



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

# FRENCH: BACKGROUND LANGUAGE

ATAR COURSE

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Year 12 syllabus

## IMPORTANT INFORMATION

This syllabus is effective from January 2019.

Users of this syllabus are responsible for checking its currency.

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

This document incorporates material from the Heritage Stage 6 syllabuses (Preliminary and HSC courses) and the Heritage Language Syllabuses Support Document syllabus prepared by the Board of Studies NSW for and on behalf of the Australasian Curriculum, Assessment and Certification Authorities, in collaboration with:

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SACE Board of South Australia

Queensland Studies Authority

School Curriculum and Standards Authority (Western Australia)

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# Rationale

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

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

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

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

## The place of the French language in Australian education

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

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

### The nature of French language learning

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

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

### The diversity of learners of French

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

### The WACE French Courses

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

The following courses are available:

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

### **The French: Background Language ATAR course**

This course focuses on building on and further developing a student's language capability through engagement with the 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 the French culture and language, and enhances the development of their bilingual competence and bicultural identity.

This course is aimed at students who have typically been brought up in a home where French is used, and who have a connection to that culture. 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.

For information on the French: Second Language ATAR and French: Second Language General courses, refer to the course page on the Authority website at [www.scsa.wa.edu.au](http://www.scsa.wa.edu.au)

### **Application for enrolment in a language course**

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

Information about the process, including an application form, is sent to schools at the end of Term 2.

## Course outcomes

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

### Outcome 1 – Listening and responding

Students listen and respond to a range of texts.

In achieving this outcome, students:

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

### Outcome 2 – Spoken interaction

Students communicate in French through spoken interaction.

In achieving this outcome, students:

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

### Outcome 3 – Viewing, reading and responding

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

In achieving this outcome, students:

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

### Outcome 4 – Writing

Students write a variety of texts in French.

In achieving this outcome, students:

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



## Organisation

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

### Structure of the syllabus

The Year 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 the 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 the three topics: 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:

- Learning contexts and topics
- Text types and kinds 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.

#### Learning contexts and topics

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

The learning contexts are:

- The individual
- The French-speaking communities
- The changing world.

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

### **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 ATAR course 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 own 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.

In order 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. However, they could include, for example, film, newspaper article, song, documentary, short story, extended interview, excerpts from works of fiction and non-fiction, and 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 ATAR course Practical (oral) examination, students discuss with the marker the focus of the personal investigation, referring to the texts and resources used, and they can also refer to personal experiences related to the topic.

Prior to the ATAR course 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 kinds of writing**

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

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

Students should also be made aware of the defining characteristics of different texts and different kinds of writing. In school-based assessments and the ATAR course examinations, students are expected to respond to, or to produce, a range of spoken and written text types in French, and to produce the following kinds of writing: informative, evaluative, persuasive and reflective. Text types and kinds of writing for assessment and examinations are defined in Appendix 3.

### **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 deepen 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 idiom, 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 to communicate and interact effectively across languages and cultures. Students with a background in the French language and/or culture, already have experience of negotiating between that culture and language, as well as their Australian cultural identity. The French: Background Language ATAR course provides opportunities for these students to reflect 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 to 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 and learning program for the French: Background Language ATAR course. The general capabilities are not assessed unless they are identified within the specified unit content.

### Literacy

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

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

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

### Numeracy

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

### Information and communication technology capability

Information and communication technology (ICT) extends the boundaries of the classroom and provides opportunities to develop information technology capabilities as well as linguistic and cultural knowledge.

### Critical and creative thinking

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

### Personal and social capability

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

### Ethical understanding

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

## **Intercultural understanding**

Learning a language involves working with, and moving between, languages and cultures. This movement between languages and cultures is what makes the experience intercultural. Intercultural understandings is one of the five content areas of this course.

## **Representation of the cross-curriculum priorities**

The cross-curriculum priorities address the contemporary issues which students face in a globalised world. Teachers may find opportunities to incorporate the priorities into the teaching and learning program for the French: 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**

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

### **Asia and Australia's engagement with Asia**

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

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

### **Sustainability**

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

- the environment
- conservation
- social and political change
- how language and culture evolve.

## Unit 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.

### Learning contexts and topics

Unit 3 is organised around three learning contexts and a set of three topics. Engaging with the topics from the perspective of the different learning contexts 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.

Learning contexts	Topics
<p><b>The individual</b></p> <p>Students explore aspects of their personal world, aspirations, values, opinions, ideas, and relationships with others. They also study topics from the perspectives of other people.</p>	<p><b>Making choices</b></p> <p>Students reflect on the significant choices individuals may make in their life or career.</p>
<p><b>The French-speaking communities</b></p> <p>Students explore topics from the perspectives of individuals and groups within those communities, or the communities as a whole, and develop an understanding of how culture and identity are expressed through language.</p>	<p><b>Culture and the arts</b></p> <p>Students explore culture and the arts in French-speaking communities.</p>
<p><b>The changing world</b></p> <p>Students explore information and communication technologies and the effects of change and current issues in the global community.</p>	<p><b>The changing nature of work</b></p> <p>Students explore 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 kinds of writing

It is necessary for students to engage with a range of text types and kinds of writing. In school-based assessments and the ATAR course examinations, students are expected to produce the following kinds of writing: informative, evaluative, persuasive and reflective. They are also expected to respond to, and to produce, a range of text types in French from the list below.

