



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

DRAFT FOR CONSULTATION

FRENCH: BACKGROUND LANGUAGE

ATAR course

Year 12 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 2027.

Users of this syllabus are responsible for checking its currency.

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

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

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Rationale

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

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

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

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

The French: Background Language ATAR course is designed for students who have typically been brought up in a home where French is used, who have a connection with (or exposure to) the language and culture, and who may engage in some active but predominantly receptive use of the language at home. These students have some degree of understanding and knowledge of French. They have received all or most of their formal education in schools where English, or a language other than French, is the medium of instruction.

Students may have undertaken some study of French in a community, primary and/or secondary school in Australia. Students may have had formal education in a school where French is the medium of instruction and may have spent some time in a country where it is a medium of communication.

This course focuses on building on and further developing a student's language capability through engagement with French-speaking communities, locally and overseas, and through the study of contemporary texts, topics and issues. It enables students to strengthen their personal connections to French language and culture, and enhances the development of their bilingual competence and bicultural identity.

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

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

Application for enrolment in a language course

All students wishing to study a Western Australian Certificate of Education (WACE) language course are required to complete an application for permission to enrol in a WACE language course in the year prior to first enrolment in the course.

Aims

The French: Background Language ATAR course builds on students' French language proficiency and knowledge about the cultures of French-speaking communities. It enables students to:

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

Organisation

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

Structure of the syllabus

The Year 12 syllabus is divided into two units which are delivered as a pair. The notional time for the pair of units is 110 class contact hours.

Unit 3

This unit focuses on three topics: Making choices, Culture and the arts, and The changing nature of work. Through these topics, students extend and refine their intercultural and linguistic skills to gain a deeper understanding of the French language.

Unit 4

This unit focuses on three topics: Making a contribution, French identity in the international context, and Current global issues. Through these topics, students extend and refine their intercultural and linguistic skills to gain a deeper understanding of the French language.

Each unit includes:

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

Organisation of content

The course content is divided into five content areas:

- Perspectives and topics
- Text types and styles of writing
- Linguistic resources
- Intercultural understandings
- Language learning and communication strategies.

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

Perspectives and topics

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

The perspectives are:

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

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

Personal investigation

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

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

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

For students to be able to explore their area of interest in depth, a range of different texts in French are to be selected and analysed. The texts that form the basis of this study will depend upon

availability of appropriate resources. For example, they could include films, newspaper articles, songs, documentaries, short stories, extended interviews, excerpts from works of fiction and non-fiction, electronic texts or oral history, either in their original form or adapted. Appropriate texts in English could also be included, but should be a limited aspect of the research.

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

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

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

Text types and styles of writing

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

Text types are categories of print, spoken, visual or audiovisual text, identified in terms of purpose, audience and features. Text types and textual conventions vary across languages and cultures, and provide information about the society and culture in which they are produced. Students are encouraged to listen to, read and view a range of texts, and need to be provided with opportunities to engage with them.

Styles of writing are the features, patterns and rules of texts which are determined by the text type and the context, audience and purpose of the text. They also include protocols for participating in communication, such as ways of initiating conversations, framing requests, disagreeing and responding. Students are expected to respond to and produce the following styles of writing individually or in combination: descriptive, informative, personal, persuasive and reflective.

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

Linguistic resources

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

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

Intercultural understandings

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

The development of intercultural competence can be described as moving from a stage where students are not aware of, or do not understand or practise, cultural norms, to one where cultural practices are so internalised that the student no longer notices them. Students with a background in the French language and/or culture already have experience in negotiating between that culture and language and their Australian cultural identity. The French: Background Language ATAR course provides opportunities for these students to reflect on and analyse cultural practices and norms in an ongoing process of interpretation, self-reflection, comparison and negotiation, and to enable them to learn more about, better understand, and eventually move between their cultures and languages.

Language learning and communication strategies

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

- supporting 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.

Representation of the general capabilities

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

Literacy

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

For language learners, literacy involves skills and knowledge that need guidance, time and support to develop. These skills include:

- developing an ability to decode and encode from sound to written systems
- mastering grammatical, orthographic, and textual conventions
- developing semantic, pragmatic, and critical literacy skills.

