FRENCH: SECOND LANGUAGE

GENERAL 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.

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 percent 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 languages teaching 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 General course

This course focuses on students gaining knowledge and an understanding of the culture and language of French-speaking communities.

The French: Second Language General 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 General 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 may have no prior knowledge or experience of the French language, or may have studied the French language and culture through classroom teaching in an Australian school, or similar environment, where English is the language of school instruction.

For information on the French: Second Language ATAR 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 General 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 *Le monde des jeunes* **(The world of youth)**. Through the three topics: My world, your world, Youth culture in a francophone country, and Communicating in a modern world, students develop communication skills in French and gain an 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 develop communication skills in French and gain an 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, students are expected to respond to, and to produce, a range of spoken and written text types in French. Text types for assessment 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 General 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 General 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 evolves.

Unit 1

Unit description

The focus for this unit is *Le monde des jeunes* **(The world of youth)**. Through the study of the unit content, students develop skills, knowledge and understandings to communicate in the French language and gain an insight into the 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 world, your world** Students reflect on and share aspects of their lifestyle, interests and social activities.
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.	**Youth culture in a francophone country** Students explore shifting trends in youth culture in a French-speaking community and discuss what this says about the community.
The changing world Students explore information and communication technologies and the effects of change and current issues in the global community.	**Communicating in a modern world** Students consider the role of technologies in the daily lives of people around the world.

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
- email
- film or TV program (excerpts)
- form
- image
- interview
- itinerary
- journal entry
- letter
- map
- message
- note
- review
- role-play
- script – speech, interview, dialogue
- sign
- 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	regular and common irregular forms
	position
	agreement with nouns
	interrogative
Adverbs	simple
Articles	definite
	indefinite
Conjunctions	coordinating conjunctions
	conjunctions of conclusion
Nouns	gender
	number: • singular and plural
Numerals	cardinals
	ordinals
	dates
Prepositions	simple
	articulated
Pronouns	subject

Grammatical items	Sub-elements
Sentence and phrase types	sentences: • statements • affirmative • negative
	question words with *est-ce que*
Verbs	present tense: • regular and common irregular verbs • common reflexive verbs

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)**. Through the study of the unit content, students develop skills, knowledge and understandings to communicate in the French language and gain an insight into the 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 consider 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 consider 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 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
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- film or TV program (excerpts)
- form
- image
- interview
- itinerary
- journal entry
- letter
- map
- message
- note
- review
- role-play
- script – speech, interview, dialogue
- sign
- 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	possessive
Adverbs	formation
	position
	irregular forms
	negation
Articles	partitive
Numerals	time
Prepositions	linking verb + infinitive
Sentence and phrase types	sentences: • exclamative • interrogative
	commands †

Grammatical items	Sub-elements
Verbs	infinitives: • present tense of verbs + infinitive

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

	imperfect tense: • *c'etait* and *il faisait* only
	futur proche

† For recognition only

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), pronunciation

- 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 General 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 a role-play, an interview or a conversation.	30%
Response: Listening Comprehension and interpretation of, and response in English to, a range of French spoken texts, such as messages, announcements, conversations and interviews.	25%
Response: Viewing and reading Comprehension and interpretation of, and response in English to, a range of French print and audiovisual texts, such as emails, blog postings, films/television programs (excerpts), advertisements, reviews and articles.	25%
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 email, an advertisement or an image, or writing a text, such as a journal/diary entry, a message, an account, a review or an email.	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 General Year 11 syllabus 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