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

Refer to Appendix 3 for details of the features and conventions of the text types and characteristics of the kinds 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"> <li>• definite</li> <li>• indefinite</li> </ul>
Sentence and phrase types	statements
	questions
	routine or formulaic expressions
	<i>il y a</i>
	<i>si</i> clauses: <ul style="list-style-type: none"> <li>• present/future</li> <li>• imperfect/conditional</li> </ul>
	exclamations and fillers

Grammatical items	Sub-elements
Verbs	use of mood and tenses of verbs in simple and complex sentences
	subjunctive mood: <ul style="list-style-type: none"> <li>• pluperfect†</li> <li>• imperfect†</li> </ul>
	causative: <ul style="list-style-type: none"> <li>• use of inversion after certain adverbs:               <ul style="list-style-type: none"> <li>▪ <i>peut-être</i></li> <li>▪ <i>à peine</i></li> <li>▪ <i>ainsi</i></li> <li>▪ <i>aussi</i></li> </ul> </li> </ul>
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 communicate effectively information, ideas and opinions in a variety of situations.

### Intercultural understandings

The learning contexts and topics, the textual conventions of the text types and kinds 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 will depend upon the needs of the students and the learning experiences and/or communication activities taking place.

### Dictionaries

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



## Unit 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.

### Learning contexts and topics

Unit 4 is organised around three learning contexts and a set of three topics. Engaging with the topics from the perspective of the different learning contexts 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.

Learning contexts	Topics
<p><b>The individual</b></p> <p>Students explore aspects of their personal world, aspirations, values, opinions, ideas, and relationships with others. They also study topics from the perspectives of other people.</p>	<p><b>Making a contribution</b></p> <p>Students reflect on their role in their communities and how they can make a contribution to contemporary society.</p>
<p><b>The French-speaking communities</b></p> <p>Students explore topics from the perspectives of individuals and groups within those communities, or the communities as a whole, and develop an understanding of how culture and identity are expressed through language.</p>	<p><b>French identity in the international context</b></p> <p>Students explore the place of French-speaking communities in the world, including international migration experiences.</p>
<p><b>The changing world</b></p> <p>Students explore information and communication technologies and the effects of change and current issues in the global community.</p>	<p><b>Current global issues</b></p> <p>Students explore 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 kinds of writing

It is necessary for students to engage with a range of text types and kinds of writing. In school-based assessments and the ATAR course examinations, students are expected to produce the following kinds of writing: informative, evaluative, persuasive and reflective. They are also expected to respond to, and to produce, a range of text types in French from the list below.

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- film or TV program (excerpts)
- form
- image
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- journal entry
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- map
- message
- note
- plan
- review
- script – speech, interview, dialogue
- sign
- summary
- table

Refer to Appendix 3 for details of the features and conventions of the text types and characteristics of the kinds 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"> <li>• definite</li> <li>• indefinite</li> </ul>
Sentence and phrase types	statements
	questions
	routine or formulaic expressions
	<i>il y a</i>
	<i>si</i> clauses: <ul style="list-style-type: none"> <li>• present/future</li> <li>• imperfect/conditional</li> </ul>
	exclamations and fillers
Verbs	use of mood and tenses of verbs in simple and complex sentences
	subjunctive mood: <ul style="list-style-type: none"> <li>• pluperfect†</li> <li>• imperfect†</li> </ul>

Grammatical items	Sub-elements
	causative: <ul style="list-style-type: none"> <li>• use of inversion after certain adverbs:               <ul style="list-style-type: none"> <li>▪ <i>peut-être</i></li> <li>▪ <i>à peine</i></li> <li>▪ <i>ainsi</i></li> <li>▪ <i>aussi</i></li> </ul> </li> </ul>
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 communicate effectively information, ideas and opinions in a variety of situations.

### Intercultural understandings

The learning contexts and topics, the textual conventions of the text types and kinds 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 will depend upon the needs of the students and the learning experiences and/or communication activities taking place.

### Dictionaries

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

## School-based assessment

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

Teachers design school-based assessment tasks to meet the needs of students. The tables below provide details of the assessment types for the French: Background Language ATAR Year 12 syllabus and the weighting for each assessment type.

### Assessment table practical component – Year 12

Type of assessment	Weighting	To SCSA	Weighting for combined mark
<b>Oral communication</b> Interaction with others to exchange information, ideas, opinions and/or experiences in spoken French. This can involve participating in an interview, a conversation and/or a discussion. Typically these tasks are administered under test conditions.	50%	100%	30%
<b>Practical (oral) examination</b> Typically conducted at the end of each semester and/or unit and reflecting the examination design brief for this syllabus.	50%		

### Assessment table written component – Year 12

Type of assessment	Weighting	To SCSA	Weighting for combined mark
<b>Response: Listening</b> Comprehension and interpretation of, and response to, a range of French spoken texts, such as interviews, announcements, conversations and/or discussions. Typically these tasks are administered under test conditions.	15%	100%	70%
<b>Response: Viewing and reading</b> Comprehension and interpretation of, and response to, a range of French print and/or audiovisual texts, such as emails, blog postings, films/television programs (excerpts), letters, reviews and/or articles. Typically these tasks are administered under test conditions.	15%		
<b>Written communication</b> Production of written texts to express information, ideas, opinions and/or experiences in French. This can involve responding to a stimulus, such as a blog posting, an image and/or a chart, or writing a text, such as a journal/diary entry, an account, a review, a summary and/or an email. Typically these tasks are administered under test conditions.	20%		
<b>Written examination</b> Typically conducted at the end of each semester and/or unit and reflecting the examination design brief for this syllabus.	50%		

Teachers are required to 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).

In the assessment outline for the pair of units, each assessment type must be included at least twice.

