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

FRENCH: BACKGROUND LANGUAGE

ATAR course

Year 11 syllabus for teaching from 2027

Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

Important Information

As part of the Western Australian Certificate of Education (WACE) Refreshment, the School Curriculum and Standards Authority (the Authority) has revised the course rationale and aims, and updated the General Capabilities to create clearer connections with the syllabus content.

This syllabus is effective from 1 January 2027.

Users of this syllabus are responsible for checking its currency.

Syllabuses are formally reviewed by the Authority on a cyclical basis, typically every five years.

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

The French: Background Language ATAR course connects students with a language that has over 300 million speakers globally. French is an official language in approximately 30 countries across all continents. In addition, French is crucial in fields such as diplomacy, international relations, business and the arts. The language's influence extends across various international institutions, including the European Union, the International Olympic Committee, Médecins Sans Frontières, the World Health Organization, the Organisation for Economic Co-operation and Development and the United Nations.

The course is designed for students who acquired the language through immersion or interaction within their environment, such as through family, community, in-country or cultural experiences. Through French, students explore their own point of view and the viewpoints of others, and the impact of change and current issues on the global community. Within these perspectives, students explore various aspects of life, such as relationships and social pressures; investigate the traditions and values of French-speaking communities and their place in Australia; and examine environmental issues and media, and their impacts on society.

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

Through the course, students engage with the linguistic and cultural diversity of our interconnected world, reflecting on their role in society and how they interact with others across various social contexts. Language learning is a powerful tool for personal growth that broadens students' worldviews. Australia's cultural and linguistic diversity provides many opportunities to hear and use French in real-life situations as well as through French media, and to make actual and virtual connections with French-speaking communities throughout the world.

Australia has strong personal, cultural, political and trade connections with francophone countries and proficiency in French provides students with enhanced vocational opportunities in a wide range of sectors. Studying French opens pathways for further academic study in fields like languages, international studies and cross-cultural communication, and careers in areas such as the arts, business, diplomacy, humanitarian and environmental sectors, engineering, international communication, trade relations, law, scientific research fields, tourism and hospitality, and translation services. French also provides a foundation for learning other Romance languages, expanding career and intercultural opportunities. Ultimately, the course offers students valuable linguistic and intercultural skills, fosters personal growth and empathy, and enhances future academic and career prospects.

Application for enrolment in a language course

All students wishing to study a Western Australian Certificate of Education (WACE) language course are required to complete the *Application for permission to enrol in a WACE language course* via the Authority student portal in the year prior to first enrolment in the course.

Aims

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

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

Organisation

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

Structure of the syllabus

The Year 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 three topics: *Les jeunes et leurs relations* (Young people and their relationships), *Traditions et valeurs dans une société contemporaine* (Traditions and values in contemporary society) and *Notre environnement en mutation* (Our changing environment). Through these topics, students build on their intercultural and linguistic skills to gain a deeper understanding of the French language.

Unit 2

This unit focuses on three topics: *Les pressions de la société actuelle* (Pressures in today's society), *L'identité francophone dans le contexte australien* (French identity in the Australian context) and Les médias et la communication (Media and communication). Through these topics, students build on their intercultural and linguistic skills to gain a deeper understanding of the French language.

Each unit includes:

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

Organisation of content

The course content is organised into five content areas:

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

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

Perspectives and topics

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

The perspectives are:

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

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

Text types and styles of writing

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

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

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

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

Linguistic resources

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

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

Intercultural understanding

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

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

Language learning and communication strategies

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

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

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

Progression from the Years 7–10 curriculum

The Western Australian Curriculum: Languages Year 7 to Year 10 is organised through two interrelated strands: Communicating and Understanding language and culture. Communicating is focused on using language for communicative purposes in interpreting, creating and exchanging meaning, while Understanding language and culture involves analysing language and culture as resources for interpreting and shaping meaning in intercultural exchange.

Together, these strands reflect three important aspects of language learning: engaging in communication, analysing various aspects of language and culture involved in communication, and understanding oneself as a communicator.

This syllabus continues to develop the knowledge, understanding and skills that ensure students communicate in French; understand language, culture and learning and their relationship; and thereby develop their intercultural communication capability.

