



Western Australian Curriculum

Languages | French

Proposed Achievement standards | Pre-primary–Year 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Draft for consultation | Not for implementation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, French 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 during 2021–2022.

The revised Western Australian Curriculum: Languages, French has been adapted from the Australian Curriculum version 9.

Guide to reading this document

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

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Pre-primary

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>At standard, students interact in French with their teacher and each other through action-related talk, structured play, classroom instructions and routines to exchange greetings, such as <i>Bonjour! Comment ça va ? Très bien, merci</i>, and to provide simple information about themselves, such as <i>Je m'appelle Marie. J'ai cinq ans</i>. They participate in shared performance of familiar stories and songs and make meaning using verbal and non-verbal forms of expression. Students identify most keywords and some phrases of spoken French relating to their personal worlds and convey most simple, factual information with guidance, using verbal and non-verbal forms of expression. They participate in shared performance of imaginative texts, such as familiar songs and rhymes, and respond with guidance, using verbal and non-verbal forms of expression. They share with others familiar French words, phrases and gestures related to their personal worlds and explore how these may have similar or different meanings in English. They begin to talk about how French feels/sounds different when speaking or hearing it spoken by others.</p> <p>Students become familiar with the systems of the French language, experimenting with reproducing the common vowel sounds and rhythms of spoken French with a satisfactory level of accuracy. They recognise and use words and expressions and write simple texts, such as lists and labels, using vocabulary and some first elements of grammar with a satisfactory level of accuracy. Students are becoming aware of grammatical gender, identifying and using masculine or feminine forms of nouns, such as <i>le chien</i> and <i>la maison</i>. They identify people using appropriate pronouns, such as <i>Je m'appelle Adam, et toi ?</i> and develop number knowledge for numbers 0–10. They respond non-verbally on occasion to simple imperative verb forms and repeat with satisfactory accuracy, simple questions and statements. They comment on how language is organised as 'text.' They identify the different ways of greeting, addressing and interacting with people and usually act accordingly. Students recognise French as one of many languages spoken in Australia and around the world and begin to develop curiosity around the ideas of language and culture.</p>	<p>By the end of the Foundation year, students use play and imagination to interact and create French texts, with support. They identify that French and English look and sound different. They recognise that there are languages and cultures as well as their own, and that aspects of language and culture contribute to their own and others' cultural identity.</p>	<p>By the end of the year:</p> <p>Children use play and imagination to interact and create French texts. They recognise and respond to classroom-related language. Children identify that French and English look and sound different and they begin to experiment with the sounds and rhythms of spoken French and its written form. Children recognise that there are languages and cultures as well as their own, and that aspects of language and culture contribute to their own and others' cultural identity.</p>

Year 1

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>At standard, students interact in French with their teacher and each other through guided group activities, classroom instructions and routines to provide information about themselves, their age and where they live, and to talk about their favourite things. They use simple modelled language, gestures and other forms of expression, with occasional guidance, to ask questions and make statements, such as <i>Où habites-tu ? J'habite à Perth en ville</i>. Students locate most key words and information in simple spoken and written texts and convey some factual information about their personal worlds using verbal and non-verbal forms of expression. They respond to a range of short imaginative texts and participate in the shared performance and presentation of short texts using familiar verbal and non-verbal forms of expression and well-rehearsed modelled language. When translating, they use French and/or English to share with others simple French expressions, sounds and gestures and to name some familiar objects. Students talk about how voice, behaviour and body language may change when speaking French.</p> <p>Students become familiar with the systems of the French language, recognising and reproducing the sounds and rhythms of spoken French with a satisfactory level of accuracy. They identify most similarities and differences in pronunciation to English, and explain that French uses the same alphabet when written. They use words and expressions to convey factual information at word and simple sentence level, and use some first elements of grammar to write simple texts, such as lists, labels and captions with a satisfactory level of accuracy. Students begin to use the French subject-verb-object structure, such as <i>J'aime le basket</i>, grammatical gender and masculine or feminine forms of nouns and adjectives, such as <i>le petit garçon</i> and <i>la petite fille</i>. They use appropriate pronouns to identify people and use some prepositions in simple sentence structures. Students develop number knowledge for numbers 0–31 and respond to simple imperative verb forms, such as <i>Écoutez bien!</i>, simple questions and statements. They begin to use singular forms of common verbs in the present tense and some forms of irregular verbs, such as <i>aller</i>, <i>venir</i> and <i>faire</i>. They make some comments about how language is organised as 'text' and that different types of texts have different features. They recognise that French speakers use language differently in different situations and usually act accordingly. Students recognise that French is one of the many languages spoken in Australia, and identify some words and expressions that French and English borrow from each other.</p>	<p>By the end of Year 2, students use French language to interact and share information related to the classroom and themselves. They use cues to respond to questions and instructions, and use simple formulaic language. They locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning. They use familiar words and modelled language to create texts.</p> <p>Students imitate the sounds and rhythms of French and demonstrate understanding that French has conventions and rules for non-verbal communication, pronunciation and writing. They give examples of similarities and differences between some features of French and English. They understand that language is connected with culture, and notice how this is reflected in their own language(s) and culture(s).</p>	<p>By the end of the year:</p> <p>Children use modelled French language when interacting with others to share information or respond to questions about themselves. They locate and respond to key information in familiar texts and classroom-related instructions. Children participate in play-based activities and use French language, with guidance, to create informative and imaginative texts.</p> <p>Children explore and imitate the sound and writing systems, and the linguistic features of French. They identify similarities or differences of the French language and culture with English, or their own language/s and culture/s and begin to identify connections between language and cultural practices.</p>