The set of assessment tasks must provide a representative sampling of the content for Unit 3 and Unit 4.

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

## Grading

Schools report student achievement in terms of the following grades:

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

The teacher prepares a ranked list and assigns the student a grade for the pair of units. The grade is based on the student's overall performance as judged by reference to a set of pre-determined standards. These standards are defined by grade descriptions and annotated work samples. The grade descriptions for the French: Background Language ATAR Year 12 syllabus are provided in Appendix 1. They can also be accessed, together with annotated work samples, through the Guide to Grades link on the course page of the Authority website at [www.scsa.wa.edu.au](http://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.

## **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 and practical (oral) ATAR course examinations 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

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

SECTION	SUPPORTING INFORMATION
<b>Discussion of personal investigation</b> 100% of the practical examination Approximate duration: 12–15 minutes	The candidate briefly introduces the focus of the personal investigation, in approximately 90 seconds.  The candidate discusses with the marker the focus of the personal investigation, referring to the source texts used. The candidate can also refer to personal experiences related to the topic.

## 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
<b>Section One</b> <b>Response: Listening</b> 30% of the written examination 2–3 spoken texts in French 1–2 questions per text Suggested working time: 30 minutes	The candidate is required to extract, summarise, and/or evaluate information from two or three spoken texts, and respond critically to the texts. Text types are drawn from those prescribed in the syllabus.  In the recording, the texts are read twice. There is a pause between the readings, and a longer pause after the second reading, to allow the candidate to respond to questions.  Questions are in French and English and require a response in French or English as specified. Each question requires the production of a specified text type and kind of writing, drawn from those prescribed in the syllabus.  The length of the responses in French depends on the nature of the text and the requirements of the task, and is in the range of 50 to 150 words.  The candidate can respond to the questions at any time once the playing of the recording commences.
<b>Section Two</b> <b>Response: Viewing and reading</b> 30% of the written examination 2–4 texts in French 1–2 questions per text Suggested working time: 80 minutes	The candidate is required to extract, summarise, and/or evaluate information from two, three or four texts, and respond critically to the texts. Text types are drawn from those prescribed in the syllabus.  Questions are in French and English, and require a response in French or English as specified. Each question requires the production of a specified text type and kind of writing, drawn from those prescribed in the syllabus.  The length of the responses in French depends on the nature of the text and the requirements of the task, and is in the range of 50 to 150 words.
<b>Section Three</b> <b>Written communication</b> 40% of the written examination One question from a choice of two Suggested working time: 40 minutes	The questions require the production of a specified text type and kind of writing, drawn from those prescribed in the syllabus.  Questions are in French and English, and the candidate responds in French in approximately 300 words.

## Appendix 1 – Grade descriptions Year 12

**A**

### Written production and oral production

Manipulates French authentically and effectively to communicate a range of ideas and opinions relevant to context, purpose and audience.

Formulates well-structured, logical arguments 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.

Influence of accent/dialect may be evident in pronunciation, choice of vocabulary or sentence structure; however, meaning is successfully and fluently conveyed.

Structures and sequences ideas and information effectively and coherently.

### Comprehension

Competently summarises all key points, synthesises information and nuances in texts, and provides detailed and insightful analysis.

**B**

### Written production and oral production

Manipulates French effectively to communicate a range of ideas and opinions relevant to context, purpose and audience.

Formulates well-structured, logical arguments and justifies points of view. 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.

Uses French with a high degree of accuracy and uses vocabulary and language conventions effectively.

Influence of accent/dialect may be evident; however, meaning is effectively and fluently conveyed.

Organises and expresses ideas and information clearly and logically.

### Comprehension

Summarises and synthesises key points, details and nuances in texts, and provides detailed analysis with some insight and interpretation.

**C**

### Written production and oral production

Uses French mostly effectively to communicate ideas and opinions relevant to context, purpose and audience.

Provides supporting information and makes textual references to justify a point of view.

Applies some knowledge and understanding of the relationships between language, culture and identity in a bilingual context.

Uses vocabulary and language conventions mostly accurately.

Some influence of accent/dialect may be evident; however, meaning is accurately conveyed.

Shows some organisation and sequencing of ideas and information.

### Comprehension

Extracts and synthesises in detail most relevant information in texts, providing some analysis and interpretation.



**D****Written production and oral production**

Communicates simple, personal ideas and opinions in French.

Demonstrates some ability to express and support a point of view relying on simple vocabulary and language conventions.

Shows some awareness of the relationships between language, culture and identity in a bilingual context.

Uses familiar vocabulary, simple sentence structures and learned expressions accurately.

Influence of accent or dialect may be evident and affect meaning, clarity or flow.

Provides some evidence of the ability to link ideas.

**Comprehension**

Extracts and summarises some relevant information from texts, with limited analysis and interpretation.

**E**

Does not meet the requirements of a D grade.

