners. As Asian languages joined the traditional European

languages in school programs, the number of students learning French declined. However, French continues to be studied at all levels across all states and territories, and is currently the third most widely studied language in schools. Wider community interest in learning French is strong, as evidenced by enrolments in courses offered by regional branches of the Alliance Française, and the proliferation of informal community-based French conversation groups and language clubs.

The nature of French language learning

French is an Indo-European language and belongs to the family of Romance languages derived from the spoken Latin language of the Roman Empire. It is closely related to English, and contributed significantly to the development of English, owing to the shared influence of Latin, and to the fact that French was the official language of the English court, administration and culture for 300 years after the Norman Conquest in the eleventh century. There are more than 1700 words used in both languages, for example, *danger*, *saint*, *magazine*, *tact*. In this sense, French is already partly familiar to English-speaking learners. This familiarity supports early stages of learning.

French uses the same Roman alphabet as English, although its pronunciation of the 26 letters differs significantly, and the use of accents on some letters is an additional complexity for English-speaking learners. There are many similarities between the two grammatical systems, such as the same basic subject-verb-object order, but also differences, such as the use of tenses, the gendering of nouns and adjectives, the marking of singular and plural forms of nouns and adjectives, and use of articles and capital letters. The sound system is usually the main challenge for English-background learners, including, as it does, some novel sounds, such as the pronunciation of the letters *r* and *u*, letters which are silent, unfamiliar liaisons, and intonation and rhythm patterns.

The diversity of learners of French

French programs in Australian schools are offered to a range of learners, including some who are following immersion or partial immersion programs. Many are monolingual English speakers who are learning French as their first experience of another language. A relatively small number have existing connections with French, either as background speakers, as second- or third-generation French-Australians, or through professional, personal or other forms of connection. For learners from language backgrounds with very different grammatical and vocabulary systems, such as Chinese and Korean, learning French will represent similar challenges to those which frame their experience of learning English as their language of schooling.

The WACE French Courses

In Western Australia, there are three French courses. The courses are differentiated; each focusing on a pathway that will meet the specific language learning needs of a particular group of senior secondary students. Within each of these groups, there are differences in proficiency in using the French language and cultural systems.

The following courses are available:

- French: Second Language ATAR
- French: Second Language General
- French: Background Language ATAR.

The French: Second Language ATAR course

This course progresses from the Year 7–10 curriculum, and focuses on further developing a student's knowledge and understanding of the culture and the language of French-speaking communities. Students gain a broader and deeper understanding of the French language and extend and refine their communication skills.

The French: Second Language ATAR course can connect to the world of work, further study and travel. It also offers opportunities for students to participate in the many sister school and student exchange programs between Western Australia and French-speaking communities. The French: Second Language ATAR course is designed to equip students with the skills needed to function in an increasingly globalised society, a culturally and linguistically diverse local community, and to provide the foundation for life-long language learning.

This course is aimed at 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.

For information on the French: Second Language General and French: Background Language ATAR courses, refer to the course page on the Authority website at www.scsa.wa.edu.au.

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 online application for permission to enrol in a WACE language course in the year prior to first enrolment in the course.

Course outcomes

The French: Second Language ATAR course is designed to facilitate achievement of the following outcomes.

Outcome 1 – Listening and responding

Students listen and respond to a range of texts.

In achieving this outcome, students:

- use understandings of language, structure and context when listening and responding to texts
- use processes and strategies to make meaning when listening.

Outcome 2 – Spoken interaction

Students communicate in French through spoken interaction.

In achieving this outcome, students:

- use understandings of language and structure in spoken interactions
- interact for a range of purposes in a variety of contexts
- use processes and strategies to enhance spoken interaction.

Outcome 3 – Viewing, reading and responding

Students view, read and respond to a range of texts.

In achieving this outcome, students:

- use understandings of language, structure and context to respond to texts
- use processes and strategies to make meaning when viewing and reading.

Outcome 4 – Writing

Students write a variety of texts in French.

In achieving this outcome, students:

- use understandings of language and structure when writing
- write for a range of purposes and in a variety of contexts
- use processes and strategies to enhance writing.