Year 2

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>At standard, students interact in French with their teacher and each other through routine exchanges, guided group activities, instructions and transactions, to share information about how they are, offer wishes and talk about events in the day and over the year. They use simple descriptive or expressive modelled language and gestures, such as <i>Aujourd'hui, il fait beau</i>. Students identify some specific points of information in simple texts to mostly complete guided tasks and they make use of familiar words and phrases, simple statements and modelled language, to convey factual information about their personal worlds. They listen to, view and read a range of imaginative texts and respond using simple verbal and non-verbal forms of expression and some modelled language. They create stories with some guidance and perform imaginative scenarios, using familiar words and modelled language. They translate for others some of what they can express in French, and state how meanings are similar or different in English. Students identify some similarities and differences between cultural practices and related language use of French-speaking communities and Australia.</p> <p>Students become familiar with the systems of the French language, reproducing the sounds and rhythms of spoken French, and the pronunciation of vowel sounds <i>ou</i>, <i>eu</i> and <i>au</i> with a satisfactory level of accuracy. They use words and expressions to convey factual information at word and simple sentence level, and some first elements of grammar to write simple texts, such as lists, captions and descriptions with a satisfactory level of accuracy. Students use the French subject-verb-object structure and the different patterns of adjective-noun order, such as <i>le grand chien</i> and <i>la jolie fille</i>. They begin to use definite and indefinite articles in singular or plural forms and some prepositions in simple sentence structures, such as <i>Elle est devant la maison</i>. They develop number knowledge for ordinal numbers and time words associated with months of year and days of week, to talk and write about events in their personal worlds. They use singular forms of common verbs in the present tense, such as <i>Il aime le football</i> and some forms of irregular verbs, such as <i>aller</i>, <i>venir</i> and <i>faire</i>. They use simple questions and statements, such as <i>Qu'est-ce que c'est?</i> They identify some different forms of texts that use different structures and features to achieve their purpose. Students identify some ways that French speakers use language differently in different situations, and between different people, and some ways that the French language has changed over time through its contact with other languages and changes in society.</p>	<p>By the end of Year 2, students use French language to interact and share information related to the classroom and themselves. They use cues to respond to questions and instructions, and use simple formulaic language. They locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning. They use familiar words and modelled language to create texts.</p> <p>Students imitate the sounds and rhythms of French and demonstrate understanding that French has conventions and rules for non-verbal communication, pronunciation and writing. They give examples of similarities and differences between some features of French and English. They understand that language is connected with culture, and notice how this is reflected in their own language(s) and culture(s).</p>	<p>By the end of the year:</p> <p>Children use modelled and formulaic French language when interacting with others to share information or respond to questions about themselves and their family. They locate and respond to key information in familiar texts and classroom related instructions. Children participate in play-based activities and use French, with guidance, to create informative and imaginative texts.</p> <p>Children recognise and imitate the sound and writing systems, and the linguistic features of French. They identify similarities or differences of French language and culture with English or their own language/s and culture/s and identify connections between language and cultural practices.</p>