Representation of the General Capabilities

The General Capabilities encompass the knowledge, skills, behaviours and dispositions that will support students to live and work successfully now and into the future. They are not assessed unless identified within the specified unit content. Teachers should find opportunities to incorporate the following General Capabilities into the teaching and learning program for the French: Background Language ATAR course.

Critical and creative thinking

Students enhance their critical and creative thinking skills through their study of the French language and culture. Content in the course is presented through three perspectives – Personal, Community and Global – encouraging students to compare information and evaluate ideas from these diverse perspectives. By analysing and interpreting spoken and written texts, students strengthen their ability to identify and process, and select and evaluate, information and engage in logical and reflective thinking. By extending their skills, knowledge and understanding of the French language, they learn to assess how language conveys meaning and how context, purpose and audience influence communication.

Through the course, students learn and practise language learning and communication strategies. These strategies support and enhance the development of literacy skills and enable further development of cognitive skills through thinking critically and making connections. The process of transferring linguistic and cultural knowledge and applying it to new contexts fosters students' metacognition, problem-solving abilities and analytical skills.

Intercultural understanding

Intercultural understanding is central to the course as students learn to value their own cultures, languages and beliefs and those of others. The main aim of learning French is to develop intercultural understanding, which is integral to communicating in the context of diversity, the development of global citizenship and lifelong learning.

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

Learning French is an enriching and cumulative process that broadens students' communicative repertoire, providing additional resources for interpreting and making meaning. Through the Personal, Community and Global perspectives, students explore topics such as relationships and social pressures, investigate the traditions and values of French-speaking communities and their place in Australia, and examine environmental issues and media and their impacts on society.

Students learn that interactions between different people in different languages also involve interactions between the different kinds of knowledge, understanding and values that are articulated through language and culture. Successful intercultural communication is not only determined by what they do or say, but also by what members of the other language and culture understand from what they do or say.

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

Literacy

Students enhance their literacy capacity as they use French to listen to, read, view and respond to a range of texts, participate in spoken interaction, and write texts in French for different purposes and contexts. They further expand their skills, knowledge and understanding of the French language and apply their knowledge of linguistic resources to exchange information, ideas and opinions in French.

For language learners, literacy involves skills and knowledge that need guidance, time and support to develop. These skills include developing an ability to decode and encode from sound to written systems; mastering grammatical, orthographic and textual conventions; and developing semantic, pragmatic and critical literacy skills. For learners of French, literacy development in the language enhances and extends their knowledge and understanding of English literacy, which in turn supports their learning in French.

Addressing the other General Capabilities

Although the following General Capabilities have not been identified as a focus in the French: Background Language ATAR Year 11 syllabus, teachers may find opportunities to incorporate them into the teaching and learning program.

- Digital literacy
- Ethical understanding
- Numeracy
- Personal and social capability

Such opportunities may occur through the application of different contexts, pedagogical practices and/or assessment strategies that relate to the syllabus as part of the teaching and learning program.

Summary representation of the General Capabilities in the French: Background Language ATAR course

The unit content and assessment types for this course provide students with the opportunity to develop the General Capabilities summarised in the table below.

Year	Course	Course type	General Capabilities						
			CCT	DL	EU	IU	L	N	PSC
Year 11	French: Background Language (AEFBL)	ATAR	✓			✓	✓		
Year 12	French: Background Language (ATFBL)	ATAR	✓			✓	✓		

Key
CCT: Critical and creative thinking, DL: Digital literacy, EU: Ethical understanding, IU: Intercultural understanding, L: Literacy, N: Numeracy, PSC: Personal and social capability

Representation of the Cross-curriculum Priorities

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

Aboriginal and Torres Strait Islander histories and cultures

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

By exploring and reflecting on the interrelationship between language, culture and identity, students are provided with opportunities to understand that the ways people use language reflect the values and beliefs of their respective communities, including Australia's rich and diverse Aboriginal and Torres Strait Islander communities.

Asia and Australia's engagement with Asia

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

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

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

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

Sustainability

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

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

Unit 1

Unit description

In Unit 1, students build on their intercultural and linguistic skills to gain a deeper understanding of the French language.