For learners of French, literacy development in the language enhances and extends their knowledge and understanding of English literacy and uses their knowledge of English literacy to support their learning in French.

Numeracy

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

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

Information and communication technology capability

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

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

Critical and creative thinking

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

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

Personal and social capability

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

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

Ethical understanding

In learning French, students learn to acknowledge and value difference in their interactions with others and to develop respect for diverse ways of perceiving and acting in the world. Ethical understanding involves students in building a strong personal and socially oriented ethical outlook that helps them to manage context, conflict and uncertainty, and to develop an awareness of the influence that their values and behaviour have on others.

Intercultural understanding

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

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

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

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

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

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

Representation of the cross-curriculum priorities

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

Aboriginal and Torres Strait Islander histories and cultures

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

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

Asia and Australia's engagement with Asia

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

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

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

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

Sustainability

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

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

Unit 3

Unit description

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

Unit content

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

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

Perspectives and topics

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

Perspectives	Topics
<p>Personal</p> <p>Students explore the topic from their own point of view or from the viewpoint of individuals from French-speaking communities.</p>	<p>Making choices</p> <p>Students reflect on the significant choices individuals may make in their life or career.</p>
<p>Community</p> <p>Students investigate how the topic relates to groups in French-speaking communities.</p>	<p>Culture and the arts</p> <p>Students investigate culture and the arts in French-speaking communities.</p>
<p>Global</p> <p>Students examine how the topic impacts the global community.</p>	<p>The changing nature of work</p> <p>Students examine how advances in communication technologies and changes in expectations and aspirations affect future study and employment.</p>

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

Text types and styles of writing

Text types

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

In the external written examination, a range of text types will be included in Section 1: Listening and responding and in Section 2: Reading and responding.

In Section 3: Writing in French, students will be required to produce text types from the list below.

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

Styles of writing

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

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

Linguistic resources

Vocabulary

Vocabulary, phrases and expressions associated with the unit content.

Grammar

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

Grammatical items	Sub-elements
Pronouns	relative: <ul style="list-style-type: none"> definite indefinite
Sentence and phrase types	interrogative
	<i>si</i> clauses : <ul style="list-style-type: none"> present / future imperfect / conditional pluperfect / conditional perfect
Tenses and verbs	sequence of tenses in complex sentences
	speech: <ul style="list-style-type: none"> direct indirect
	indicative: <ul style="list-style-type: none"> conditional perfect pluperfect
	subjunctive mood: <ul style="list-style-type: none"> present perfect †
	causative: <ul style="list-style-type: none"> use of inversion after certain adverbs: <ul style="list-style-type: none"> <i>ainsi</i> <i>à peine</i> <i>aussi</i> <i>peut-être</i>
Voice	passive – all tenses

† For recognition only

Refer to Appendix 4 for elaborations of grammatical items.

Sound and writing systems

In the French: Background Language ATAR course, students show understanding and apply knowledge of the French sound and writing systems to effectively communicate information, ideas and opinions in a variety of situations.

Intercultural understandings

The perspectives and topics, textual conventions of the text types and styles of writing selected, and the linguistic resources for the unit should provide students with opportunities to further develop their linguistic and intercultural competence, and enable them to reflect on the ways in which culture influences communication.

Language learning and communication strategies

Language learning and communication strategies taught in this unit will depend on the needs of the students and the learning experiences and/or communication activities taking place. Students should be taught these strategies explicitly and be provided with opportunities to practise them.

Refer to Appendix 5 for a list of language learning and communication strategies.

Dictionaries

Students develop the necessary skills to use dictionaries effectively.

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

Unit 4

Unit description

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

Unit content

This unit builds on the content covered in Unit 3.