Year 3

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>At standard, students interact and socialise in French with their teacher and each other through class experiences, activities and everyday transactions, to exchange information about friends and family members. They use simple descriptive or expressive modelled language and gestures to provide information, ask questions and make statements, such as <i>Salut, Nicole, ça va ?, Mon amie Julie est très jolie ! and J'ai deux sœurs et j'ai un frère</i>. They locate specific points of information in a range of short texts and convey factual information about their personal worlds using familiar words, simple statements and modelled texts. Students participate in and respond to a range of imaginative texts, acting out events, identifying and comparing favourite elements and making simple statements about characters or theme. They create and perform short imaginative texts that use familiar expressions, modelled language and simple visual supports. Students use some modelled strategies to translate, with a satisfactory level of accuracy, familiar words and most expressions in simple texts. When interacting in French, students identify similarities or differences between French and their own language and culture.</p> <p>Students become familiar with the systems of the French language, reproducing common vowel sounds, letter combinations <i>ou, oi, on, ai, ain</i> and <i>eau</i>, and intonation patterns. They write words, expressions and short texts, such as descriptions or simple narratives using vocabulary and applying elements of grammar with a satisfactory level of accuracy. They use <i>je/tu/il/elle</i> + present tense of verbs and apply the relationship between subject pronouns and verb endings, such as <i>Je suis fatigué</i>. They distinguish between definite and indefinite articles and are able to refer to a specific or unspecific person, place or object, such as <i>Il a une amie</i> and <i>Le chien est brun</i>. They use an increasing range of adjectives, such as <i>magnifique</i> and <i>formidable</i> and develop their number knowledge from 0-100. They begin to describe their French learning experiences and use terms, such as verb, adjective and gender, to talk about language and learning. They apply some of the language features and textual conventions in simple, familiar texts. Students show how the French language may need to be adjusted to suit different situations and relationships. They identify the differences between French, Australian and other cultures' practices and how these are reflected in language.</p>	<p>By the end of Year 4, students use French language to initiate structured interactions to share information related to the classroom and their personal world. They use modelled language to participate in spoken and written activities that involve planning. They locate and respond to key items of information in texts using strategies to help interpret and convey meaning in familiar contexts. They use modelled language and basic syntax to create texts.</p> <p>Students imitate sound combinations and rhythms of French language. They demonstrate understanding that French has non-verbal, spoken and written language conventions and rules to create and make meaning. They recognise that some terms have cultural meanings. They identify patterns in French and make comparisons between French and English. They understand that the French language is connected with culture, and identify how this is reflected in their own language(s) and culture(s).</p>	<p>By the end of the year:</p> <p>Students use formulaic and familiar French structures and expressions when interacting with others to share, ask and respond to information about themselves, family and friends. They follow instructions and share opinions when participating in co-operative tasks. Students locate and respond to key information in short texts and begin to use strategies to comprehend and adjust French use in familiar contexts. They use modelled language, with guidance, to create informative and imaginative texts.</p> <p>Students recognise and experiment with the sound and writing systems, and the linguistic features of French. They identify French language and cultural practices and compare with English or their own language/s and culture/s. They recognise connections between language and cultural practices.</p>

Year 4

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>At standard, students interact and socialise in French with their teacher and each other through class experiences, activities and transactions, to exchange information about aspects of their personal worlds, daily routines at home and school, and their interests. They use simple descriptive or expressive modelled language with guidance, to provide information, ask questions and make statements, such as <i>Le samedi, je fais du cheval et le dimanche, je joue au netball</i>. Students locate, process and convey some factual information and simple statements from familiar texts related to their personal and social worlds. They respond to a range of imaginative texts, discussing messages, mostly in English and using modelled language, to make statements and express opinions about characters or theme. They create and perform short imaginative texts, using familiar expressions, simple statements and modelled language. Students share meanings and attempt to interpret aspects of French language and culture by translating familiar words, phrases and simple expressions in simple texts to share understandings about aspects of French language and culture that are different from English. They use dictionaries with guidance, word lists and pictures to translate simple familiar texts. Students make some comments about how language reflects cultural practices and norms.</p> <p>Students become familiar with the systems of the French language, reproducing vowel sounds, word endings shared with English, such as <i>-tion</i> and <i>-ent</i> and intonation patterns with a satisfactory level of accuracy. They use vocabulary and apply elements of grammar in simple spoken and written texts with a satisfactory level of accuracy. They observe the relationship between subject pronouns and verb endings, using <i>je/tu/il/elle/on</i> + present tense of verbs associated with familiar actions and environments, such as <i>Je vais à l'école à huit heures</i>. They express negation in simple sentence structures and colloquial expressions. They use an increasing range of adjectives including additional gender forms, and use some adverbs to elaborate on simple verb statements. Students begin to describe how the French language works, using terms similar to those used in English with guidance. They make some simple comparisons between features of familiar texts and explain with guidance, how particular features of such texts help to achieve their purpose. Students describe how different ways of using French language reflect different places, relationships and ways of making meaning. They state that French is an important global language and list connections with several other languages. Students make some connections between language and culture use by identifying vocabulary and expressions that reflect different cultural values, traditions or practices.</p>	<p>By the end of Year 4, students use French language to initiate structured interactions to share information related to the classroom and their personal world. They use modelled language to participate in spoken and written activities that involve planning. They locate and respond to key items of information in texts using strategies to help interpret and convey meaning in familiar contexts. They use modelled language and basic syntax to create texts.</p> <p>Students imitate sound combinations and rhythms of French language. They demonstrate understanding that French has non-verbal, spoken and written language conventions and rules to create and make meaning. They recognise that some terms have cultural meanings. They identify patterns in French and make comparisons between French and English. They understand that the French language is connected with culture, and identify how this is reflected in their own language(s) and culture(s).</p>	<p>By the end of the year:</p> <p>Students participate in and begin to initiate, with guidance, short exchanges in French about their personal world. They use familiar sentences and modelled language when participating in collaborative tasks. Students use strategies to locate and compare information and ideas in texts and demonstrate understanding in French or English, adjusting their response to suit context, purpose and audience. They adapt modelled language, selecting and using a variety of context-appropriate vocabulary and modelled textual conventions, to create informative and imaginative texts.</p> <p>Students recognise and use familiar features of the sound and writing systems, and the linguistic features of French. They describe and compare French language and culture with English or their own language/s and culture/s and identify and discuss connections between language and cultural practices.</p>