Organisation

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

Structure of the syllabus

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

Unit 1

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

Unit 2

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

Each unit includes:

- a unit description – a short description of the focus of the unit

- unit content – the content to be taught and learned.

Organisation of content

The course content is organised into five content areas:

- Learning contexts and topics

- Text types and textual conventions

- Linguistic resources

- Intercultural understandings

- Language learning and communication strategies.

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

Learning contexts and topics

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

The learning contexts are:

- The individual

- The French-speaking communities

- The changing world.

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

Text types and textual conventions

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

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

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

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

Linguistic resources

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

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

Intercultural understandings

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

The development of intercultural competence can be described as moving from a stage, where students are not aware of, or do not understand or practise cultural norms, to where cultural practices are so internalised that the student no longer notices them. It is not expected that second language learners will develop this degree of cultural competence without spending considerable time in-country. It is expected, however, that students will develop cultural self-awareness and become aware of cultural issues which govern speech and behaviour in French-speaking communities, and begin to apply these in order to communicate effectively.

Language learning and communication strategies

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

- supporting learning and the acquisition of language

- making meaning from texts

- producing texts

- engaging in spoken interaction.

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

Progression from the Year 7–10 curriculum

The Year 7–10 Languages curriculum 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 knowledge, understanding and skills to ensure students communicate in French, understand language, culture and learning and their relationship, and thereby develop an intercultural capability in communication.

Representation of the general capabilities

The general capabilities encompass the knowledge, skills, behaviours and dispositions that will assist students to live and work successfully in the twenty-first century. Teachers may find opportunities to incorporate the capabilities into the teaching and learning program for the French: Second Language ATAR course. The general capabilities are not assessed unless they are identified within the specified unit content.

Literacy

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 of grammatical, orthographic, and textual conventions

- developing semantic, pragmatic, and critical literacy skills.

For learners of French, literacy development in the language also extends literacy development in their first language and English.

Numeracy

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

Information and communication technology capability

Information and communication technology (ICT) 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

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 the French language and culture. As a result, they develop critical thinking skills as well as analytical and problem-solving skills.

Personal and social capability

Learning to interact in a collaborative and respectful manner is a key element of personal and social competence. Recognising that people view and experience the world in different ways is an essential aspect of learning another language.

Ethical understanding

In learning a language, students learn to acknowledge and value difference in their interactions with others and to develop respect for diverse ways of perceiving the world.

Intercultural understanding

Learning a language involves working with, and moving between, languages and cultures. This movement between languages and cultures is what makes the experience intercultural. 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

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

Asia and Australia's engagement with Asia

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

- Asia and Australia's engagement with Asia

- languages and cultures of Asia

- people of Asian heritage within Australia.

Sustainability

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

- the environment

- conservation

- social and political change

- how language and culture evolve.

Unit 1

Unit description

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

Unit content

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

Learning contexts and topics

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

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

Text types and textual conventions

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

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

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

Linguistic resources

Vocabulary

Vocabulary, phrases and expressions associated with the unit content.

Grammar

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

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

Grammatical items	Sub-elements
Pronouns	direct object
	demonstrative
	disjunctive
Sentence and phrase types	time phrases: • *depuis* • *pendant* • *pour*
Verbs	present tense: • modals • impersonal verbs

	perfect tense:
	• common regular and irregular verbs
	• agreements:
	  ▪ subject + verb
	  ▪ with *avoir* and with *être*

	imperfect tense
	passé récent
	imperative mood
	pronominal: • reflexive
	impersonal subject pronoun *on*

Refer to Appendix 3 for elaborations of grammatical items.

Sound and writing systems

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

- understanding of sound and spelling: *enchaînements*, contractions, inversion (word order in questions), pronunciation

- common words that sound the same in French, for example, *Saint-Coeur* and *cinq heures*.

Intercultural understandings

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

Language learning and communication strategies

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

Dictionaries

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

Unit 2

Unit description

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

Unit content

This unit builds on the content covered in Unit 1.

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

Learning contexts and topics

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

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

Text types and textual conventions

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

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

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

Linguistic resources

Vocabulary

Vocabulary, phrases and expressions associated with the unit content.

