



# Western Australian Curriculum

## Languages | French

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Proposed Year level descriptions | Years 7–10  
Draft for consultation | Not for implementation

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## **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.

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## Overview

The current Western Australian Curriculum: Languages was adopted and adapted from the Australian Curriculum version 8.4.

Western Australia provided feedback to the Australian Curriculum, Assessment and Reporting Authority (ACARA) during the consultation for the Australian Curriculum.

The proposed revisions to the Western Australian Curriculum: Languages, French are adopted and adapted from the Australian Curriculum version 9.

### Guide to reading this document

This document shows the current Western Australian Curriculum: Languages, French curriculum Year level descriptions in the first column, the comparable Australian Curriculum version 9 Year level descriptions in the centre column and the proposed Year level descriptions for Western Australia in the third column.

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## Year 7

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>Students begin their study of French in secondary school with little to no prior experience of the French language and culture. Many will have learnt an additional language in primary school and bring existing language learning strategies, textual knowledge and intercultural awareness to the new experience of learning French. Skills in analysing, comparing and reflecting on language and culture in the languages are mutually supportive. Students may need encouragement to take risks in learning a new language at this stage in their social development and to consider issues of how the experience influences their first language and culture.</p> <p>In Year 7, students communicate in French, interacting with peers and known adults to exchange information about self, family and friends, and interests. They engage in individual and collaborative tasks that involve making arrangements, inviting, planning, deciding and responding, or work together to highlight their language learning for family, friends and their school community. Students identify topic, gist and specific points of information from texts related to aspects of their personal and social worlds, convey the information and ideas and use them in new ways. They respond to imaginative texts by discussing aspects, such as characters, events and/or key ideas. Students create simple own or shared imaginative texts by reinterpreting or adapting familiar texts and/or using modelled structures and language.</p> <p>Students become familiar with the systems of the French language when encountered in simple spoken and written texts. They use features of the French sound system to convey meaning with pitch, stress, intonation, rhythm and body language, and show recognition of the difference between statements, questions and commands. Students generate language for a range of purposes in spoken and written texts by recognising and using context-related vocabulary and elements of the French grammatical system, including word order, gender and number variation, regular and high-frequency irregular verbs in <i>le présent</i> and become familiar with <i>l'impératif</i>. They build a metalanguage in French to talk about vocabulary and grammar concepts. Students reflect on their and others' responses to interactions and intercultural experiences, and use these reflections to improve intercultural communication.</p> <p>In Year 7, students learn French through rich and varied language input, and the provision of experiences that are challenging, but achievable. English is predominantly used for discussion, clarification, explanation, analysis and reflection. To assist students in the language learning process, support is provided from the classroom teacher in the form of scaffolding,</p>	<p>In Years 7 and 8, students are beginning their learning of French language, and this will be influenced by prior learning and experiences of language learning. Students use French language to describe their personal world and interact and collaborate with teachers and peers within and beyond the classroom. Listening, speaking, reading and viewing, and writing activities are supported by scaffolding, modelling and feedback.</p> <p>Students access authentic and purpose-developed spoken, written and multimodal resources which may include conversations, audio and video clips, textbooks, advertisements, blogs and magazines. They use their English literacy knowledge of metalanguage to reflect on similarities and differences between French and English language pronunciation, structures and features. They recognise that language choices reflect cultural values, beliefs and identity.</p>	<p>In the early adolescence phase of schooling, students align with their peer group and begin to question established conventions, practices and values. Learning and teaching programs assist students to develop a broader and more comprehensive understanding of the contexts of their lives and the world in which they live.</p> <p>French provides opportunities for students to engage with linguistic and cultural diversity and reflect on their experiences in various aspects of social life, including their own participation and ways of being in an increasingly interconnected and interdependent world.</p> <p>In Year 7, students are beginning their learning of French language, and this will be influenced by prior learning and experiences of language learning. They may need encouragement to take risks in learning a new language at this stage in their social development. Students use French to interact and collaborate with teachers and peers, and to share information about themselves, family and friends, and interests. They locate and process key information, ideas and opinions in short texts and interactions, and develop strategies to translate and interpret meaning in between languages in familiar contexts. Students create informative, imaginative and personal texts using modelled language and textual conventions appropriate to context, purpose and audience.</p> <p>Students recognise and use familiar conventions of spoken and written French to begin developing fluency and to respond to and create texts. They notice some similarities and differences between linguistic features in French and English and use metalanguage to discuss them. Students recognise that language choices reflect cultural values, attitudes, beliefs and identity, and they begin to explore how meaning is shaped in French.</p>