Unit content

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

Perspectives and topics

Unit 1 is organised around three perspectives and a set of three topics. Engaging with the topics from the three different perspectives provides students with opportunities to understand how language is created for particular purposes, and how it can be understood differently by different audiences. As a result, students develop the ability to express, in speech and in writing, their own insights and reflections, and compare them with those of others.

Perspectives	Topics
Personal Students explore the topic from their own point of view or from the viewpoint of individuals from French-speaking communities.	***Les jeunes et leurs relations*** **(Young people and their relationships)** Students explore their relationships with family and their connections with friends.
Community Students investigate how the topic relates to groups in French-speaking communities.	***Traditions et valeurs dans une société contemporaine*** **(Traditions and values in contemporary society)** Students investigate how the traditions and values of French-speaking communities are maintained.
Global Students examine how the topic impacts the global community.	***Notre environnement en mutation*** **(Our changing environment)** Students examine global environmental issues.

Text types and styles of writing

Text types

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

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

Styles of writing

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

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

Linguistic resources

Vocabulary

Students should be taught vocabulary, phrases and expressions associated with the unit content.

Grammar

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

Grammatical items	Sub-elements
Conjunctions	common conjunctions
Prepositions	linking verb + infinitive
	en versus *dans*
Pronouns	possessive
	indefinite
	direct object pronouns and agreement
	relative: definite and indefinite
	disjunctive
	direct object
	demonstrative
Sentence and phrase types	negative
	routine or formulaic expressions
	si clauses: • present/future • imperfect/conditional
	time phrases
Tenses and verbs	modal verbs + infinitive *vouloir*, *pouvoir*, *devoir*, *falloir*
	futur simple
	perfect tense and agreement
	imperfect
	conditional mood
	imperative mood
	past historic †
	participles
	passé récent

Grammatical items	Sub-elements
	pronominal: • reflexive • reciprocal • passive • verbs in pronominal form only • causative

† For recognition only

Refer to Appendix 3 for elaborations of grammatical items.

Sound and writing systems

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

Intercultural understanding

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

Language learning and communication strategies

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

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

Dictionaries

Students develop the necessary skills to use dictionaries effectively.

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

Unit 2

Unit description

In Unit 2, students build on 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 1.

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

Perspectives and topics

Unit 2 is organised around three perspectives and a set of three topics. Engaging with the topics from the different perspectives provides students with opportunities to understand how language is created for particular purposes, and how it can be understood differently by different audiences. As a result, students develop the ability to express, in speech and in writing, their own insights and reflections, and compare them with those of others.

Perspectives	Topics
Personal Students explore the topic from their own point of view or from the viewpoint of individuals from French-speaking communities.	***Les pressions de la société actuelle*** **(Pressures in today's society)** Students explore a range of personal and social pressures and the relevance of these in their own lives.
Community Students investigate how the topic relates to groups in French-speaking communities.	***L'identité francophone dans le contexte australien*** **(French identity in the Australian context)** Students investigate the place of French-speaking communities in Australia through migration experiences.
Global Students examine how the topic impacts the global community.	***Les médias et la communication*** **(Media and communication)** Students examine the media and new technologies and their impact on society.

Text types and styles of writing

Text types

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

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

Styles of writing

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

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

Linguistic resources

Vocabulary

Students should be taught vocabulary, phrases and expressions associated with the unit content.

Grammar

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

Grammatical items	Sub-elements
Conjunctions	common conjunctions
Prepositions	linking verb + infinitive
	en versus *dans*
Pronouns	possessive
	indefinite
	direct object pronouns and agreement
	relative: definite and indefinite
	disjunctive
	direct object
	demonstrative
Sentence and phrase types	negative
	routine or formulaic expressions
	si clauses: • present/future • imperfect/conditional
	time phrases

Grammatical items	Sub-elements
Tenses and verbs	modal verbs + infinitive *vouloir*, *pouvoir*, *devoir*, *falloir*
	futur simple
	perfect tense and agreement
	imperfect
	conditional mood
	imperative mood
	past historic †
	participles
	passé récent
	pronominal: • reflexive • reciprocal • passive • verbs in pronominal form only causative

† For recognition only

Refer to Appendix 3 for elaborations of grammatical items.

Sound and writing systems

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

Intercultural understanding

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

Language learning and communication strategies

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

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

Dictionaries

Students develop the necessary skills to use dictionaries effectively.