<table>
<tr>
<td rowspan="3">A</td>
<td>
Written production
Competently conveys simple information and ideas and expresses personal opinions across a range of topics. Provides cultural references where required.
Uses a range of vocabulary and sentence structures. Minor errors in vocabulary and grammar do not affect meaning.
Organises writing cohesively, logically and clearly.
Observes the conventions of text types.
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Oral production
Communicates effectively across a range of topics. Comprehends and responds appropriately to familiar questions, although rephrasing and support from the other speaker is sometimes necessary for less familiar questions. Relies on rehearsed responses, but shows ability to manipulate language or information.
Uses a range of vocabulary and sentence structures. Minor inaccuracies in grammar do not affect meaning.
Pronunciation is mostly accurate.
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<td>
Comprehension
Identifies, extracts and processes information from a variety of texts across a range of topics. Provides mostly accurate responses to literal questions, and some correct responses to inferential questions.
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<tr>
<td rowspan="3">B</td>
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Written production
Conveys simple information and ideas and expresses personal opinions across a range of topics. Provides some cultural references where required.
Uses a range of familiar vocabulary and sentence structures. Applies the rules of grammar and spelling with minor inaccuracies.
Writing is sequenced, but cohesiveness may be affected by the repetitive use of vocabulary, phrases, and/or content.
Observes most of the conventions of text types.
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Oral production
Communicates by providing information and ideas across a range of topics.
Comprehends most questions related to familiar topics and responds appropriately, relying on some support from the other speaker to sustain conversation.
Makes some grammatical errors, but these do not affect meaning.
Pronunciation is mostly accurate.
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<tr>
<td>
Comprehension
Identifies, and extracts and processes information from a variety of texts related to a range of topics. Provides mostly accurate responses to literal questions and some correct responses to inferential questions.
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</table>

C	**Written production**	
	Expresses basic information, ideas and opinions.	
	Uses familiar and repetitive vocabulary and sentence structures. Makes errors in grammar, vocabulary and syntax, which sometimes affect meaning.	
	Writing lacks structure and is sometimes influenced by English syntax.	
	Observes some conventions of text types.	
	Oral production	
	Communicates by providing some information and ideas. Comprehends questions related to familiar topics, but relies on support from the other speaker, to prompt and rephrase, in order to elicit a response.	
	Uses a limited range of vocabulary and sentence structures with inaccuracies.	
	Errors in pronunciation may affect meaning.	
	Comprehension	
	Identifies, and extracts and processes some information from texts and provides mostly correct responses to literal questions. May give incomplete or incorrect answers to questions that require more detail.	
	May select the wrong word or phrase when consulting the dictionary.	

D	**Written production**	
	Expresses basic information and opinions.	
	Uses familiar and repetitive vocabulary and structures. Makes errors in grammar and spelling, omits words and writes partial sentences.	
	Writing is frequently repetitive and influenced by first language. Writing displays errors in grammar and spelling, repetitive vocabulary and partial sentences.	
	Use of first language may affect meaning.	
	Typically, does not observe the conventions of text types.	
	Oral production	
	Communicates with basic information and opinions. Comprehension is limited and relies on the other speaker to sustain the conversation.	
	Uses a very limited range of vocabulary.	
	Responds mostly in single words, fragmented sentences or first language.	
	Comprehension	
	Identifies, and extracts and processes limited information from texts. Responses are sometimes incomplete or incorrect.	

E	Does not meet the requirements of a D grade.

Appendix 2 – Text type list

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

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

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

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

Term	Definition
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.
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.
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, 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 role-plays will often depend on the context and relationship between participants.
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.
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 to students. They are not intended to be complete or comprehensive, but rather as support material only.

Unit 1		
Grammatical items	**Sub-elements**	**Elaborations**
Adjectives	regular and common irregular forms	For example, *petit, petite, grand, grande, beau, belle, beaux, belles, nouveau, nouvelle, vieux, vieille, riche*
	position	*une petite maison* *le drapeau français*
	agreement with nouns	*amusant, amusante, amusants, amusantes* *vert, verte, verts, vertes* *rouge, rouge, rouges, rouges*
	interrogative	*quel, quels, quelle, quelles* *Quel âge as-tu ?* *Quels sont vos passe-temps ?*
Adverbs	simple	*souvent, toujours, trop* *Je fais toujours mes devoirs.*
Articles	definite	*le, la, l', les* *le père* *la mère* *l'air* *les parents*
	indefinite	*un, une, des* *un père* *une mère* *des parents*
Conjunctions	coordinating conjunctions	*car, donc, ensuite, et, mais, or, ou, quand, puis* *Veux-tu aller en France ou en Italie ?* *Je veux le faire, mais je n'ai pas d'argent.*
	conjunctions of conclusion	*parce que, car, comme* *Parce qu'il n'a pas d'argent, il ne peut pas venir.* *David ne va pas venir, car il est à l'université.* *Comme je lis le plus vite, j'ai déjà fini.*
Nouns	gender	*le soleil* *la terre*
	number: • singular and plural	*le poste, la poste* *l'homme → les hommes* *une femme → des femmes* *un animal → les animaux*

