



Western Australian Curriculum

Languages | French

Proposed Comparison of Curriculum | 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Draft for consultation | Not for implementation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

The first row contains the current Western Australian Curriculum: Languages, French curriculum content organised in year levels. The second row contains the endorsed content for Australian Curriculum version 9. The content listed for the Western Australian Curriculum and the Australian Curriculum version 9 is unedited. The third row contains the proposed content for consultation.

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Years 7–10

Strand: Communicating

Sub-strand: Socialising

	Year 7	Year 8	Year 9	Year 10
Current WA Curriculum	<p>Interact with peers and known adults orally and in writing to exchange information about self, family and friends and interests, for example, <i>Bonjour la classe. Je m'appelle Marc, et toi ?; J'ai quatorze ans. Quel âge as-tu ?; J'ai les yeux bleus et les cheveux bruns. Je suis de taille moyenne.; Je te présente mon copain, Henri. Il est intelligent et marrant !; Nous voici — la famille Mercier !; J'ai deux sœurs et un frère.; J'aime nager et le foot.</i></p> <p>Engage in individual and collaborative tasks, such as making arrangements with a friend, planning for a class celebration or performance, or working together to create displays, presentations or performances to showcase their language learning for family, friends or school community</p> <p>Participate in classroom routines and interactions by responding to teacher talk, following instructions, asking and answering questions, requesting assistance or permission, asking others how they are and offering wishes, for example, <i>Écoutez !; Monsieur, s'il vous plaît ?; Je ne comprends pas.; Cliquez sur l'image du château !; Répondez aux questions !; J'ai une question. Comment dit-on ... en français ?; Comment ça s'écrit ?; Qu'est-ce que c'est ?; C'est ...; Ce sont ...; Salut, Natalie, ça va ? Pas mal, et toi ?; Bonsoir, Madame Legrand, comment allez-vous ?; À demain, Mademoiselle.; À bientôt !; Bon courage !; Bonne fête, Solange !</i></p>	<p>Maintain interactions with peers and known adults orally and in writing to exchange information and discuss aspects of home, school and social life, compare routines, interests and leisure activities, for example, <i>Fais-tu des tâches ménagères ? Je donne à manger au chat tous les jours et chaque soir je sors la poubelle.; Je range ma chambre deux fois par semaine.; Je me lève à sept heures.; Tu es en quelle classe ? Je suis en année 8.; Ce que je déteste/j'adore, c'est la musique.; J'aime beaucoup regarder des vidéos sur YouTube.; Tu aimes lire ?; Lundi après-midi, je fais de la natation et le week-end je joue au tennis avec mes amis.; L'été, on va souvent à la plage.</i></p> <p>Engage in individual and collaborative tasks, such as making arrangements to cater for events, celebrations or outings, for example, an excursion to a French restaurant or organising a class event.</p> <p>Participate in classroom routines and interactions by asking and answering questions, requesting information, expressing feelings, opinions and personal preferences and responding to others' contributions, for example, <i>C'est mon frère — il est sympa !; Excuse-moi Sophie, mais ...; À mon avis ...; Je pense que ...; Bien sûr ...; Je ne suis pas d'accord.; C'est génial !; C'est une bonne idée.; Pouvez-vous le répéter plus lentement, s'il vous plaît ?; Qu'est-ce que ça veut dire ?; Je peux recommencer ?</i></p>	<p>Initiate and maintain interactions with others orally and in writing to discuss and compare events of significance in the lives of young people, including holidays, special events and travel, for example, <i>Cette année, pour mon anniversaire ...; Es-tu libre samedi prochain ? Je t'invite à ma fête d'anniversaire.; Que fait-on le 14 juillet en France ?; Qu'est-ce que vous faites pendant la fête de Pâques ?; Que faites-vous pour célébrer le réveillon du Jour de l'An ? Eh bien, nous nous réunissons avec des amis et la famille pour le dîner.; Etes-vous parti en voyage cet été ? Je suis allé à Geraldton, puis je suis parti pour Broome.; Je suis resté chez des amis de mes parents qui habitent à Paris. Et toi ?</i></p> <p>Engage in individual and collaborative tasks, such as exchanging information, making arrangements or obtaining goods or services, for example, when travelling in a Francophone country, arranging an outing, purchasing souvenirs or using transport</p> <p>Develop classroom language to contribute to structured discussions and reflect on learning experiences by making suggestions, asking questions for clarification and expressing agreement or disagreement, for example, <i>C'est une bonne idée.; Non, je ne suis pas d'accord.; À mon avis ...; Je pense que ...</i></p>	<p>Initiate and participate in sustained interactions with others orally and in writing to exchange ideas, opinions, experiences and thoughts about making choices for today and in the future, including health and physical activity, having a part-time job, learning a language and my future, for example, <i>Qu'est-ce que vous étudiez l'année prochaine et pourquoi ?; Quels sont vos projets futurs ?; J'ai l'intention de devenir avocat.; Après mes études, j'étudierai peut-être le business. Et toi, tu fais quoi ?; C'est difficile pour vous d'apprendre le français ? Moi, je trouve que ...; C'est comment pour toi ?; Internet vous aide avec vos études de français ? Pas du tout !</i></p> <p>Engage in individual and collaborative tasks, such as planning or debating with peers to initiate a school campaign to promote awareness of a wellbeing issue for teenagers, or organising a real or simulated forum to raise awareness of the use of social media at school, or presenting a speech on their language learning experiences</p> <p>Use classroom language to question, elicit and offer opinions, compare ideas and participate in reflective activities and evaluations, for example, <i>Au contraire !; Je ne suis pas d'accord.; Après tout ...; Il faut le dire ...; Encore une fois ...</i></p>
Australian Curriculum v9	<p>Interact with others using modelled language to exchange information in familiar contexts about self and personal world</p> <p>Develop language to interact in exchanges, routines, tasks and responsibilities related to classroom and interests</p> <p>Engage in modelled non-verbal, spoken and written exchanges with peers to organise activities relating to daily life and school environment</p>		<p>Initiate and sustain interactions in familiar and some unfamiliar contexts to exchange ideas, experiences and opinions about their own and others' personal world</p> <p>Use French language in exchanges to question, offer opinions and compare and discuss ideas</p> <p>Use non-verbal, spoken and written exchanges to discuss, plan and reflect on activities, events and experiences with peers</p>	