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

Assessment

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

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

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

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

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

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

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

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

School-based assessment

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

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

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

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

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

Summative assessments in this course must:

- be limited to eight tasks or less
- allow for the assessment of each assessment type at least once over the year/pair of units
- have a minimum value of five per cent of the total school assessment mark
- provide a representative sampling of the syllabus content.

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

Assessment table – Year 11

Type of assessment	Weighting
Oral communication Interaction with others to share information and express ideas, opinions and/or experiences in spoken French. Tasks are administered under test conditions.	25%
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. Tasks are administered under test conditions.	30%
Written communication Production of written texts to convey information and express ideas, opinions and/or experiences in French. Questions specify the context, purpose, audience, text type and style of writing. Tasks are administered under test conditions.	15%
Examination **Practical (oral) examination** Typically conducted at the end of each semester and/or unit. In preparation for Unit 3 and Unit 4, the examination should reflect the examination design brief included in the ATAR Year 12 syllabus for this course. **Written examination** Typically conducted at the end of each semester and/or unit. In preparation for Unit 3 and Unit 4, the examination should reflect the examination design brief included in the ATAR Year 12 syllabus for this course.	10% 20%

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

The assessment outline must:

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

Reporting

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

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

The grade descriptions for the French: Background Language ATAR Year 11 syllabus are provided in Appendix 1. They are used to support the allocation of grades. They can also be accessed on the course page of the Authority website at https://scsa.wa.edu.au/.

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

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

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

Appendix 1 – Grade descriptions Year 11*

A	**Written production and oral production** Manipulates and uses French effectively to communicate a range of ideas and opinions relevant to context, purpose and audience. Consistently formulates logical arguments and justifies points of view, and shows highly 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 fluently, with possible influence of accent/dialect in pronunciation, choice of vocabulary or sentence structure. Organises information coherently and expresses ideas effectively.
	Comprehension Competently summarises all key points, synthesises information and nuances in texts, and provides detailed and insightful analysis.
B	**Written production and oral production** Uses French mostly effectively to communicate a range of ideas and opinions relevant to context, purpose and audience. Formulates logical arguments, justifies points of view and shows effective use of textual references. Applies knowledge and understanding of the relationships between language, culture and identity in a bilingual context. Accurately uses vocabulary and a range of language conventions. Conveys meaning effectively, with possible influence of accent/dialect. Organises information logically and develops ideas clearly.
	Comprehension Ably extracts most relevant key points and synthesises information in texts, with some analysis and interpretation.
C	**Written production and oral production** Uses French satisfactorily to communicate ideas and opinions relevant to context, purpose and audience. Shows some ability to express and support a point of view. Applies some knowledge of the relationships between language, culture and identity in a bilingual context. Uses vocabulary and language conventions mostly accurately. Conveys meaning mostly accurately, with some influence of accent/dialect. Shows some organisation and sequencing of ideas and information.
	Comprehension Extracts and summarises some relevant information from texts, with limited analysis and interpretation.

D	**Written production and oral production** Communicates simple, personal ideas and basic information in French. Displays some ability to express a point of view using predominantly well-rehearsed, simple vocabulary and language conventions. Shows some awareness of the relationships between language, culture and identity in a bilingual context. Uses familiar vocabulary, simple sentence structures and learned expressions mostly accurately. Makes errors in pronunciation that affect meaning, clarity and flow. Provides some evidence of the ability to link ideas.
	Comprehension Extracts and summarises some relevant information from texts, with limited analysis.

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

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

Appendix 2 – Text types and styles of writing

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

Text types

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

Advertisement
Advertisements promote a product or service. Emotive, factual or persuasive language is used in an informal register. They often use abbreviated words and sentences, comparatives and superlatives, and may be in spoken, written or visual form.

Announcement
In spoken, written and visual form, announcements present factual information about an event that has recently occurred or is about to occur. Announcements can use formal or informal registers, depending on the context. They include factual, straightforward language with little elaboration, and present information in a logical sequence.

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

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

Chart
Charts organise and represent data in a diagram or table. They may also visually represent knowledge, concepts, thoughts or ideas. They are typically graphical and contain very little text. Charts include a title that provides a succinct description of what the data in the chart refers to, and contain key words that readers are looking for. They are usually in a formal register.