## 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 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.

Learning contexts	Unit 3	Unit 4
<p><b>The individual</b> Students explore aspects of their personal world, aspirations, values, opinions, ideas, and relationships with others. They also study topics from the perspectives of other people.</p>	<p><b>Making choices</b> Students reflect on the significant choices individuals may make in their life or career. <b>Suggested sub-topics:</b></p> <ul style="list-style-type: none"> <li>• being part of society: single, partnership or marriage?</li> <li>• study, work or travel?</li> <li>• addictions/doping in professional sports</li> <li>• the influence of media on individual choice</li> <li>• career and family.</li> </ul>	<p><b>Making a contribution</b> Students reflect on their role in their communities and how they can make a contribution to contemporary society. <b>Suggested sub-topics:</b></p> <ul style="list-style-type: none"> <li>• future goals and aspirations</li> <li>• making a difference <ul style="list-style-type: none"> <li>▪ socially</li> <li>▪ environmentally</li> <li>▪ politically</li> </ul> </li> <li>• the individual's values and responsibilities.</li> </ul>
<p><b>The French-speaking communities</b> Students explore topics from the perspectives of individuals and groups within those communities, or the communities as a whole, and develop an understanding of how culture and identity are expressed through language.</p>	<p><b>Culture and the arts</b> Students explore culture and the arts in French-speaking communities. <b>Suggested sub-topics:</b></p> <ul style="list-style-type: none"> <li>• architecture: national heritage</li> <li>• the arts, for example, fine arts, music, dance, theatre, cinema</li> <li>• literature</li> <li>• the life and work of a French-speaking artist/writer/performer/painter/architect/designer/historical figure</li> <li>• the place of culture and the arts on life in French-speaking communities</li> <li>• the influence of popular culture on French-speaking people and their identity.</li> </ul>	<p><b>French identity in the international context</b> Students explore the place of French-speaking communities in the world, including international migration experiences. <b>Suggested sub-topics:</b></p> <ul style="list-style-type: none"> <li>• French speakers in the international community</li> <li>• migration experiences (past and present)</li> <li>• political and social issues in France and in the world</li> <li>• multicultural integration in the French-speaking communities and the world.</li> </ul>
<p><b>The changing world</b> Students explore information and communication technologies and the effects of change and current issues in the global community.</p>	<p><b>The changing nature of work</b> Students explore how advances in communication technologies and changes in expectations and aspirations affect future study and employment. <b>Suggested sub-topics:</b></p> <ul style="list-style-type: none"> <li>• careers and opportunities now and in the future</li> <li>• further education</li> <li>• technology in education and the workplace</li> <li>• the impact of unemployment</li> <li>• the changing role of men and women at work.</li> </ul>	<p><b>Current global issues</b> Students explore a range of global issues and events and their impact on the individual and society. <b>Suggested sub-topics:</b></p> <ul style="list-style-type: none"> <li>• the impact of a changing society on the individual</li> <li>• health</li> <li>• sustainability</li> <li>• homelessness</li> <li>• over-population and poverty</li> <li>• racism and conflict.</li> </ul>

## Appendix 3 – Text types and kinds of writing

These lists are provided to enable a common understanding of the text types and kinds of writing listed in the syllabus.

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

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

<b>Image</b>	Images can frequently be used on their own, as they communicate ideas in much more complete and complex ways than words alone. At other times, they are included with a title or caption or other text as a stimulus for response. Images should always complement and provide information on the topic or text.
<b>Interview</b>	In both spoken or written form, interviews often begin with an exchange of opening salutations, are followed by a question or statement, and then a two-way sustained interaction. The language is often authentic, informal and conversational in style, sometimes with interjections, incomplete sentences and pauses and fillers, to maintain the conversation. The register of interviews will often depend on the context and relationship between participants.
<b>Journal entry</b>	Journal entries record personal reflections, comments, information, or experiences of the writer. The language of journal entries should generally be informal and colloquial, and entries are often written in the first person. Entries use subjective language to give a clear sense of the writer's personality, and to explain their feelings and emotions. The layout should appear authentic, provide a sense of time and sequence, and possibly a place name.
<b>Letter</b>	Formal letters are written communication in formal contexts to convey/request information, to lodge a complaint, or to express an opinion. The layout of a formal letter must include the date, the address of sender and recipient, and a formal greeting and phrase of farewell. The language should be in formal register, and deal with a business or other specific topic. Common features of a formal letter are the use of objective language, full sentences and paragraphs, frequent use of formulaic language, and a logical and cohesive sequence of ideas. Informal letters are written communication with acquaintances, friends and family, to inform or to amuse. The layout of an informal letter can be less stylised than a formal letter; possibly with only the date, the address of the sender, a casual greeting and a phrase of farewell. The language can be informal and colloquial and the content can be simple and casual. Common features of an informal letter are the use of subjective language, sentence structure often less complex than in formal letters, and a logical and cohesive sequence of ideas.
<b>Map</b>	Maps are a form of symbolisation, governed by a set of conventions that aim to instruct, inform or communicate a sense of place. Maps are usually in a formal register and frequently use formulaic expressions. They should have a title, orientation, scale, longitude and latitude, an index grid and a symbols translator. They can be reproduced directly or can be modified to make the language more accessible for students.
<b>Message</b>	In both spoken and written form, messages are objects of communication that inform, request, instruct or remind. The written forms are less formal than informal letters and are often used to convey information left on an answering machine, on a mobile phone, or in a telephone call. They have a salutation and a signing off, but the content should be brief and to the point, and convey a specific piece of information with little extra detail.
<b>Note</b>	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.