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
modelling and monitoring, explicit instruction and feedback, structured opportunities for understanding and practising new language, and the chance to revisit, recycle and review.		

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## Year 8

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>Year 8 French: Second Language builds on the skills, knowledge and understanding required of students to communicate in French developed in Year 7 and focuses on extending their oral and written communication skills and their understandings of the French language and culture. Students may need encouragement to take risks in learning a language at this stage in their social development and to consider issues of how the experience impacts on the norms associated with their first language and culture.</p> <p>Students communicate in French, maintaining interactions with peers and known adults to exchange information and discuss aspects of home, school and social life, compare routines, interests and leisure activities. They engage in individual and collaborative tasks that involve making arrangements, or organising events or outings. Students identify key information and supporting details from texts related to aspects of their personal and social worlds, and use the information in new ways. They convey information and ideas from texts, using different modes of presentation to suit audience and context. Students respond to imaginative texts, describing and discussing aspects, such as characters, events and/or ideas. They create imaginative texts by experimenting with different modes and formats, and creating moods and effects suitable for different audiences.</p> <p>Students become more familiar with the systems of the French language when encountered in simple spoken and written texts. They use features of the French sound system, including pronunciation, pitch, rhythm, stress and intonation, <i>and</i> common fillers, interjections and responses. Students generate language for a range of purposes in spoken and written texts by using context-related vocabulary and applying elements of the French grammatical system, including increasing control of regular and irregular verbs in <i>le présent</i>, recognising verbs related to daily activities and using <i>le passé composé</i>, <i>l'impératif</i> and <i>le futur proche</i>. They continue to build a metalanguage in French to talk about vocabulary and grammar concepts. Students engage with French speakers and texts, reflecting on how interaction involves culture as well as language.</p> <p>In Year 8, students are widening their social networks, experiences and communication repertoires in French. The practice of reviewing and consolidating prior learning is balanced against the provision of engaging and relevant new experiences and connections. Students are supported to develop increasing autonomy as language learners and users, to</p>	<p>In Years 7 and 8, students are beginning their learning of French language, and this will be influenced by prior learning and experiences of language learning. Students use French language to describe their personal world and interact and collaborate with teachers and peers within and beyond the classroom. Listening, speaking, reading and viewing, and writing activities are supported by scaffolding, modelling and feedback.</p> <p>Students access authentic and purpose-developed spoken, written and multimodal resources which may include conversations, audio and video clips, textbooks, advertisements, blogs and magazines. They use their English literacy knowledge of metalanguage to reflect on similarities and differences between French and English language pronunciation, structures and features. They recognise that language choices reflect cultural values, beliefs and identity.</p>	<p>In the early adolescence phase of schooling, students align with their peer group and begin to question established conventions, practices and values. Learning and teaching programs assist students to develop a broader and more comprehensive understanding of the contexts of their lives and the world in which they live.</p> <p>French provides opportunities for students to engage with linguistic and cultural diversity and reflect on their experiences in various aspects of social life, including their own participation and ways of being in an increasingly interconnected and interdependent world.</p> <p>In Year 8, students build on the skills, knowledge and understanding developed in Year 7 and focus on extending their oral and written communication skills and their understandings of French language and culture. They work with increased independence and may need encouragement to take risks in learning a new language at this stage in their social development.</p> <p>Students use French to interact and collaborate with teachers and peers, and to share and compare information about daily life and school routines. They locate and process information, ideas, opinions and supporting details in texts, applying strategies to translate and interpret meaning in and between languages in familiar contexts. Students create informative, imaginative and personal texts, adapting rehearsed and modelled language and textual conventions appropriate to context, purpose and audience.</p> <p>Students use familiar conventions of spoken and written French to develop fluency and to respond to and create texts. They continue to notice similarities and differences between linguistic features in French and English and use metalanguage to discuss them. Students recognise that language choices reflect cultural values, attitudes, beliefs and identity, and they continue to explore how meaning is shaped in French.</p>

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
self-monitor and peer-monitor, and to adjust language in response to their experiences in different contexts.		