Comic strip

Comic strips represent a drawing or sequence of drawings arranged in panels to display brief humour or form a narrative, with text in balloons and captions. The language in a comic strip can be subjective or objective, descriptive, factual, judgemental, humorous, emotive or persuasive, depending on the context, and may involve a range of tenses. A comic strip may illustrate or describe an event or series of events, often presented in a logical sequence, and at the conclusion there may be a resolution.

Conversation/interview

In their spoken form, conversations and interviews often begin with an exchange of opening salutations, followed by a question or statement and then a two-way sustained interaction. The language is often authentic, informal and conversational in style, sometimes with interjections, incomplete sentences, pauses and fillers. The register of a conversation or an interview will depend on the context and the relationship between participants. A conversation is typically more casual and less structured than an interview and involves the exchange of ideas or facts between the participants. An interview is a series of questions asked by one participant of another, generally with a set purpose.

Description

Descriptions of people, events, feelings and so on can often be found within another text type (letter, article etc.). Information in a description can be presented in an objective or subjective way. Details are presented to create a clear image for the reader. Extravagant language or superlatives may be used to emphasise an impression, atmosphere or mood. Descriptions may contain references to elements such as sight, sound, smell, touch, taste or emotion.

Discussion

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

Email

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

Form

Forms contain a series of blank spaces to be filled in and/or questions to be answered. Their purpose is to obtain information about a given person, position, topic etc. In their design, they have a title, contact details, labelled blank spaces and/or questions. Forms may include categories. The language of forms is often objective and includes a variety of questions to address. As a response, students could be asked to complete a form or respond to questions or criteria in an application, such as for a job.

Image

Images can frequently be used on their own, as they can communicate ideas in much more complete and complex ways than words alone. At other times, they are included with a title or caption or other text as a stimulus for response. Images should always complement and provide information on the topic or text.

Infographic

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

Journal entry

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

Letter

Formal letters are written communication in formal contexts to convey/request information, lodge a complaint or express an opinion. For French, a formal letter's layout must begin with the sender's address (aligned to the left of the page), the date of writing and the recipient's address (aligned to the right), then a formal greeting such as *Madame/Monsieur*; it must end with a formal phrase of farewell such as *Sincère salutations/Cordialement* and the sender's full name. The language should be in a formal register, and deal with a specific topic. Common features of a formal letter are the use of objective language, full sentences, paragraphs, frequent formulaic language and a logical and cohesive sequence of ideas.

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

Message

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

Plan

Plans are created to record and lay out intended actions. They can be a diagram or list of steps, with timing and resources used, to achieve an objective. Plans provide specific details, and depending on the context may be either in a formal or informal register, or contain language that can be subjective or objective, descriptive, factual, emotive or persuasive.

Plans can also be a form of expressing meaning through symbols, governed by a set of conventions, that aim to instruct, inform, or communicate a sense of place. This type of plan is usually in a formal register and frequently uses formulaic expressions. It may have a title, orientation, scale, longitude and latitude, an index grid and a key.

Poem

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

Presentation

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

Review

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

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

Role-play

In both spoken and written form, role-plays are used to communicate and exchange ideas, information, opinions and experiences. Role-plays would generally have only two speakers, but each speaker must be clearly identified. A role-play often begins with an exchange of opening salutations, followed by a question or statement and then a two-way sustained interaction. The language is often authentic, informal and conversational in style, sometimes with interjections, incomplete sentences and pauses and fillers to maintain the conversation. The language level of role-plays will often depend on the context and the relationship between participants.

Script – conversation, interview, speech

Scripts are written forms of conversations, interviews or speeches that communicate or exchange ideas, information, opinions and experiences.

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

Scripts of speeches have only one speaker. The language can be informal or formal, depending on context, purpose and audience, and is often persuasive or informative. They typically start with a salutation and are set into paragraphs. The first paragraph will include a reference to the speech's target audience and purpose. The concluding paragraph will sum up the speech's purpose and content and should be followed by a closing remark such as thanking the audience for their time and/or a call to action.