<b>Plan</b>	<p>Plans are created by individuals to record what they are going to do. They can be any diagram or list of steps, with timing and resources used, to achieve an objective. Plans provide specific details, and depending on the context, may be either in formal or informal register, present a range of tenses, or contain language that can be subjective or objective, descriptive, factual, judgemental, humorous, emotive or persuasive.</p> <p>Plans can also be a form of symbolisation, governed by a set of conventions, that aim to instruct, inform, or communicate a sense of place. Plans are usually in a formal register and frequently use formulaic expressions. They should have a title, orientation, scale, longitude and latitude, an index grid and a symbols translator.</p>
<b>Review</b>	<p>Reviews are evaluations of publications, such as films, songs, musical performances, novels or stories. The plot summary and description of the work or performance form the majority of the review. The language and structure are formal; however, more personal and evaluative comments are often included. A title should be given.</p>
<b>Script – speech, interview, dialogue</b>	<p>Scripts are written forms of speeches, interviews or dialogues that communicate and exchange ideas, information, opinions and experiences. Scripts would generally have only two speakers, possibly an interviewer and an interviewee, but each speaker must be clearly identified. A script often begins with an exchange of opening salutations, is followed by a question or statement, and then a two-way sustained interaction. The language is often authentic, informal and conversational in style, sometimes with interjections, incomplete sentences, and pauses and fillers, to maintain the conversation. The language level of scripts will often depend on the context and relationship between participants.</p>
<b>Sign</b>	<p>Signs convey a meaning. They present factual information about an object, a situation that exists, or an event that is about to occur. Signs use a formal register and are most often in graphic form.</p>
<b>Summary</b>	<p>Summaries present the essential points and relevant details from an original text. A summary will often have a title, an introduction, content and a conclusion. They often require the use of full sentences and may contain reported speech. The language of summaries may either be formal or informal.</p>
<b>Table</b>	<p>Tables organise and represent a set of data in a diagram or table. They may also visually represent knowledge, concepts, thoughts, or ideas. Tables are typically graphical, containing very little text; however, they do include a title that provides a succinct description of what the data in the chart or table refers to. They are usually in a formal register.</p>

Kinds of writing	
<b>Informative</b>	Informative texts convey information as clearly, comprehensively and as 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.
<b>Evaluative</b>	Evaluative texts give a balanced view of both sides of a case, weighing up two or more items or ideas, in order to convince the reader rationally and objectively, that a particular point of view is correct. The writing presents two or more important aspects of an issue or sides of an argument, and discusses these, using evidence to support the contrasting sides or alternatives. The style is objective, appealing to reason rather than emotion, in order to create an impression of balance and impartiality. The writing often includes expressions of cause, consequence, opposition and concession.
<b>Persuasive</b>	Persuasive texts aim 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 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.
<b>Reflective</b>	Reflective texts explore opinions or events for greater understanding, and try to convey something personal to the reader. Generally using a personal voice, these texts allow the writer to examine their own beliefs, values and attitudes. The language used is often emotive, as 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		
Grammatical items	Sub-elements	Elaborations
Pronouns	relative: <ul style="list-style-type: none"> <li>definite</li> <li>indefinite</li> </ul>	<i>qui, que, dont, lequel, laquelle, lesquels, lesquelles</i> <i>La date dont tu as parlé ...</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> <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	statements	<i>Il va au concert.</i>
	questions	<i>Qu'est-ce qu'il va faire demain ?</i> <i>Est-ce qu'il va au théâtre ?</i> <i>Va-t-elle au marché ?</i> <i>Tu vas au concert ? (rising intonation)</i> <i>Pierre va-t-il au restaurant ?</i>
	routine or formulaic expressions	<i>n'est-ce pas ?</i> <i>je vous en prie</i> <i>volontiers</i>
	<i>il y a</i>	<i>Il y a deux choses à faire.</i> <i>J'ai vu le film il y a trois semaines.</i>
	si clauses: <ul style="list-style-type: none"> <li>present/future</li> <li>imperfect/conditional</li> </ul>	<i>S'il fait beau, nous sortirons avec nos amis.</i> <i>S'il faisait beau, nous sortirions avec nos amis.</i>
	exclamations and fillers	<i>Zut !</i> <i>Ça alors !</i> <i>Ça y est !</i> <i>quel dommage !</i> <i>tant pis</i> <i>tiens</i> <i>quand même</i>



Grammatical items	Sub-elements	Elaborations
Verbs	use of mood and tenses of verbs in simple and complex sentences	<i>J'aurai mangé quand il arrivera.</i>
	subjunctive mood: <ul style="list-style-type: none"> <li>• pluperfect†</li> <li>• imperfect†</li> </ul>	<i>Je fus heureux que tu eusses vu ton père. Ce fut dommage qu'il ne fût pas venu à Paris. Je ne croyais pas qu'il fût revenu. Il partit pour que nous eussions la salle à nous-mêmes. Je voulais qu'il parlât à son frère.</i>
	causative: <ul style="list-style-type: none"> <li>• use of inversion after certain adverbs: <ul style="list-style-type: none"> <li>▪ <i>peut-être</i></li> <li>▪ <i>à peine</i></li> <li>▪ <i>ainsi</i></li> <li>▪ <i>aussi</i></li> </ul> </li> </ul>	<i>Peut-être étudient-ils à la bibliothèque en ville. A peine est-elle sortie que le téléphone a sonné. Ainsi a-t-elle trouvé son chat/Ainsi elle a trouvé son chat. Il n'a plus d'argent ; aussi doit-il rentrer.</i>
Voice	passive – all tenses	<i>La bataille a été gagnée par les Français. Le ménage est fait par David. La tarte a été faite par Pierre. Le conflit a été résolu hier soir.</i>

† For recognition only

## Unit 4

Grammatical items	Sub-elements	Elaborations
Pronouns	relative: <ul style="list-style-type: none"> <li>• definite</li> <li>• indefinite</li> </ul>	<i>qui, que, dont, lequel, laquelle, lesquels, lesquelles La date dont tu as parlé ... La table sous laquelle le chat est assis ... La façon dont le gouvernement traite le chômage ... Le bâtiment près duquel il travaille ... ce qui, ce que, ce dont, ce à quoi Il voit ce qui se passe. Je sais ce que tu as fait. Voilà ce qui contribue à l'aliénation de l'homme. Je vais vous raconter ce dont je me souviens.</i>
	Sentence and phrase types	statements questions routine or formulaic expressions