Year 5

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>At standard, students initiate, with guidance, interactions in French with their teacher and each other through guided tasks, class experiences, activities and transactions to exchange information about their home, neighbourhood and local community. They use mostly familiar descriptive and expressive language to participate in tasks or activities or to provide information, such as <i>Le week-end je vais au café ou je fais du shopping, avec mes amis</i>. Students gather and compare most information and some supporting details, and convey information and ideas in different formats from a range of texts related to their personal and social worlds. They share simple responses to characters, events and ideas in imaginative texts and make simple connections with their own experience and feelings. They create and present, with guidance, imaginative texts for different audiences, based on or adapted from events, characters or settings. Students translate with a satisfactory level of accuracy simple texts from French to English and vice versa, showing some awareness that there are words or phrases that require interpretation or explanation. They use dictionaries with guidance, word lists and pictures to translate short familiar texts. Students identify ways in which culture influences language use and provide simple examples when comparing ways of communicating in Australian and French-speaking contexts.</p> <p>Students are becoming more familiar with the systems of the French language, applying features of intonation and pronunciation, such as using liaisons, silent letters (<i>h</i>), the <i>aigu –é</i> and conveying meaning with pitch, stress and rhythm with a satisfactory level of accuracy. They use a range of vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts with a satisfactory level of accuracy. Students observe the relationship between subject pronouns and verb endings, using <i>je/tu/il/elle/on/vous</i> + present tense of verbs associated with familiar actions and environments, <i>-er, -ir</i> and <i>-re</i> verbs and common irregular verbs, such as <i>avoir, être, aller</i> and <i>faire</i>. They formulate questions using <i>Est-ce que ... ?</i> and use the inverted form of the verb, or changed intonation. Students identify the function of verb moods and know how to use imperatives. They use additional prepositions to indicate direction or location. Students talk about how the French language works, commenting on vocabulary and grammar, describing patterns, grammatical rules and variations in language structures with guidance. They identify that texts have certain conventions and can take different forms. They explain that the differences in how people use French may be due to differences in register and regional variations. Students discuss how their own and others' language use is shaped by and reflects communities' ways of thinking and behaving, and may be differently interpreted by others.</p>	<p>By the end of Year 6, students initiate and use strategies to maintain interactions in French language that are related to their immediate environment. They use appropriate sound combinations, intonation and rhythm in spoken texts. They collaborate in spoken and written activities that involve the language of planning and problem-solving to share information, ideas and preferences. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in French or English, adjusting their response to context, purpose and audience. They create texts, selecting and using a variety of vocabulary and sentence structures to suit context. They sequence information and ideas, and use conventions appropriate to text type.</p> <p>Students apply rules for pronunciation and intonation, spelling and punctuation, and modelled structures, when creating and responding in French. They compare language structures and features in French and English, using some metalanguage. They show understanding of how some language reflects cultural practices and consider how this is reflected in their own language(s), culture(s) and identity.</p>	<p>By the end of the year:</p> <p>Students participate in and initiate, with guidance, short exchanges in French about their home, neighbourhood and the wider world. They share information and opinions when participating in collaborative tasks. Students use strategies to locate and compare information and ideas in texts and demonstrate understanding in French or English, adjusting their response to suit context, purpose and audience. They manipulate modelled language, selecting and using a variety of context-appropriate vocabulary and sentence structures, to create informative and imaginative texts.</p> <p>Students apply the French sound and writing systems, and linguistic features, when responding to or composing texts. They compare French language and culture with English or their own language/s and culture/s and recognise that language reflects cultural practices, values and identity and that this impacts communication.</p>