Grammatical items	Sub-elements	Elaborations
Numerals	cardinals	*un, deux, trois …* *Deux personnes se disputent.*
	ordinals	*premier/première, vingtième, trente-troisième* *mon premier album, la deuxième chanson, au neuvième étage*
	dates	*le premier avril* *le 24 juillet*
Prepositions	simple	*à, de, dans, en, près de, loin de* *Nous passons les vacances en Nouvelle-Zélande.*
	articulated	For example, *à+le =au; à+les=aux* *de+le=du, de+les=des*
Pronouns	subject	*je, tu, il, elle, nous, vous, ils, elles* *je mange le repas.* *Il travaille en Espagne.*
Sentence and phrase types	sentences: • statements • affirmative • negative	 *Je suis professeur.* *La jeune fille est mignonne.* *Je vais à la banque.* *Je suis fatigué.* *Je ne joue pas.*
	question words with *est-ce que*	*Est-ce que tu veux voir un film ?* *Quand est-ce que tu veux partir ?* *Quel livre est-ce que vous cherchez ?*
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 ?* *Il va à l'école tous les jours.* *Elle se lève de bonne heure.* *Je me lave les mains.* *Il s'amuse.* *Tu te reposes.*

Unit 2		
Grammatical items	**Sub-elements**	**Elaborations**
Adjectives	possessive	*mon, ma, mes, ton, ta, tes, son, sa, ses etc.* *mon école* *son cahier* *sa chaise* *notre chien* *nos amis*
Adverbs	formation	*facile → facilement* *doux → doucement* *évident → évidemment* *lent → lentement* *vite → vite*
	position	*Il parle couramment.* *Nous mangeons bien.* *Je fais toujours mes devoirs.*
	irregular forms	*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)* *Je ne vois pas.* *Nous ne voyageons jamais.* *Je ne regrette rien.*
Articles	partitive	*du, de la, de l', des* and *de* *Avez-vous bu du thé ?*
Numerals	time	*Il est deux heures.* *Il est quatre heures et quart.* *Il est quatre heures quinze.* *Il est trois heures et demie.* *Il est trois heures trente.* *Il est cinq heures moins le quart.* *Il est cinq heures moins quinze.* *Il est midi.* *Il est minuit.* *après minuit* *avant six heures*
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.*

Grammatical items	Sub-elements	Elaborations
Sentence and phrase types	sentences: • exclamative • interrogative	*Je veux y aller !* *J'espère que oui !* *Il est très beau !* *C'est une bonne idée !* *As-tu mon livre ?* *Sont-ils prêts ?* *Où est-il ?* *Peux-tu nous aider ?*
	commands †	*Va-t'en !* *Sois sage.*
Verbs	infinitives: • present tense of verbs + infinitives	*Après avoir fait mes devoirs je viens de manger.*
	perfect tense: • common regular and irregular verbs • agreements: ▪ subject + verb ▪ with *avoir* and with *etre*	*j'ai donné, j'ai fini, j'ai vendu, j'ai voulu, elle est venue, nous nous sommes levés* *Nous avons dansé.* *Je suis venu(e) ce matin.* *J'ai vu le film.* *J'ai reçu une carte postale de Paris.* *Beaucoup d'enfants sont partis.* *J'ai acheté des pommes au marché ce matin. Je les ai achetées.* *Elles sont allées au cinéma.* *Elles sont montées.*
	imperfect tense: • *c'etait* and *il faisait* only	*C'était horrible.* *Il faisait froid.*
	futur proche	*Je vais voir cette exposition.* *Nous allons manger.*

† For recognition only