Grammatical items	Sub-elements	Elaborations
	<i>il y a</i>	<i>Il y a deux choses à faire.</i> <i>J'ai vu le film il y a trois semaines.</i>
	<i>si</i> clauses: <ul style="list-style-type: none"> <li>• present/future</li> <li>• imperfect/conditional</li> </ul>	<i>S'il fait beau, nous sortirons avec nos amis.</i> <i>S'il faisait beau, nous sortirions avec nos amis.</i>
	exclamations and fillers	<i>Zut !</i> <i>Ça alors !</i> <i>Ça y est !</i> <i>quel dommage !</i> <i>tant pis</i> <i>tiens</i> <i>quand même</i>
Verbs	use of mood and tenses of verbs in simple and complex sentences	<i>J'aurai mangé quand il arrivera.</i>
	subjunctive mood: <ul style="list-style-type: none"> <li>• pluperfect†</li> <li>• imperfect†</li> </ul>	<i>Je fus heureux que tu eusses vu ton père.</i> <i>Ce fut dommage qu'il ne fût pas venu à Paris.</i> <i>Je ne croyais pas qu'il fût revenu.</i> <i>Il partit pour que nous eussions la salle à nous-mêmes.</i> <i>Je voulais qu'il parlât à son frère.</i>
	causative: <ul style="list-style-type: none"> <li>• use of inversion after certain adverbs: <ul style="list-style-type: none"> <li>▪ <i>peut-être</i></li> <li>▪ <i>à peine</i></li> <li>▪ <i>ainsi</i></li> <li>▪ <i>aussi</i></li> </ul> </li> </ul>	<i>Peut-être étudient-ils à la bibliothèque en ville.</i> <i>A peine est-elle sortie que le téléphone a sonné.</i> <i>Ainsi a-t-elle trouvé son chat/Ainsi elle a trouvé son chat.</i> <i>Il n'a plus d'argent ; aussi doit-il rentrer.</i>
Voice	passive – all tenses	<i>La bataille a été gagnée par les Français.</i> <i>Le ménage est fait par David.</i> <i>La tarte a été faite par Pierre.</i> <i>Le conflit a été résolu hier soir.</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
Adjectives	agreement	for example, <i>petit/petite, grand/grande, beau/belle, beaux/belles, nouveau, nouvelle, vieux, vieille, riche</i>
	position	<i>une petite maison, le drapeau français ma chambre propre/ma propre chambre</i>
	regular and common irregular forms	for example, <i>petit, petite, grand, grande, beau, belle, beaux, belles, nouveau, vieux, riche</i>
	possessive	<i>mon, ma, mes, ton, ta, tes, son, sa, ses etc. son frère et sa sœur Il se lave les cheveux. Mon père travaille dur. Nous gardons leurs enfants.</i>
	demonstrative	<i>ce garçon, cet homme, cette fille, ces enfants</i>
	interrogative	<i>quel, quels, quelle, quelles Quel âge a Michel ? Quels sont vos passe-temps ?</i>
	exclamatory	<i>quel, quels, quelle, quelles Quelle horreur !</i>
	comparative and superlative forms	<i>intelligent, plus intelligent, le plus intelligent bon, meilleur, le meilleur</i>
Adverbs	position	<i>Il parle couramment. Il a déjà vu ce film.</i>
	simple	<i>ainsi, déjà, encore, même, presque, souvent, tant, toujours, trop Je viens aussi vite que je peux. Il y a du monde partout.</i>
	formation	<i>facile – facilement doux – doucement évident – évidemment</i>
	irregular forms	<i>Je suis vraiment désolé(e). Vous parlez couramment le français ? bien, mal, beaucoup, peu J'aime bien écouter de la musique.</i>
	negation	<i>ne pas, ne plus, ne jamais, ne rien, ne personne, ne ... aucun(e), ne ... nul(le) Je ne vois pas. Je ne regrette rien.</i>
	degree: • comparative and superlative of adverbs with <i>plus</i>	<i>plus, le plus, moins, le moins, mieux, le mieux le plus rapidement, le plus vite Melbourne est moins cher que Perth. J'ai acheté la voiture la moins chère.</i>