Grammar

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

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

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

Refer to Appendix 3 for elaborations of grammatical items.

Sound and writing systems

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

• consolidation of, and understanding of sound and spelling: *enchaînements*, contractions, inversion (word order in questions), punctuation

• awareness of phonetic symbols used in dictionaries to facilitate pronunciation of French words

• French names for world cities.

Intercultural understandings

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

Language learning and communication strategies

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

Dictionaries

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

School-based assessment

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

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

Assessment table – Year 11

Type of assessment	Weighting
Oral communication Interaction with others to exchange information, ideas, opinions and/or experiences in spoken French. This can involve participating in an interview, a conversation and/or a discussion. Typically these tasks are administered under test conditions.	20%
Response: Listening Comprehension and interpretation of, and response in English to, a range of French spoken texts, such as interviews, announcements, conversations and/or discussions. Typically these tasks are administered under test conditions.	15%
Response: Viewing and reading Comprehension and interpretation of, and response in English to, a range of French print and/or audiovisual texts, such as emails, blog postings, films/television programs (excerpts), letters, reviews and/or articles. Typically these tasks are administered under test conditions.	15%
Written communication Production of written texts to express information, ideas, opinions and/or experiences in French. This can involve responding to a stimulus, such as a blog posting, an image and/or a chart, or writing a text, such as a journal/diary entry, an account, a review, a summary and/or an email. Typically these tasks are administered under test conditions.	20%
Practical (oral) examination Typically conducted at the end of each semester and/or unit. In preparation for Unit 3 and Unit 4, the examination should reflect the examination design brief included in the ATAR Year 12 syllabus for this course.	10%
Written examination Typically conducted at the end of each semester and/or unit. In preparation for Unit 3 and Unit4, the examination should reflect the examination design brief included in the ATAR Year 12 syllabus for this course.	20%

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

The assessment outline must:

- include a set of assessment tasks
- include a general description of each task
- indicate the unit content to be assessed
- indicate a weighting for each task and each assessment type

- include the approximate timing of each task (for example, the week the task is conducted, or the issue and submission dates for an extended task).

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

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

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

Grading

Schools report student achievement in terms of the following grades:

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

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

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

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

Appendix 1 – Grade descriptions Year 11

A	**Written production**
	Responds with relevant and detailed information, ideas and/or opinions when writing about a range of topics.
	Provides responses that use a range of vocabulary, grammatical items and complex sentence structures with occasional inaccuracies that do not affect meaning.
	Writes cohesive and well-structured texts that show clear development and connection of ideas.
	Applies the conventions of text types.
	Oral production
	Communicates effectively across a range of topics.
	Comprehends almost all questions and responds with relevant information and/or opinions.
	Provides responses that are clear and cohesive.
	Uses a range of vocabulary, grammatical items and complex sentence structures with occasional inaccuracies that do not affect meaning.
	Speaks with mostly accurate pronunciation.
	Comprehension
	Accurately extracts and processes information from a variety of texts across a range of topics. Provides relevant details.
	Provides accurate responses to literal questions and mostly accurate responses to inferential questions.
	Uses a dictionary effectively, resulting in appropriate interpretation of text.