Song

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

Speech

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

Summary

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

Table

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

Styles of writing

Descriptive

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

Informative

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

Personal

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

Persuasive

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

Reflective

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

Appendix 3 – Elaborations of grammatical items

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

Units 1 and 2

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

Grammatical items	Sub-elements	Elaborations
Sentence and phrase types	negative	*Mes grands-parents n'utilisaient pas internet.*
	routine or formulaic expressions	*N'est-ce pas ?* *Je vous en prie.* *Volontiers !*
	si clauses: • present/future • imperfect/conditional	 *S'il fait beau, nous sortirons avec nos amis.* *S'il faisait beau, nous sortirions avec nos amis.*
	time phrases	*Il attend depuis une heure.* *Elle a habité à Sydney pendant huit ans.* *Ils seront à Paris pour une semaine.*
Tenses and verbs	modal verbs + infinitive *vouloir*, *pouvoir*, *devoir*, *falloir*	*Elles veulent économiser pour partir en voyage.* *Il faut respecter les valeurs de chacun.*
	futur simple	*J'irai au Canada pour les vacances quand j'aurai plus d'argent.* *être-ser, faire – fer, avoir-aur, aller – ir* etc. *je serai, il fera, ils iront*
	perfect tense and agreement	*J'ai acheté des pommes au marché ce matin.* *Je les ai achetées ce matin au marché.* *Elles sont allées au cinéma.*
	imperfect	*Quand j'avais dix ans, mes parents habitaient en Afrique.*
	conditional mood	*je chanterais, tu choisirais, nous vendrions, je serais, il ferait, ils iraient* *On arriverait à une meilleure situation si nous ne disputions pas autant.*
	imperative mood	*Soyez tolérants !*
	past historic †	*je donnai, je finis, je vendis*
	participles	*(Tout) en faisant mes devoirs, j'écoutais la radio.* *Nous avons fait nos devoirs.*
	passé récent	*je viens de donner, je viens de finir, je viens de vendre, nous venons de vendre* *Je viens de voir Luc.* *Nous venons de manger.*
	pronominal: • reflexive	 *se lever, se parler, se coucher, s'habiller* *Elle se lève de bonne heure.* *Elle s'est levée tard.*
	• reciprocal • passive • verbs in pronominal form only • causative	*s'écrire* *Ils se sont écrits.* *se vendre* *Le pain se vend à la boulangerie.* *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.* *J'ai fait construire un garage.* *Elle s'est fait couper les cheveux.*

† For recognition only

Assumed learning

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

Grammatical items	Sub-elements	Elaborations
Adjectives	agreement and position	*petit/petite, grand/grande, beau/belle, beaux/belles, nouveau, nouvelle, vieux, vieille, riche* *une petite maison, le drapeau français* *ma chambre propre/ma propre chambre*
	to express attitudes and values	*C'est un bon à rien.* *C'est un brave jeune homme.*
	possessive	*mon, ma, mes, ton, ta, tes, son, sa, ses* etc. *son grand frère et sa petite sœur* *Ma sœur est très intelligente.* *J'adore leurs chansons.* *Il a un vieux pull bleu de son grand-père.*
	comparative and superlative	*Melbourne est moins cher que Perth.* *J'ai acheté la voiture la moins chère.*
	demonstrative	*ce garçon, cet homme, cette fille, ces enfants*
	interrogative	*quel, quels, quelle, quelles* *Quel âge a Michel ?* *Quels sont vos passe-temps ?*
	exclamatory	*quel, quels, quelle, quelles* *Quelle horreur !*
Adverbs	position and formation	*Il parle couramment.* *Il a déjà vu ce film.* *Je viens aussi vite que je peux.* *Parle plus lentement. Je ne comprends rien.*
	irregular forms	*Je suis vraiment désolé(e).* *J'aime bien écouter de la musique.*
	negation	*Je ne vois pas.* *Je ne regrette rien.* *Il n'a jamais visité le Canada.*
Articles	definite and indefinite	*le, la, l', les – le père, la mère, l'air, les parents, les grands-parents* *un, une, des – un père, une mère, des parents, un chat, une souris, des chevaux*
	partitive	*du, de la, de l', des and de* *Donnez-moi du pain, de la salade, de l'huile et des oignons.*
	de replacing the partitive: • in a negative construction • after expressions of quantity • before an adjective preceding a plural noun	 *Il n'y a pas d'argent.* *Pas de problèmes.* *Elle n'a plus d'argent.* *Un kilo de poires.* *Tant de fautes.* *J'ai écrit beaucoup de livres.* *J'ai de bons amis.* *J'ai mangé de bons épinards.*