Grammatical items	Sub-elements	Elaborations
Articles	definite	<i>le, la, l', les – le père, la mère, l'air, les parents, les grands-parents</i>
	indefinite	<i>un, une, des - un père, une mère, des parents, un chat, une souris, des chevaux</i>
	partitive	<i>du, de la, de l', des and de</i> <i>Donnez-moi du pain, de la salade, de l'huile et des oignons.</i>
	<i>de</i> replacing the partitive: <ul style="list-style-type: none"> <li>in a negative construction</li> <li>after expressions of quantity</li> <li>before an adjective preceding a plural noun</li> </ul>	<i>Il n'y a pas d'argent.</i> <i>Pas de problèmes.</i> <i>Elle n'a plus d'argent.</i> <i>Un kilo de poires.</i> <i>Tant de fautes.</i> <i>J'ai écrit beaucoup de livres.</i> <i>J'ai de bons amis.</i> <i>J'ai mangé de bons épinards.</i>
	omission of the article	<i>avoir faim, faire peur</i> <i>Il est ingénieur.</i> <i>Elle est avocate.</i>
Conjunctions	common conjunctions	for example, <i>parce que, car, et, donc, mais, malgré, pourtant, ou, or, ni, sinon, puisque, pendant, dès que, vu que</i> <i>Tu peux sortir mais rentre avant neuf heures !</i>
Nouns	gender and number: <ul style="list-style-type: none"> <li>singular and plural, including irregular plurals</li> </ul>	<i>un acteur, une actrice, un musicien, une musicienne, un professeur, une professeuse, l'homme, des hommes, une femme, des femmes, un animal, des animaux</i>
	nominal phrases	<i>une omelette au fromage</i>
Numerals	ordinals	<i>premier/première, vingtième, trente-troisième</i> <i>mon premier album, la deuxième chanson, au neuvième étage</i>
	cardinals	<i>un, deux, trois ...</i> <i>Deux personnes se disputent.</i>
	dates	<i>le premier avril</i> <i>le 24 juillet</i>
	times	<i>Il est deux heures.</i> <i>Il est trois heures trente.</i> <i>Il est trois heures et demie.</i> <i>Il est cinq heures moins quinze.</i>
Prepositions	simple	<i>à, de, dans, en, près de, depuis</i> <i>J'habite près de la gare.</i>
	articulated forms	for example, <i>à+le =au; à+les=aux</i> <i>de+le=du, de+les=des</i>
	time	<i>après minuit, avant six heures</i> <i>Adélaïde vient après midi.</i>

Grammatical items	Sub-elements	Elaborations
	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>Il invite Louise à danser.</i>
	location and direction	<i>à, en, sur, sous devant, derrière, chez, vers, loin de, à côté de, près de, en face de</i> <i>devant le cinéma, derrière la maison, chez Marie, vers le sud, loin de ma maison</i> <i>Nous passons les vacances en Nouvelle-Zélande.</i>
	<i>en</i> versus <i>dans</i>	<i>Je peux faire mes devoirs en cinq minutes.</i> <i>Elle a lu le livre en une heure.</i> <i>Nous partons dans dix minutes.</i> <i>Je vais commencer dans une semaine.</i>
Pronouns	subject	<i>je, tu, il, elle, nous, vous, ils, elles</i> <i>je parle, elle cherche, nous gardons</i> <i>On va à la piscine, les enfants ?</i> <i>Elles sont incroyables, ces filles !</i>
	reflexive	<i>me, te, se, nous, vous, se</i> <i>je me lave, Ils s'aiment, Il s'est réveillé, nous nous lavons,</i> <i>nous nous sommes réveillé(e)s</i> <i>Je me suis couché tard.</i>
	agreements: <ul style="list-style-type: none"> <li>preceding direct object agreement after a direct object pronoun</li> <li>preceding direct object agreement after the relative pronoun <i>que</i></li> <li>preceding direct object agreement after a question</li> </ul>	<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>
	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>
	indirect object (personal)	<i>me/m', te/t', lui, nous, vous, leur</i> <i>je lui parle, nous lui téléphonons</i> <i>Vous leur écrivez ?</i>
	interrogative: <ul style="list-style-type: none"> <li>definite</li> <li>indefinite</li> </ul>	<i>lequel, lesquels, laquelle, lesquelles</i> <i>Lequel de ces deux chiots préfères-tu ?</i>  <i>qui, qui est-ce qui, qui est-ce que, qu'est-ce que, qu'est-ce qui, que, quoi</i> <i>Qui est-ce qui vient ?</i> <i>Qui est-ce que tu as vu ?</i> <i>Que veux-tu ?</i> <i>Qu'est-ce que tu veux ?</i> <i>À quoi est-ce que tu penses ?</i> <i>De quoi ?</i> <i>De quoi parles-tu ?</i>

Grammatical items	Sub-elements	Elaborations
	indefinite	<i>quelqu'un, personne, rien, aucun(e), nul(le), on, tout</i> <i>Quelqu'un a frappé à la porte.</i> <i>Tout ce qui brille n'est pas or.</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>
	relative: <ul style="list-style-type: none"> <li>definite</li> <li>indefinite</li> </ul>	<i>qui, que, dont, lequel, laquelle, lesquels, lesquelles</i> <i>Le chat qui est malade ...</i> <i>Le livre que mes parents adorent ...</i> <i>Le prix dont tu as envie ...</i> <i>La date dont tu as parlé ...</i> <i>La table sous laquelle le chat est assis ...</i> <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>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>
Sentence and phrase types	statements	<i>Il va au concert.</i>
	questions	<i>Qu'est-ce qu'il va faire demain ?</i> <i>Est-ce qu'il va au théâtre ?</i> <i>Va-t-elle au marché ?</i> <i>Tu vas au concert ? (rising intonation)</i> <i>Pierre va-t-il au restaurant ?</i>
	exclamations	<i>Zut !</i> <i>Ça alors !</i> <i>Ça y est !</i>
	si clauses: <ul style="list-style-type: none"> <li>present/future</li> <li>imperfect/conditional</li> <li>pluperfect</li> <li>conditional perfect</li> </ul>	<i>S'il fait beau, nous sortirons avec nos amis.</i> <i>S'il faisait beau, nous sortirions avec nos amis.</i> <i>S'il avait fait beau, nous serions sortis avec nos amis.</i> <i>S'il faisait beau, nous sortirions avec nos amis.</i>
	<i>il y a</i>	<i>Il y a deux choses à faire.</i> <i>J'ai vu le film il y a trois semaines.</i>
	time phrases: <ul style="list-style-type: none"> <li><i>depuis</i></li> <li><i>pendant</i></li> <li><i>pour</i></li> </ul>	<i>Il attend depuis une heure.</i> <i>Elle a habité à Sydney pendant huit ans.</i> <i>Ils seront à Paris pour une semaine.</i>