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

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

Appendix 2 – Text type list

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

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

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

Text Type	Definition
Form	Forms contain a series of questions asked of individuals to obtain information about a given position, focus or topic etc. In their design, they have a title, contact details and questions. Forms may include categories. The language of forms is often objective and includes descriptive words, a range of tenses, and a variety of questions to address. As a response, students could be asked to complete a form or respond to questions or criteria in an application, for example, for a job.
Image	Images can frequently be used on their own, as they communicate ideas in much more complete and complex ways than words alone. At other times, they are included with a title or caption or other text as a stimulus for response. Images should always complement and provide information on the topic or text.
Interview	In both spoken or written form, interviews often begin with an exchange of opening salutations, are followed by a question or statement, and then a two-way sustained interaction. The language is often authentic, informal and conversational in style, sometimes with interjections, incomplete sentences and pauses and fillers, to maintain the conversation. The register of interviews will often depend on the context and relationship between participants.
Journal entry	Journal entries record personal reflections, comments, information, or experiences of the writer. The language of journal entries should generally be informal and colloquial, and entires are often written in the first person. Entries use subjective language to give a clear sense of the writer's personality, and to explain their feelings and emotions. The layout should appear authentic, provide a sense of time and sequence, and possibly a place name.
Letter	Formal letters are written communication in formal contexts to convey/request information, to lodge a complaint, or to express an opinion. The layout of a formal letter must include the date, the address of sender and recipient, and a formal greeting and phrase of farewell. The language should be in formal register, and deal with a business or other specific topic. Common features of a formal letter are the use of objective language, full sentences and paragraphs, frequent use of formulaic language, and a logical and cohesive sequence of ideas. Informal letters are written communication with acquaintances, friends and family, to inform or to amuse. The layout of an informal letter can be less stylised than a formal letter; possibly with only the date, the address of the sender, a casual greeting and a phrase of farewell. The language can be informal and colloquial and the content can be simple and casual. Common features of an informal letter are the use of subjective language, sentence structure often less complex than in formal letters, and a logical and cohesive sequence of ideas.
Map	Maps are a form of symbolisation, governed by a set of conventions that aim to instruct, inform or communicate a sense of place. Maps are usually in a formal register and frequently use formulaic expressions. They should have a title, orientation, scale, longitude and latitude, an index grid and a symbols translator. They can be reproduced directly or can be modified to make the language more accessible for students.

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

Text Type	Definition
Table	Tables organise and represent a set of data in a diagram or table. They may also visually represent knowledge, concepts, thoughts, or ideas. Tables are typically graphical, containing very little text; however they do include a title that provides a succinct description of what the data in the chart or table refers to. They are usually in a formal register.

Appendix 3 – Elaborations of grammatical items

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

Unit 1		
Grammatical items	**Sub-elements**	**Elaborations**
Adjectives	demonstrative	*ce garçon, cet homme, cette fille, ces enfants*
	interrogative	*quel, quels, quelle, quelles* *Quel âge a Michel ?* *Quels sont vos passe-temps ?*
	exclamatory	*quel, quels, quelle, quelles* *Quelle horreur !*
	comparative and superlative forms	*intelligent, plus intelligent, le plus intelligent* *bon, meilleur, le meilleur*
Adverbs	simple	*ainsi, déjà, encore, même, presque, souvent, tant, toujours, trop* *Je viens aussi vite que je peux.* *Il y a du monde partout.*
	formation	*facile – facilement* *doux – doucement* *évident – évidemment*
	irregular forms	*Je suis vraiment désolé(e).* *Vous parlez couramment le français ?* *bien, mal, beaucoup, peu* *J'aime bien écouter de la musique.*
	negation	*ne pas, ne plus, ne jamais, ne rien, ne personne, ne … aucun(e), ne … nul(le)* *Je ne vois pas.* *Je ne regrette rien.*
Articles	*de* replacing the partitive: • in a negative construction	*Il n'y a pas d'argent.* *Pas de problèmes.* *Elle n'a plus d'argent.*
	• after expressions of quantity	*Un kilo de poires.* *Tant de fautes.* *J'ai écrit beaucoup de livres.*
	• before an adjective preceding a plural noun	*J'ai de bons amis.* *J'ai mangé de bons épinards.*
	omission of the article	*avoir faim, faire peur* *Il est ingénieur.* *Elle est avocate.*
Conjunctions	common conjunctions	*mais, ou, et, donc, or, ni, parce que* *Elle aime l'été parce qu'on peut se baigner.* *Tu peux sortir mais rentre avant neuf heures !*