Year 6

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>At standard, students initiate, with guidance, interactions in French with others through collaborative tasks, class experiences, activities and transactions to exchange information and relate experiences about free time. They use mostly descriptive and expressive language to express feelings, opinions and personal preferences, such as <i>C'est mon frère — il est sympa !</i> and <i>Excuse-moi Sophie, mais ... à mon avis ...</i>. Students collaborate with peers in guided tasks to plan events or activities to showcase their progress in learning and using French, developing projects or budgeting for a shared event. They gather, compare and respond to most information and some supporting details from texts related to their personal and social worlds and they convey simple information, ideas and opinions, selecting appropriate texts to suit specific audiences and contexts. Students share and compare with some guidance, responses to characters, events and ideas and identify several cultural elements in a variety of imaginative texts. They create or present, occasionally with guidance, simple alternative versions of imaginative texts for different audiences, adapting elements for different modes or contexts. They translate short texts from French to English and vice versa, explaining or providing a description, with guidance, to some familiar words or expressions that do not directly translate between languages. Students experiment with and discuss the usefulness of various forms of dictionaries. They engage in intercultural experiences, describing some aspects of language and culture that are unfamiliar and discuss their own reactions and adjustments.</p> <p>Students are becoming more familiar with the systems of the French language, explaining and applying features of intonation, pronunciation and writing conventions used in different contexts and types of texts with a satisfactory level of accuracy. They use vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts with a satisfactory level of accuracy. Students use <i>je/tu/il/elle/on/nous/vous/ils/elles</i> + present tense of regular <i>-er</i>, <i>-ir</i> and <i>-re</i> verbs and of high-frequency irregular verbs. They use the indicative plus the infinitive, such as <i>Ils vont faire du surf</i>, <i>le futur proche</i>, such as <i>Je vais partir</i> and become familiar with <i>le passé composé</i>. They formulate questions using <i>Est-ce que ...?</i> and experiment with the inverted form of the verb, or changed intonation. Students use negative constructions, and include the use of <i>de</i> after a negative verb form. They use exclamations to indicate agreement, disagreement, intention or understanding. Students describe, with guidance, how the French language works, describing patterns, grammatical rules and variations in language structures. They</p>	<p>By the end of Year 6, students initiate and use strategies to maintain interactions in French language that are related to their immediate environment. They use appropriate sound combinations, intonation and rhythm in spoken texts. They collaborate in spoken and written activities that involve the language of planning and problem-solving to share information, ideas and preferences. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in French or English, adjusting their response to context, purpose and audience. They create texts, selecting and using a variety of vocabulary and sentence structures to suit context. They sequence information and ideas, and use conventions appropriate to text type.</p> <p>Students apply rules for pronunciation and intonation, spelling and punctuation, and modelled structures, when creating and responding in French. They compare language structures and features in French and English, using some metalanguage. They show understanding of how some language reflects cultural practices and consider how this is reflected in their own language(s), culture(s) and identity.</p>	<p>By the end of the year:</p> <p>Students participate in and initiate, with guidance, extended exchanges in French about their personal and social worlds. They share information and negotiate outcomes when participating in collaborative tasks. Students use strategies to locate and process information and ideas in texts and demonstrate understanding in French or English, adjusting their response to suit context, purpose and audience. They manipulate modelled language, selecting and using a variety of context-appropriate vocabulary and sentence structures, to create informative and imaginative texts.</p> <p>Students apply the French sound and writing systems, and linguistic features, when responding to or composing texts. They compare and discuss French language and culture with English or their own language/s and culture/s and recognise that language reflects cultural practices, values and identity and that this impacts communication.</p>

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>discuss how French texts use language in ways that create different effects and suit different audiences, and explain how the French language is used differently in different contexts and situations. Students discuss how the French language is constantly changing due to contact with other languages and the impact of new technologies and knowledge, and explain how language and culture are integral to the nature of identity and communication.</p>		

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Year 7

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>At standard, students initiate and participate in spoken and written interactions in French with others through collaborative tasks, activities and transactions to exchange information on people, social events and school experiences. They use rehearsed descriptive and expressive language to talk about, give some opinions and share thoughts and feelings, such as <i>Hier soir, je suis allé au cinéma avec mes amis. Nous nous sommes bien amusés</i> and <i>Ce que j'adore, c'est le français</i>. Students engage in the planning of French events or activities by considering options, negotiating arrangements and participating in transactions. They identify and summarise most key information, and some supporting details, and they organise and present information and ideas on texts related to aspects of their personal and social worlds, using modes of presentation to suit audiences and contexts. Students express simple opinions and describe some of the themes and key ideas, values and techniques used to engage and entertain audiences in a range of imaginative texts. They create and present simple, individual and shared imaginative texts with imagined characters, places and experiences, to entertain peers and younger audiences. They translate texts, with some inaccuracies, and compare their own translation to peers', noticing when it is difficult to transfer meaning from one language to the other. Students interact and engage with French speakers to share and compare some aspects of culture that affect communication, and notice how their own culture impacts on language use. They also consider how their biography influences their identity and communication.</p> <p>Students better understand the systems of the French language, identifying elements of spoken and written words, phrases and non-verbal forms of expression. They use familiar vocabulary and apply elements of grammar in spoken and written texts, with a satisfactory level of accuracy. Students use reflexive verbs in <i>le présent</i> and <i>le passé composé</i>, and become familiar with <i>l'imparfait</i> when encountered in familiar expressions and scaffolded language contexts, for example, <i>C'était... and Je suis allé au cinéma</i>. They extend their use of <i>l'impératif</i> and <i>le futur proche</i>. Students extend their use of interrogative questions using <i>Est-ce que ... ?</i> and with the inverted form of the verb, or changed intonation. Students extend their knowledge of negative constructions, such as <i>ne...plus, ne...rien, ne...jamais, ne...que...</i>, and use comparatives, for example, <i>J'aime le français plus que les maths car c'est plus intéressant</i>. Students describe how the French language works, using some relevant metalanguage to organise learning resources. They discuss and apply the structures, conventions and purposes associated with a range of texts created for information exchange or social</p>	<p>By the end of Year 8, students initiate and maintain interactions in French language in familiar and some unfamiliar contexts related to a range of interests and experiences. They use French to collaborate and problem-solve, and adjust language in response to others. They interpret information, ideas and opinions in texts. They demonstrate understanding of similarities and differences between languages, in both familiar and some unfamiliar cultural contexts, by adjusting and reorganising responses. They select and use vocabulary, sentence structures and expressions to create texts.</p> <p>Students apply the conventions of spoken French to develop fluency. They demonstrate understanding that spoken, written and multimodal texts use different language conventions, structures and features to convey meaning. They comment on structures and features of French text, using metalanguage. They reflect on how the French language, culture and identity are interconnected, and compare this with their own language(s), culture(s) and identity.</p>	<p>By the end of the year:</p> <p>Students initiate and participate in spoken and written exchanges in French to share information about themselves, others, home and school. They participate in collaborative tasks that involve planning and negotiating. Students locate and process information, ideas and opinions from texts and interactions and convey meaning in and between languages. They adapt modelled and familiar language and textual conventions to create informative, imaginative and personal texts.</p> <p>Students apply familiar features of the French sound and writing systems, and linguistic features to interact with developing fluency and when responding to and composing texts. They recognise and discuss similarities and differences between French and English, using metalanguage. Students begin to explore examples of how language/s, culture/s, attitudes, beliefs and values shape identity and meaning.</p>