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## Year 9

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>Year 9 French: Second Language builds on the skills, knowledge and understanding required of students to communicate in French developed in Year 8 and focuses on extending their oral and written communication skills and their understandings of French language and culture. They expand the range and nature of their learning experiences, and the contexts within which they communicate with others.</p> <p>Students communicate in French, initiating and maintaining interactions with others to discuss and compare events of significance in the lives of young people, including holidays, special events and travel. They engage in individual and collaborative tasks that involve exchanging information, making arrangements or obtaining goods or services. Students identify information and ideas from texts related to aspects of their personal and social worlds, comparing views and presenting information to inform or interest others. They convey information, ideas and opinions using different modes of presentation that take account of context, purpose and audience. Students respond to traditional and/or contemporary imaginative texts by summarising, expressing opinions, or modifying aspects. They create imaginative texts to inform or entertain, or to convey experiences or express ideas.</p> <p>Students better understand the systems of the French language when encountered in spoken and written texts. They increase control of regular and irregular elements of the French sound system, building fluency and accuracy in pronunciation of more complex syllable combinations, pitch, stress and rhythm. They generate language for a range of purposes in spoken and written texts by extending their understanding and use of context-related vocabulary and elements of the French grammatical system, including comparative and superlative forms of adjectives and adverbs, <i>le passé composé</i> and <i>l'imparfait</i>, and using elements, such as relative, emphatic and direct object pronouns. Students continue to build a metalanguage in French to talk about vocabulary and grammar concepts. They engage with French speakers and texts, reflecting on how interaction involves culture as well as language, and being aware of audience and context.</p> <p>In Year 9 learning is characterised by consolidation and progression. Students work increasingly independently to analyse, reflect on and monitor their language learning and intercultural experiences; however, they still require guidance through modelling, scaffolding and monitoring.</p>	<p>In Years 9 and 10, French language learning builds on each student's prior learning and experiences. Students use French to initiate and sustain interactions while sharing their own and others' experiences of the world. They listen, speak, read and view, and write to communicate with other speakers of French in local and global settings through authentic community and online events. They continue to receive guidance, modelling, feedback and support from peers and teachers.</p> <p>Students use authentic and purpose-developed resources, increasingly of their own choice, to access and/or create a range of spoken, written and multimodal texts which may include textbooks, audio and video clips, magazines, online and print articles, and social media. They acknowledge that there are diverse influences on ways of communication and cultural identity, and that these influences can shape their own behaviours, values and beliefs.</p>	<p>In the middle adolescence phase of schooling, teaching and learning programs encourage students to develop an open and questioning view of themselves as active participants in their society and the world.</p> <p>French provides opportunities for students to engage with linguistic and cultural diversity and reflect on their experiences in various aspects of social life, including their own participation and ways of being in an increasingly interconnected and interdependent world.</p> <p>In Year 9, students build on the skills, knowledge and understanding of prior learning and experiences, and focus on extending their oral and written communication skills and understandings of language and culture. They use French to collaborate and interact with teachers and peers about about French-speaking countries, communities and regions. Students process and compare ideas and opinions from a range of texts, applying strategies to translate and interpret meaning in and between languages in familiar and some unfamiliar contexts. They work with increasing independence to create informative, imaginative and personal texts, selecting linguistic features and textual conventions appropriate to context, purpose and audience.</p> <p>Students use features of spoken and written French to enhance fluency and to respond to and create texts. They continue to compare similarities and differences between linguistic features in French and English, using metalanguage to discuss them. Students recognise that language choices reflect cultural values, attitudes, beliefs and identity, and they begin to explore how meaning is shaped in French.</p>