Grammatical items	Sub-elements	Elaborations
Verbs	use of mood and tenses of verbs in simple and complex sentences	<i>J'aurai mangé quand il arrivera.</i>
	present tense: <ul style="list-style-type: none"> <li>regular and common irregular verbs</li> <li>present tense of common reflexive verbs</li> <li>modals</li> <li>impersonal verbs</li> </ul>	<i>je donne, je finis, je vends</i> <i>Vous passez par là.</i> <i>Nous sommes prêts. Vous venez ?</i> <i>Je me lève.</i> <i>Je me suis cassé la jambe.</i> <i>devoir : Tu dois manger.</i> <i>pouvoir : Il peut jouer aujourd'hui.</i> <i>savoir : Ils ne savent pas jouer.</i> <i>vouloir : Nous voulons sortir.</i> <i>Il faut travailler.</i> <i>Il fait chaud.</i>
	infinitives: <ul style="list-style-type: none"> <li>infinitives + past participles</li> </ul>	<i>Après avoir fait mes travaux du ménage, je viens de faire mes devoirs.</i>
	past historic†	<i>Il est interdit de fumer ...</i> <i>je donnai, je finis, je vendis</i>
	<i>futur proche</i>	<i>Je vais voir cette exposition.</i> <i>Je vais jouer au tennis samedi matin.</i>
	perfect tense: <ul style="list-style-type: none"> <li>common regular and irregular verbs</li> <li>agreements: <ul style="list-style-type: none"> <li>subject + verb</li> <li>with <i>avoir</i> and with <i>être</i></li> </ul> </li> <li>negatives in perfect tense</li> </ul>	<i>j'ai donné, j'ai fini, j'ai vendu, elle est venue, nous nous sommes levés</i> <i>Nous avons chanté.</i> <i>Elles sont montées.</i> <i>Beaucoup d'enfants sont partis ce matin.</i> <i>Où est Lise ? Je l'ai vue ce matin.</i> <i>J'ai acheté des pommes au marché ce matin. Je les ai achetées.</i> <i>Elles sont allées au cinéma.</i> <i>Je n'ai pas étudié.</i> <i>Nous n'aurions jamais su.</i>
	future tense: <ul style="list-style-type: none"> <li>regular</li> <li>irregular future stems</li> </ul>	<i>je regarderai, tu finiras, nous attendrons</i> <i>être-ser, faire – fer, avoir-aur, aller – ir etc.</i> <i>je serai, il fera, ils iront</i>
	implied future	<i>Quand il neigera, nous ferons du ski.</i>
	conditional mood: <ul style="list-style-type: none"> <li>present</li> <li>perfect</li> </ul>	<i>je chanterais, tu choisirais, nous vendrions, je serais, il ferait, ils iraient</i> <i>j'aurais donné, j'aurais fini, j'aurais vendu</i>
	participles: <ul style="list-style-type: none"> <li>present</li> <li>past</li> </ul>	<i>(tout) en faisant mes devoirs, j'écoutais la radio.</i> <i>Nous avons fait nos devoirs.</i>

Grammatical items	Sub-elements	Elaborations
	<ul style="list-style-type: none"> <li>perfect tense</li> </ul>	<i>j'ai donné, j'ai fini, j'ai vendu, j'ai voulu</i> <i>Nous avons dansé.</i> <i>Ils sont montés.</i> <i>J'ai vu le film.</i> <i>J'ai reçu une carte postale de Paris.</i>
	imperfect tense	<i>je donnais, je finissais, je vendais</i> <i>C'était horrible. J'avais mal aux dents.</i>
	<i>passé récent</i>	<i>Je viens de donner, je viens de finir, je viens de vendre, nous venons de vendre</i> <i>Je viens de voir Luc.</i> <i>Nous venons de manger.</i>
	imperative mood	<i>Parle ! Parlons ! Parlez !</i> <i>Anton, fais tes devoirs !</i> <i>Fermez la porte !</i> <i>Ayez la bonté de m'attendre !</i>
	pronominal: <ul style="list-style-type: none"> <li>reflexive</li> <li>reciprocal</li> <li>passive</li> <li>verbs in pronominal form only</li> <li>causative</li> </ul>	<i>se lever, se parler, se coucher, s'habiller</i> <i>Elle se lève de bonne heure.</i> <i>Elle s'est levée tard.</i> <i>s'écrire → ils se sont écrit</i> <i>se vendre</i> <i>Le pain se vend à la boulangerie.</i> <i>s'en aller, se moquer de, se souvenir de</i> <i>Il se moque complètement de la mode.</i> <i>Je ne me souviens pas de son adresse.</i> <i>Il est tard, il faut que je m'en aille.</i> <i>J'ai fait construire un garage.</i> <i>Elle s'est fait couper les cheveux.</i>
	impersonal subject pronoun <i>on</i>	<i>Ici on parle français.</i>
	subjunctive mood: <ul style="list-style-type: none"> <li>present</li> <li>perfect</li> </ul>	<i>Pourvu que les jeunes connaissent leurs droits.</i> <i>Elle veut que nous soyons à la fête.</i> <i>Il est nécessaire que vous vous rappeliez ce qui est important dans la vie.</i> <i>Je suis heureuse que tu sois venu hier.</i> <i>On craint que les autorités n'aient pas compris le problème.</i>
Voice	active	<i>Les Français ont gagné la bataille.</i>
	passive†	<i>La bataille a été gagnée par les Français.</i>

† For recognition only