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>interaction. Students examine how elements of communication and choice of language vary according to context and situation, and reflect on changes in their use of language(s) over time, noticing how and when new ways are adopted or existing ways adapted. Students identify some ways in which language use reflects cultural expression, assumptions and perspectives.</p>		

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Year 8

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>At standard, students initiate and maintain spoken and written interactions in French with others through collaborative tasks, activities and transactions to exchange information on special holidays and travel. They use mainly rehearsed and some spontaneous descriptive and expressive language to discuss and share ideas, views, opinions and experiences, such as <i>Que faites-vous pour célébrer le réveillon du Jour de l'An ? Cette année, nous avons joué des jeux de cartes jusqu'à minuit avant de sortir sur le balcon pour regarder les feux d'artifice</i>. Students engage in the planning of experiences and activities by considering options, negotiating arrangements, solving problems and participating in transactions. They summarise and share most key ideas and some information from a range of texts and present them in different formats for their intended audiences. Students organise and present key information and ideas on texts related to aspects of their personal and social worlds, using mostly rehearsed descriptive and expressive language to make simple comparisons of perspectives and experiences. Students analyse key ideas, themes, values and techniques used to engage and entertain audiences in a range of imaginative texts, and make some connections with personal experiences and other imaginative texts in their own language and culture. They also create and present a range of simple texts with imagined contexts and characters, selecting mostly appropriate language, rhythms and images to enrich the visual or listening experience. Students translate and/or interpret texts, with some accuracy, including those that use language with colloquial or cultural associations, and consider why there might be differences in interpretation. Students participate in intercultural interactions with French speakers, begin to discuss cultural practices, demonstrate awareness of shared understanding and reflect on adjustments made as a result of reactions and responses. They also consider how their biography influences their identity and communication, and shapes their intercultural experiences.</p> <p>Students better understand the systems of the French language, identifying individual elements of spoken and written words, phrases and non-verbal forms of expression, and noticing how they combine to make or change meaning within a given context. They use familiar vocabulary and apply elements of grammar in spoken and written texts, with a satisfactory level of accuracy. Students show increased control when using regular verbs in <i>le présent</i> and <i>le passé composé</i>, as well as high-frequency irregular verbs, such as <i>avoir, être, faire</i> and <i>aller</i>. When using <i>le passé composé</i> they recognise verbs conjugated with <i>être</i>, for example, <i>Elles sont parties hier matin</i>. Students extend their use of <i>l'impératif</i> and <i>le futur proche</i>, and</p>	<p>By the end of Year 8, students initiate and maintain interactions in French language in familiar and some unfamiliar contexts related to a range of interests and experiences. They use French to collaborate and problem-solve, and adjust language in response to others. They interpret information, ideas and opinions in texts. They demonstrate understanding of similarities and differences between languages, in both familiar and some unfamiliar cultural contexts, by adjusting and reorganising responses. They select and use vocabulary, sentence structures and expressions to create texts.</p> <p>Students apply the conventions of spoken French to develop fluency. They demonstrate understanding that spoken, written and multimodal texts use different language conventions, structures and features to convey meaning. They comment on structures and features of French text, using metalanguage. They reflect on how the French language, culture and identity are interconnected, and compare this with their own language(s), culture(s) and identity.</p>	<p>By the end of the year:</p> <p>Students initiate and participate in spoken and written exchanges in French to share and compare information and experiences about going out, socialising, special events and leisure time. They participate in collaborative tasks that involve planning, negotiating and problem solving. Students locate, summarise and process information, ideas and opinions from texts and interactions and convey meaning in and between languages. They adapt modelled and familiar language and textual conventions to create informative, imaginative and personal texts.</p> <p>Students apply features of the French sound and writing systems, and linguistic features to interact with increased fluency and when responding to and composing texts. They recognise and discuss similarities and differences between French and English, using metalanguage. Students recognise and discuss examples of how language/s, culture/s, attitudes, beliefs and values shape identity and meaning.</p>