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

Perspectives and topics

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

Perspectives	Topics
<p>Personal</p> <p>Students explore the topic from their own point of view or from the viewpoint of individuals from French-speaking communities.</p>	<p>Making a contribution</p> <p>Students reflect on their role in their communities and explore how they can make a contribution to contemporary society.</p>
<p>Community</p> <p>Students investigate how the topic relates to groups in French-speaking communities.</p>	<p>French identity in the international context</p> <p>Students investigate the place of French-speaking communities in the world, including international migration experiences.</p>
<p>Global</p> <p>Students examine how the topic impacts the global community.</p>	<p>Current global issues</p> <p>Students examine a range of global issues and events and their impact on the individual and society.</p>

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

Text types and styles of writing

Text types

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

In the external written examination, a range of text types will be included in Section 1: Listening and responding and in Section 2: Reading and responding.

In Section 3: Writing in French, students will be required to produce text types from the list below.

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

Styles of writing

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

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

Linguistic resources

Vocabulary

Vocabulary, phrases and expressions associated with the unit content.

Grammar

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

Grammatical items	Sub-elements
Pronouns	relative: <ul style="list-style-type: none"> definite indefinite
Sentence and phrase types	interrogative
	<i>si</i> clauses : <ul style="list-style-type: none"> present/future imperfect/conditional pluperfect/conditional perfect
Tenses and verbs	sequence of tenses in complex sentences
	speech: <ul style="list-style-type: none"> direct indirect
	indicative: <ul style="list-style-type: none"> conditional perfect pluperfect
	subjunctive mood: <ul style="list-style-type: none"> present perfect †
	causative: <ul style="list-style-type: none"> use of inversion after certain adverbs: <ul style="list-style-type: none"> <i>ainsi</i> <i>à peine</i> <i>aussi</i> <i>peut-être</i>
Voice	passive – all tenses

† For recognition only

Refer to Appendix 4 for elaborations of grammatical items.

Sound and writing systems

In the French: Background Language ATAR course, students show understanding and apply knowledge of the French sound and writing systems to effectively communicate information, ideas and opinions in a variety of situations.

Intercultural understandings

The perspectives and topics, textual conventions of the text types and styles of writing selected, and linguistic resources for the unit should provide students with opportunities to further develop their linguistic and intercultural competence and enable them to reflect on the ways in which culture influences communication.

Language learning and communication strategies

Language learning and communication strategies taught in this unit will depend on the needs of the students and the learning experiences and/or communication activities. Students should be taught these strategies explicitly and be provided with opportunities to practise them.

Refer to Appendix 5 for a list of language learning and communication strategies.

Dictionaries

Students develop the necessary skills to use dictionaries effectively.

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

Assessment

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

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

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

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

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

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

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

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

School-based assessment

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

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

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

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

The table below provides details of the assessment types and their weighting for the French: Background Language ATAR Year 12 syllabus.

Summative assessments in this course must:

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

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

Assessment table – Year 12

Type of assessment	Weighting	Submitted to the Authority	Weighting for combined mark
Oral communication Interaction with others to exchange information, ideas, opinions and/or experiences in spoken French. Typically, these tasks are administered under test conditions.	50%	100% Practical	35% Practical
Examination Practical (oral) examination Typically conducted at the end of each semester and/or unit and reflecting the examination design brief for this syllabus. Written examination Typically conducted at the end of each semester and/or unit and reflecting the examination design brief for this syllabus.	50%		
Written communication Production of written texts to express information, ideas, opinions and/or experiences in French. Questions specify the context, purpose, audience, text type and style of writing. Typically, these tasks are administered under test conditions.	20%	100% Written	65% Written
Responding to texts Comprehension and interpretation of spoken and printed texts in French. Texts represent different text types and styles of writing. Questions for spoken and printed texts are either phrased in French and English for responses in English or phrased in French and English for responses in French, depending on the requirements of the question. Typically, these tasks are administered under test conditions.	30%		

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

The assessment outline must:

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

Reporting

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

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

The grade descriptions for the French: Background Language ATAR Year 12 syllabus are provided in Appendix 1. They are used to support the allocation of a grade. They can also be accessed, together with annotated work samples, on the course page of the Authority website (www.scsa.wa.edu.au).

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

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

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

ATAR course examination

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

Refer to the *WACE Manual* for further information.