## Year 10

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>Year 10 French: Second Language builds on the skills, knowledge and understanding required of students to communicate in French developed in Year 9 and focuses on extending their oral and written communication skills and their understandings of the French language and culture. Students have a growing awareness of the wider world, including the diversity of languages, cultures and forms of intercultural communication. They are considering future pathways and prospects, including how French may feature in these.</p> <p>Students communicate in French, initiating and participating in sustained interactions with others to exchange ideas, opinions, experiences and thoughts about making choices for today, and in the future. They engage in individual and collaborative tasks that involve debating with peers to exchange views and justify opinions, organising a forum or presenting a speech. Students identify information and ideas from texts related to aspects of their personal and social worlds, and establish how culture and context influence the presentation of ideas. They convey information, ideas and experiences, and compare diverse perspectives on texts related to aspects of their personal and social worlds, using different modes of presentation that take account of context, purpose and audience. Students respond to traditional and/or contemporary imaginative texts by discussing ideas, and considering how these relate to contemporary society and their culture. They create imaginative texts in different modes and formats to entertain, or express ideas, attitudes and/or perspectives.</p> <p>Students understand the systems of the French language when encountered in spoken and written texts. They increase control of regular and irregular elements of the French sound system, building fluency and accuracy in pronunciation of more complex syllable combinations, pitch, stress and rhythm. They generate language for a range of purposes in spoken and written texts by continuing to extend their understanding and use of context-related vocabulary and elements of the French grammatical system, including using simple and compound sentences to structure arguments and explain or justify a position, recognising <i>le conditionnel</i> and using in simple constructions <i>le futur</i>. Students continue to build a metalanguage in French to talk about vocabulary and grammar concepts. They engage with French speakers and texts, recognising how their own cultural assumptions, practices and beliefs influence language and content, and choosing whether and how to make adjustments.</p> <p>In Year 10, students are expanding the range and nature of their learning experiences, and the contexts in which they communicate with others, and</p>	<p>In Years 9 and 10, French language learning builds on each student’s prior learning and experiences. Students use French to initiate and sustain interactions while sharing their own and others’ experiences of the world. They listen, speak, read and view, and write to communicate with other speakers of French in local and global settings through authentic community and online events. They continue to receive guidance, modelling, feedback and support from peers and teachers.</p> <p>Students use authentic and purpose-developed resources, increasingly of their own choice, to access and/or create a range of spoken, written and multimodal texts which may include textbooks, audio and video clips, magazines, online and print articles, and social media. They acknowledge that there are diverse influences on ways of communication and cultural identity, and that these influences can shape their own behaviours, values and beliefs.</p>	<p>In the middle adolescence phase of schooling, teaching and learning programs encourage students to develop an open and questioning view of themselves as active participants in their society and the world.</p> <p>French provides opportunities for students to engage with linguistic and cultural diversity and reflect on their experiences in various aspects of social life, including their own participation and ways of being in an increasingly interconnected and interdependent world.</p> <p>In Year 10, students build on the skills, knowledge and understanding of prior learning and experiences, and focus on extending their oral and written communication skills and understandings of language and culture. They use French to initiate and sustain interactions that communicate their own and others’ experiences, information, ideas and opinions about future plans and travel. Students collaborate in activities that involve planning and negotiating to share ideas and preferences. They compare and interpret ideas and opinions from texts, applying a range of strategies to mediate meaning in and between languages. Students independently create informative, imaginative and personal texts, selecting linguistic features and textual conventions to engage audiences.</p> <p>Students select and use an extended range of spoken and written French linguistic features to further extend fluency when responding to and creating texts. They use metalanguage to evaluate the use of linguistic features in French texts. Students reflect on and evaluate how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values, and how these influence ways of communicating.</p>

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>are challenged to engage with some independent learning experiences. While they are becoming increasingly autonomous when using French in familiar contexts, they require continued scaffolding, modelling and monitoring when using the language in less familiar contexts.</p>		

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