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<p>recall the form and function of reflexive verbs, for example, <i>Nous nous promenons chaque soir</i>. Students recognise and use idiomatic expressions, such as those using <i>avoir</i>, for example, <i>avoir soif</i> and extend their knowledge of negative constructions, such <i>ne...plus, ne...rien, ne...jamais, ne...que...</i> They learn to use direct object pronouns in conjunction with <i>le présent</i>, for example, <i>Je t'écoute, elle les mange tous les jours !</i> Students describe how the French language works, using metalanguage to organise learning resources. They apply most of the structures and conventions of a range of text types, and identify most key features and functions of the different genres. They examine and, at times, vary elements of communication, such as gestures, facial expressions and choice of language, according to context and situation. They discuss the nature and extent of French language use in both Australian and global contexts. Students discuss different cultural aspects of learning and using French, considering how this might be interpreted and responded to by members of the community.</p>		

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Year 9

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>At standard, students initiate, in part, and participate in sustained spoken and written interactions in French with others through collaborative tasks, activities and transactions to exchange information on aspects of childhood, teenage life and relationships. They use familiar descriptive and expressive language to share, compare and justify personal opinions, such as <i>À l'avenir...</i> and <i>C'est bien/dûr d'être ado car...</i> Students engage in shared activities, such as the planning and managing of activities, events or experiences, exchanging resources and information. They analyse ideas and most information and, in part, identify context, purpose and intended audience from a range of texts related to aspects of their personal and social worlds. Students use some appropriate formats and styles of presentation to convey information and ideas, and offer their views on texts related to aspects of their personal and social worlds. Students provide examples of how imaginative texts reflect French cultural values or experiences, through structure, language and mood, to build action, develop character and position the reader or audience. They also create and present simple imaginative texts with moods and effects, in order to engage different audiences. Students translate and interpret, with some accuracy, a range of texts, and discuss how to convey concepts that do not translate easily across different linguistic and cultural contexts. They monitor their language choices when using French and consider, at times, their own and others' responses and reactions in intercultural communication. Students question some assumptions and values, and occasionally, modify their language and behaviours in relation to different cultural perspectives. They also investigate and share family and cultural traditions and experiences, considering how these have shaped, and continue to shape, personal and cultural identity.</p> <p>Students better understand the systems of the French language, applying regular and irregular elements of spoken and written French, such as pitch, pace and gestures to maintain momentum, liaisons and accents. They use familiar vocabulary and apply elements of grammar in spoken and written texts, with a satisfactory level of accuracy. Students show increased control when using <i>le présent</i>, <i>le passé composé</i>, <i>l'imparfait</i> and <i>le futur proche</i>, as well as identifying tenses to use when situating events in time, for example, <i>Je suis allée en France quand j'avais six ans</i>, and to express intention or desire, for example, <i>Je voudrais bien aller à Tunis avec toi l'année prochaine !</i> They identify variations in conjugation for verbs, such as <i>envoyer</i>, <i>appeler</i> and <i>manger</i>. Students describe the function of the reflexive pronoun and practise using the reflexive verb structure, for example, <i>Je me suis levée à sept heures</i>. They identify the function and use of relative pronouns, such as <i>qui</i>, <i>que</i> and <i>dont</i>. Students use</p>	<p>By the end of Year 10, students contribute to and extend interactions in French language in increasingly unfamiliar contexts related to a wide range of interests and issues. They interpret texts by evaluating and synthesising information, ideas and perspectives. They show understanding of how features of language can be used to influence audience response. They create texts, selecting and manipulating language for a range of contexts, purposes and audiences. They apply and use complex sentences and structures to create and respond to spoken and written texts. They use a variety of tenses to sequence events and use language devices to enhance meaning and cohesion.</p> <p>Students incorporate the features and conventions of spoken French to extend fluency. They demonstrate understanding of the conventions of spoken and written texts and the connections between them. They apply knowledge of language structures and features to make and predict meaning. They support analysis of French texts, using metalanguage. They reflect on their own cultural perspectives and identity, and draw on their experience of learning French, to evaluate how this learning influences their ideas and ways of communicating.</p>	<p>By the end of the year:</p> <p>Students participate in sustained spoken and written interactions in French to share and compare information and experiences about French-speaking communities. They contribute to collaborative tasks that involve planning, managing and problem-solving. Students summarise and compare ideas and opinions from a range of texts and interactions in French. They convey meaning and perspectives in and between languages and cultures in a variety of ways. Students select linguistic features and textual conventions to create informative, imaginative and personal texts.</p> <p>Students apply features of the French sound and writing systems and an extended range of linguistic features to interact with enhanced fluency and to respond to and compose texts. They reflect on and discuss similarities and differences between French and English, using metalanguage. They understand and begin to reflect on how language/s, culture/s, attitudes, beliefs and values shape identity and meaning.</p>