Practical (oral) examination design brief – Year 12

Time allocated Examination: 12–15 minutes

Provided by the candidate *Personalised practical examination timetable*

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

Written examination design brief – Year 12

Time allowed

Reading time before commencing work: ten minutes

Working time for paper: two and a half hours

Permissible items

Standard items: pens (blue/black preferred), pencils (including coloured), sharpener, correction fluid/tape, eraser, ruler, highlighters

Special items: monolingual and/or bilingual print dictionaries

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

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

Appendix 1 – Grade descriptions Year 12

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

D	<p>Written production and oral production</p> <p>Communicates simple, personal ideas and opinions in French. Demonstrates some ability to express and support a point of view relying on simple vocabulary and language conventions. Shows some awareness of the relationships between language, culture and identity in a bilingual context.</p> <p>Uses familiar vocabulary, simple sentence structures and learned expressions accurately. Makes errors in pronunciation that affect meaning, clarity or flow. Provides some evidence of the ability to link ideas.</p>
	<p>Comprehension</p> <p>Extracts and summarises some relevant information from texts, with limited analysis and interpretation.</p>
E	<p>Does not meet the requirements of a D grade and/or has completed insufficient assessment tasks to be assigned a higher grade.</p>

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

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

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

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

Perspectives	Unit 3	Unit 4
<p>Personal Students explore the topic from their own point of view or from the viewpoint of individuals from French-speaking communities.</p>	<p>Making choices Students reflect on the significant choices individuals may make in their life or career. Suggested sub-topics:</p> <ul style="list-style-type: none"> • study • work • travel 	<p>Making a contribution Students reflect on their role in their communities and how they can make a contribution to contemporary society. Suggested sub-topics: The individual's values and responsibilities in making a difference:</p> <ul style="list-style-type: none"> • socially • environmentally • politically
<p>Community Students investigate how the topic relates to groups in the French-speaking communities.</p>	<p>Culture and the arts Students investigate culture and the arts in French-speaking communities. Suggested sub-topics:</p> <ul style="list-style-type: none"> • the life and work of a famous French-speaking person and its impact on the community (artist/writer/performer/painter/architect/designer/historian/politician) to keep as it gives scope and diversity. Otherwise run the risk of studying covering only one artist • Popular French culture nowadays 	<p>French identity in the international context Students investigate the place of French-speaking communities in the world, including international migration experiences. Suggested sub-topics:</p> <ul style="list-style-type: none"> • French speakers in the international community • migration experiences (past and present) • multicultural integration in the French-speaking communities and the world
<p>Global Students examine how the topic impacts the global community.</p>	<p>The changing nature of work Students examine how advances in communication technologies, changes in expectations and aspirations affect future study and employment. Suggested sub-topics:</p> <ul style="list-style-type: none"> • careers of the future • technology in education • evolution in the workplace and aspirations affect future study and employment. 	<p>Current global issues Students examine a range of global issues and events and their impact on the individual and society. Suggested sub-topics:</p> <ul style="list-style-type: none"> • well-being • human and civil rights • international organisations

Appendix 3 – Text types and styles of writing

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

Text types

Account

In both spoken and written form, accounts retell something that happened: a story. Accounts have a title and are often in the first person. They describe a series of events or experiences and are often presented in a logical manner. At the conclusion, there may be a resolution. Language is either formal or informal, with time words used to connect ideas and action words used to describe events.

Article

Articles consist of a section of text from a newspaper, magazine, web page or other publication. Typically, articles have a title that indicates the content. They are usually in a formal register, and the language in an article can be descriptive, factual, judgemental, emotive or persuasive, depending on the context. Articles develop ideas and opinions and often end with a statement of conclusion or advice to the reader. They may be accompanied by a graphic, if necessary. Articles can be reproduced directly or can be modified to make the language more accessible for students.

Blog post

Web logs (blogs) are basically journals that are available on the internet. Many blogs provide commentary or news on a particular subject; others function more as personal online diaries. Typically, blogs combine text and images, and link to other blogs, web pages and other media related to their topic. Students will generally be required to write a response to a blog (a post). Posts can sometimes use a formal register, but may also be in an informal or colloquial register. The language in a blog post can be descriptive, factual, judgemental, emotive or persuasive, depending on the context.