Grammatical items	Sub-elements	Elaborations
Nouns	number and gender: • singular and plural, including irregular plurals	*un acteur, une actrice, un musicien, une musicienne, l'homme, des hommes, une femme, des femmes, un animal, des animaux*
	nominal phrases	*une omelette au fromage*
Prepositions	location and direction	*à, en, sur, sous devant, derrière, chez, vers, loin de, à côté de, près de, en face de* *devant le cinéma, derrière la maison, chez Marie, vers le sud, loin de ma maison* *Nous passons les vacances en Nouvelle-Zélande.*
Pronouns	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.)*
	disjunctive	*moi, toi, lui, elle, nous, vous, eux, elles* *Sans lui, rien n'est possible.*
Sentence and phrase types	time phrases: • *depuis* • *pendant* • *pour*	*Il attend depuis une heure.* *Elle a habité à Sydney pendant huit ans.* *Ils seront à Paris pour une semaine.*
Verbs	present tense: • modals • impersonal verbs	*devoir: Tu dois manger.* *pouvoir: Il peut jouer aujourd'hui.* *savoir: Ils ne savent pas jouer.* *vouloir: Nous voulons sortir.* *Il faut travailler.* *Il fait chaud.* *Il est interdit de fumer …*
	perfect tense: • common regular and irregular verbs • agreements: ▪ subject + verb ▪ with *avoir* and with *être*	*j'ai donné, j'ai fini, j'ai vendu, j'ai voulu, elle est venue, nous nous sommes levés* *Nous avons chanté.* *Je suis venu(e) ce matin.* *Je n'ai pas étudié.* *Beaucoup d'enfants sont partis ce matin.* *J'ai acheté des pommes au marché ce matin. Je les ai achetées.* *Elles sont allées au cinema.*
	imperfect tense	*je donnais, je finissais, je vendais* *C'était horrible. J'avais mal aux dents.*

Grammatical items	Sub-elements	Elaborations
	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.*
	imperative mood	*Parle ! Parlons ! Parlez !* *Anton, fais tes devoirs !* *Fermez la porte !* *Ayez la bonté de m'attendre.*
	pronominal: • reflexive	*se lever, se parler, se coucher, s'habiller* *Elle se lève de bonne heure.* *Elle s'est levée tard.*
	impersonal subject pronoun *on*	*Ici on parle français.*

Unit 2

Grammatical items	Sub-elements	Elaborations
Adverbs	degree: • comparative and superlative of adverbs with *plus*	*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 chère.*
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.* *Il invite Louise à danser.*
Pronouns	agreements: • preceding direct object agreement after a direct object pronoun	*Les fleurs ? Oui, il les a achetées.*
	• preceding direct object agreement after the relative pronoun *que*	*Les fleurs qu'il a achetées.*
	• preceding direct object agreement after a question	*Quelles fleurs a-t-il achetées ?*
	possessive	*le mien, la mienne, les miens, les miennes …* *C'est à moi !* *C'est le nôtre ! Non, c'est le leur !*
	indirect object (personal)	*me/m', te/t', lui, nous, vous, leur* *je lui parle, nous lui téléphonons* *Vous leur écrivez ?*
	interrogative: • definite	*lequel, lesquels, laquelle, lesquelles* *Lequel de ces deux chiots préfères-tu ?*
	• indefinite	*qui, qui est-ce qui, qui est-ce que, qu'est-ce que,*

Grammatical items	Sub-elements	Elaborations
		qu'est-ce qui, que, quoi *Qui est-ce qui vient ?* *Qui est-ce que tu as vu ?* *Que veux-tu ?* *Qu'est-ce que tu veux ?* *À quoi est-ce que tu penses ?* *De quoi ?* *De quoi parles-tu ?*
	indefinite (affirmative)	*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.*
Sentence and phrase types	*si* clauses: • present/future • imperfect/conditional	*S'il fait beau, nous sortirons avec nos amis.* *S'il faisait beau, nous sortirions avec nos amis.*
	il y a	*Il y a deux choses à faire.* *j'ai vu le film il y a trois semaines.*
Verbs	future tense: • regular • irregular future stems	*je regarderai, tu finiras, nous attendrons* *être – ser, faire – fer, avoir – aur, aller – ir etc.* *je serai, il fera, ils iront*
	implied future	*Quand il neigera, nous ferons du ski.*
	conditional mood: • present	*je chanterais, tu choisirais, nous vendrions, je serais, il ferait, ils iraient*
	participles: • present • past	*(en) parlant, (en) jouant* *En venant de manger.* *Après avoir fait la vaisselle, nous sommes sortis.*

Assumed learning

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

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

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