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<p>metalanguage to discuss and to explain some grammatical forms and functions. They examine the interrelationship between different text types, language choices, audience, context and purpose. Students analyse how and why language is used differently in different contexts and with different speakers, and explore changes to both French and Australian English, identifying some reasons for these changes. Students explore how language reflects and shapes cultural distinctions, such as community, social class, gender and generation.</p>		

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Year 10

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>At standard, students initiate and participate in sustained spoken and written interactions in French with others through collaborative tasks, activities and transactions to provide information on young people's experiences and interest in contemporary culture and social issues, such as <i>la santé des jeunes, apprendre les langues, les responsabilités maintenant et dans le futur</i>. They use familiar descriptive and expressive language, in formal and some informal exchanges, to express feelings and justify opinions, with some examples. Students contribute ideas, opinions and suggestions in interactions related to exchanging resources and information, solving problems and managing diverse views. Students analyse, synthesise and evaluate some ideas and information from a range of perspectives on texts, and identify how context and culture affect how information is presented in texts related to aspects of their personal, natural and social worlds. They use modes of presentation, generally appropriate to audiences or purposes, to convey information, comments, perspectives and experiences on texts related to aspects of their personal, natural and social worlds. Students explain how aesthetic, humorous or emotional effects are used in imaginative texts to reflect cultural influence, and create and present simple imaginative texts on familiar personal or social themes that express ideas or that reflect cultural values, social issues or experience. When translating and interpreting from one language to another they describe how cultural perspectives and concepts have been represented. They describe the experience of learning and using French, considering how intercultural communication involves taking responsibility by modifying language and behaviours. They also explore and express their own cultural identity and ability to act as a cultural mediator between French speakers and Australians.</p> <p>Students better understand the systems of the French language, applying, with some inaccuracies, regular and irregular elements of spoken and written French, using non-verbal elements, liaisons, accents and expression to engage interest. Students use familiar vocabulary and apply elements of grammar in spoken and written texts, with a satisfactory level of accuracy. Students analyse how elements of grammar impact on the making of meaning in texts, including identifying how grammatical choices can shade meaning, determine perspective and establish relationship, for example, shifting from the use of <i>vous</i> to <i>tu</i> can signal a more informal, friendly relationship. They explore how choices of words, such as nouns and adjectives can indicate values and attitudes, for example, <i>C'est un brave jeune homme</i> and <i>Ce sont des réfugiés</i>. Students use <i>le présent, l'impératif, le futur proche, le passé composé</i> and <i>l'imparfait</i>, and use <i>le future</i> and <i>le</i></p>	<p>By the end of Year 10, students contribute to and extend interactions in French language in increasingly unfamiliar contexts related to a wide range of interests and issues. They interpret texts by evaluating and synthesising information, ideas and perspectives. They show understanding of how features of language can be used to influence audience response. They create texts, selecting and manipulating language for a range of contexts, purposes and audiences. They apply and use complex sentences and structures to create and respond to spoken and written texts. They use a variety of tenses to sequence events and use language devices to enhance meaning and cohesion.</p> <p>Students incorporate the features and conventions of spoken French to extend fluency. They demonstrate understanding of the conventions of spoken and written texts and the connections between them. They apply knowledge of language structures and features to make and predict meaning. They support analysis of French texts, using metalanguage. They reflect on their own cultural perspectives and identity, and draw on their experience of learning French, to evaluate how this learning influences their ideas and ways of communicating.</p>	<p>By the end of the year:</p> <p>Students participate in sustained spoken and written interactions in French to share and compare information and opinions about future plans and travel. They contribute ideas, opinions and suggestions to negotiate outcomes and share experiences. Students compare and interpret information, ideas and opinions from a range of texts and interactions in French. They convey meaning and perspectives in and between languages and cultures in a variety of ways. Students select linguistic features and textual conventions to create informative, imaginative and personal texts to engage different audiences.</p> <p>Students apply the French sound and writing systems and an extended range of linguistic features to interact with enhanced fluency and to respond to and compose texts. They reflect on and evaluate similarities and differences between French and English, using metalanguage. They understand and reflect on how language/s, culture/s, attitudes, beliefs and values shape identity and meaning, and how these influence ways of communicating.</p>

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p><i>conditionnel</i> in simple constructions. Students identify that past participles agree with the preceding direct object when the verb is conjugated with the auxiliary verb <i>avoir</i>, for example, <i>J'ai acheté une tartelette aux fraises – je l'ai mangée trop vite !</i> They use infinitive verb forms and phrasal verbs, such as <i>avoir besoin de faire quelque chose</i>, and relative, emphatic and direct/indirect object pronouns. Students use metalanguage to discuss and explain some grammatical forms and functions. They analyse how different types of text include cultural and contextual elements, and explain how and why language is used differently in a range of texts. They explain how French language and culture have evolved, and how they continue to change over time, and identify how language use has the power to influence social and cultural relationships and practices. Students describe how French language and culture are interrelated and how they shape, and are shaped by, each other.</p>		

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