Conversation

In both spoken and written form, conversations often begin with an exchange of opening salutations, followed by a question or statement and then a two-way sustained interaction. The language is often authentic, informal and conversational in style, sometimes with interjections, incomplete sentences, and pauses and fillers.

The register of conversations will often depend on the context and the relationship between participants.

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 when writing for assessment in order to indicate more clearly the context of the message.

Interview

In both spoken and written form, interviews often begin with an exchange of opening salutations, followed by a question or statement and then a two-way sustained interaction. The language is often authentic, informal and conversational in style, sometimes with interjections, incomplete sentences, and pauses and fillers to maintain the conversation.

The register of interviews will often depend on the context and the relationship between participants.

Journal entry

Journal entries record personal reflections, comments, information or experiences of the writer. The language of journal entries should generally be informal and colloquial, and entries are often written in the first person. Entries use subjective language to give a clear sense of the writer's personality and to explain their feelings and emotions. The layout should appear authentic, provide a sense of time and sequence, and possibly include a place name.

Letter

Formal letters are written communication in formal contexts to convey/request information, lodge a complaint or express an opinion. The layout of a formal letter must include the date, the address of the sender and recipient, and a formal greeting and phrase of farewell. The language should be in a formal register, and deal with a business or other specific topic. Common features of a formal letter are the use of objective language, full sentences and paragraphs, frequent use of formulaic language and a logical and cohesive sequence of ideas.

Informal letters are written communication with acquaintances, friends and family, to inform or to amuse. The layout of an informal letter can be less stylised than a formal letter, possibly with only the date, the address of the sender, a casual greeting and a phrase of farewell. The language can be informal and colloquial and the content can be simple and casual. Common features of an informal letter are the use of subjective language, a less complex sentence structure than in formal letters, and a logical and cohesive sequence of ideas.

Message

In both spoken and written form, messages are objects of communication that inform, request, instruct or remind. The written forms are less formal than informal letters and are often used to convey information left as a voice mail on a phone. They have a salutation and a signing off, but the content should be brief and to the point, and convey a specific piece of information with little extra detail.

Note

Notes are written to inform, request, instruct or remind. They are less formal than informal letters. Notes have a salutation and a signing off, but the content should be brief and to the point, and convey a specific piece of information with little extra detail.

Review

Reviews are evaluations of works, such as films, songs, musical performances, novels or stories. The plot summary and description of the work or performance form the majority of the review. The language and structure are formal; however, more personal and evaluative comments are often included. A title should be given.

Script – conversation, interview, speech

Scripts are written forms of conversations, interviews or speeches that communicate and exchange ideas, information, opinions and experiences. Scripts would generally have only two speakers, possibly an interviewer and an interviewee, but each speaker must be clearly identified. A script often begins with an exchange of opening salutations, followed by a question or statement and then a two-way sustained interaction. The language is often authentic, informal and conversational in style, sometimes with interjections, incomplete sentences and pauses and fillers to maintain the conversation. The language level of scripts will often depend on the context and the relationship between participants.

Styles of writing**Descriptive**

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

Informative

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

Personal

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

Persuasive

Persuasive writing aims to convert the reader to a particular point of view or attitude in order to convince them to act or respond in a certain way. The writer attempts to manipulate the reader's emotions and opinions, giving logical reasons and supporting evidence to defend their position or

recommend action. The language used may be extravagant, using exaggeration, superlatives, and humour to create a relationship between the writer and the reader.