Grammatical items	Sub-elements	Elaborations
	omission of the article	*avoir faim*, *faire peur* *Il est ingénieur.* *Elle est avocate.*
Conjunctions	common conjunctions	*parce que*, *car*, *et*, *donc*, *mais*, *ou*, *où*, *or*, *ni*, *sinon*, *pendant* *J'ai fait mes devoirs pendant que ma sœur était à la piscine.* *Ni mon frère, ni ma sœur sont doués en maths.*
Nouns	gender and number	*un acteur, une actrice, un musicien, une musicienne, un professeur, une professeur, l'homme, des hommes, une femme, des femmes, un animal, des animaux*
	nominal phrases	*une omelette au fromage*
Numbers	ordinals, cardinals with dates and times	*premier/première, vingtième, trente-troisième* *mon premier album, la deuxième chanson, au neuvième étage, le premier avril, le 24 juillet* *Deux personnes se disputent.* *Il est deux heures.* *Il est treize heures trente.* *Il est trois heures et demie.* *Il est une heure moins le quart.*
Prepositions	simple and articulated forms	*à, de, dans, en, près de, depuis* *J'habite près de la gare.* *Il est parti à Paris.* *Maman a acheté ces pommes au marché.*
	time	*après minuit, avant six heures* *Adélaïde vient après midi.*
	location and direction	*à, en, sur, sous devant, derrière, chez, vers, loin de, à côté de, près de, en face de* *devant le cinéma, derrière la maison, chez Marie, vers le sud, loin de ma maison* *Nous passons les vacances en Nouvelle-Zélande.*
Pronouns	subject and reflexive pronouns	*je, tu, il, elle, nous, vous, ils, elles* *je parle, elle cherche, nous gardons* *me, te, se, nous, vous, se* *On va à la piscine, les enfants ?* *Elles sont incroyables, ces filles !* *je me lave, Ils s'aiment, nous nous levons* *Je me suis couché tard.*
	personal (indirect object)	*me/m', te/t', lui, nous, vous, leur* *je lui parle, nous lui téléphonons* *Vous leur écrivez ?*
	interrogative: definite and indefinite	*Lequel de ces deux chiots préfères-tu ?* *Qui vient ce soir pour le diner ?* *Que veux-tu pour ton anniversaire ?* *À quoi est-ce que tu penses ?* *De quoi parles-tu ?*
	indefinite	*Quelqu'un a frappé à la porte.* *Tout ce qui brille n'est pas or.*

Grammatical items	Sub-elements	Elaborations
Sentence and phrase types	interrogative and exclamative	*Qu'est-ce qu'il va faire demain ?* *Est-ce qu'il va au théâtre ?* *Va-t-elle au marché ?* *Tu vas au concert ?* (rising intonation) *Pierre va-t-il au restaurant ?* *Zut !* *Ça alors !* *Ça y est !*
Tenses and verbs	present	*je donne, je finis, je vends* *Nous sommes prêts. Vous venez ?* *Je me lève.* *Je me suis cassé la jambe.* *devoir*: *Tu dois manger.* *pouvoir*: *Il peut jouer aujourd'hui.* *savoir*: *Ils ne savent pas jouer.* *vouloir*: *Nous voulons sortir.* *Il faut travailler.* *Il fait chaud.* *Il est interdit de fumer.* *Allons-y !; Donnez-moi vos devoirs!*
	infinitives: • phrases • infinitive + past participle	*avoir besoin de ; commencer de* *Après avoir fait de longues études, je viens de devenir médecin.*
	future proche	*Je vais jouer tennis samedi matin.*
	passé composé	*j'ai donné, j'ai fini, j'ai vendu, elle est venue, nous nous sommes levés* *Nous avons chanté.* *Elles sont montées.* *Beaucoup d'enfants sont partis ce matin.* *Où est Lise ? Je l'ai vue ce matin.* *Je n'ai pas étudié.*
	impersonal subject pronoun *on*	*Ici on parle français.*
Voice	active	*Les Français ont gagné la bataille.*

Appendix 4 – Language learning and communication strategies

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

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

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

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