Reflective

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

Appendix 4 – Elaborations of grammatical items

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

Unit 3 and Unit 4

Grammatical items	Sub-elements	Elaborations
Pronouns	relative: <ul style="list-style-type: none"> definite 	<i>qui, que, dont, lequel, laquelle, lesquels, lesquelles</i> <i>La date dont tu as parlée ...</i> <i>La table sous laquelle le chat est assis ...</i> <i>La façon dont le gouvernement traite le chômage ...</i> <i>Le bâtiment près duquel il travaille ...</i>
	<ul style="list-style-type: none"> indefinite 	<i>ce qui, ce que, ce dont, ce à quoi</i> <i>Il voit ce qui se passe.</i> <i>Je sais ce que tu as fait.</i> <i>Voilà ce qui contribue à l'aliénation de l'homme.</i> <i>Je vais vous raconter ce dont je me souviens.</i>
Sentence and phrase types	interrogative	<i>Qu'est-ce qu'il va faire demain ?</i> <i>Est-ce qu'il s'entend bien avec ses parents ?</i> <i>Va-t-elle à l'université ?</i> <i>Tu fais partie d'un club de sport ? (rising intonation)</i> <i>Pierre se connecte-t-il souvent aux réseaux sociaux ?</i>
	<i>si clauses :</i> <ul style="list-style-type: none"> present/future imperfect/conditional pluperfect/conditional perfect 	<i>S'il fait beau, nous sortirons avec nos amis.</i> <i>S'il faisait beau, nous sortirions avec nos amis.</i> <i>Si j'avais plus étudié, j'aurais eu plus d'opportunité</i>
Tenses and verbs	sequence of tenses in complex sentences	<i>Quand j'aurai passé le bac, je prendrai une année sabbatique.</i>
	speech: <ul style="list-style-type: none"> direct indirect 	<i>Mon père dit : « Tu dois prendre des douches courtes ! »</i> <i>Mon père m'a dit que je devais prendre des douches courtes.</i>
	indicative: <ul style="list-style-type: none"> conditional perfect pluperfect 	<i>J'aurais aimé participer à ce stage.</i> <i>Il avait écrit ce livre pour partager son expérience.</i>
	subjunctive mood: <ul style="list-style-type: none"> present perfect † 	<i>il faut que je m'en aille, je veux que tu viennes, il faut que je fasse etc.</i> <i>Bien qu'il fasse beaucoup d'efforts, il est peu récompensé.</i> <i>Voici la dernière lettre qu'elle m'ait écrite.</i>

Grammatical items	Sub-elements	Elaborations
	causative: <ul style="list-style-type: none"> • use of inversion after certain adverbs: <ul style="list-style-type: none"> ▪ <i>ainsi</i> ▪ <i>à peine</i> ▪ <i>aussi</i> ▪ <i>peut-être</i> 	<i>Ainsi a-t-elle trouvé son chat.</i> <i>À peine est-elle sortie que le téléphone a sonné.</i> <i>Il n'a plus d'argent ; aussi doit-il rentrer.</i> <i>Peut-être étudient-ils à la bibliothèque en ville</i>
Voice	passive – all tenses	<i>La souris est mangée par le chat.</i> <i>La bataille a été gagnée par les Français.</i> <i>Le conflit avait été résolu quand ils sont arrivés.</i>

† For recognition only

Assumed learning

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

Grammatical items	Sub-elements	Elaborations
Conjunctions	common conjunctions	<i>à cause de, malgré, pourtant, puisque, dès que, vu que, en plus, de plus</i> <i>Malgré les embouteillages, il est arrivé à l'heure !</i> <i>A cause de la météo, notre avion a été retardé.</i> <i>En plus de ses excellents résultats à l'université, il a obtenu le travail de ses rêves.</i>
Prepositions	linking verb + infinitive	<i>à, de, par, pour, sans, dans, avec, sur, sous, avant de, au lieu de, après</i> <i>J'essaie de faire ces maths.</i> <i>Elle parle à sa mère.</i> <i>J'ai décidé de commencer le sport.</i>
	<i>en</i> versus <i>dans</i>	<i>Je peux faire mes devoirs en cinq minutes.</i> <i>Nous partons dans dix minutes.</i>
Pronouns	possessive	<i>le mien, la mienne, les miens, les miennes ...</i> <i>C'est à moi !</i> <i>C'est le nôtre ! Non, c'est le leur !</i>
	indefinite	<i>quelqu'un, personne, rien, tout, certains</i> <i>Certains n'y pensent pas.</i>
	direct object pronouns and agreement	<i>Les fleurs ? Oui, il les a achetées.</i> <i>Les fleurs qu'il a achetées.</i> <i>Quelles fleurs a-t-il achetées ?</i>
	relative: definite and indefinite	<i>Le chat qui est malade ...</i> <i>Le livre que mes parents adorent ...</i> <i>La robe dont tu as parlé ...</i> <i>La table sous laquelle le chat est assis ...</i> <i>Il voit ce qui se passe.</i> <i>Je sais ce que tu as fait.</i> <i>Ce dont il parle est important.</i>
	disjunctive	<i>moi, toi, lui, elle, nous, vous, eux, elles</i> <i>Sans lui, rien n'est possible.</i>
	direct object	<i>me, te, le, la, nous, vous, les</i> <i>je les mange, il nous voit, nous en gardons</i> <i>La télé, je la regarde tous les jours.</i> <i>Mes devoirs ? Je les ai déjà faits !</i>
	demonstrative	<i>celui, ceux, celle, celles</i> <i>Tu voudrais cette robe ? Oui, celle-ci. (or Celle-là.)</i>
Sentence and phrase types	negative	<i>Mes grands-parents n'utilisaient pas internet.</i>
	routine or formulaic expressions	<i>N'est-ce pas ?</i> <i>Je vous en prie.</i> <i>Volontiers !</i>
	<i>si</i> clauses: • present/future	<i>S'il fait beau, nous sortirons avec nos amis.</i>

Grammatical items	Sub-elements	Elaborations
	<ul style="list-style-type: none"> imperfect/conditional 	<i>S'il faisait beau, nous sortirions avec nos amis.</i>
	time phrases	<i>Il attend depuis une heure. Elle a habité à Sydney pendant huit ans. Ils seront à Paris pour une semaine.</i>
Tenses and Verbs	modal verbs + infinitive <i>vouloir, pouvoir, devoir, falloir</i>	<i>Elles veulent économiser pour partir en voyage. Il faut respecter les valeurs de chacun.</i>
	<i>futur simple</i>	<i>J'irai au Canada pour les vacances quand j'aurai plus d'argent. être-ser, faire – fer, avoir-aur, aller – ir etc. je serai, il fera, ils iront</i>
	perfect tense and agreement	<i>J'ai acheté des pommes au marché ce matin. Je les ai achetées ce matin au marché. Elles sont allées au cinéma.</i>
	imperfect	<i>Quand j'avais dix ans, mes parents habitaient en Afrique.</i>
	conditional mood	<i>je chanterais, tu choisirais, nous vendrions, je serais, il ferait, ils iraient On arriverait à une meilleure situation si nous ne disputions pas autant.</i>
	imperative mood	<i>Soyez tolérants !</i>
	past historic †	<i>je donnai, je finis, je vendis</i>
	participles	<i>(tout) en faisant mes devoirs, j'écoutais la radio. Nous avons fait nos devoirs.</i>
	<i>passé récent</i>	<i>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.</i>
	pronominal:	
<ul style="list-style-type: none"> reflexive 	<i>se lever, se parler, se coucher, s'habiller Elle se lève de bonne heure. Elle s'est levée tard.</i>	
<ul style="list-style-type: none"> reciprocal 	<i>s'écrire Ils se sont écrits.</i>	
<ul style="list-style-type: none"> passive 	<i>se vendre Le pain se vend à la boulangerie.</i>	
<ul style="list-style-type: none"> verbs in pronominal form only 	<i>s'en aller, se moquer de, se souvenir de Il se moque complètement de la mode. Je ne me souviens pas de son adresse. Il est tard, il faut que je m'en aille.</i>	
<ul style="list-style-type: none"> causative 	<i>J'ai fait construire un garage. Elle s'est fait couper les cheveux</i>	

† For recognition only

Appendix 5 – Language learning and communication strategies

Language learning and communication strategies support and enhance the development of literacy skills and enable further development of cognitive skills through thinking critically and analytically, solving problems and making connections.

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

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

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