	Year 7	Year 8	Year 9	Year 10
Proposed WA Curriculum	<p>Participate in exchanges to share information about themselves, family and friends, and interests</p> <p>Participate in exchanges related to classroom activities and routines</p>	<p>Participate in exchanges to share and compare information, experiences and preferences about daily life and school routines</p> <p>Participate in exchanges related to classroom activities and routines</p>	<p>Initiate and participate in exchanges to share and compare information and experiences about French-speaking countries, communities and regions</p> <p>Participate in exchanges related to classroom activities, planning and negotiating</p>	<p>Initiate and participate in sustained exchanges to share information and opinions about future plans and travel</p> <p>Collaborate in activities that involve planning and negotiating to share ideas and preferences</p>

Sub-strand: Informing

	Year 7	Year 8	Year 9	Year 10
Current WA Curriculum	<p>Identify topic, gist and specific points of information from a range of spoken and written texts related to aspects of their personal and social worlds, and use the information in new ways</p> <p>Convey information and ideas from a range of texts related to aspects of their personal and social worlds, using different modes of presentation</p>	<p>Identify key information and supporting details from a range of spoken and written texts related to aspects of their personal and social worlds, and use the information in new ways</p> <p>Convey information and ideas from a range of texts related to aspects of their personal and social worlds, using different modes of presentation that take account of context and audience</p>	<p>Identify information and ideas from a range of texts related to aspects of their personal and social worlds, state opinions, compare views and present information in different formats to inform or interest others</p> <p>Convey information and ideas from a range of texts related to aspects of their personal and social worlds, using different modes of presentation that take account of context and audience</p>	<p>Identify information and ideas from a range of texts related to aspects of their personal and social worlds, and establish how culture and context influence the presentation of ideas</p> <p>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</p>
Australian Curriculum v9	<p>Locate and process information and ideas in familiar spoken, written and multimodal texts, responding in ways appropriate to cultural context, purpose and audience</p> <p>Develop and begin to apply strategies to interpret, translate and convey meaning in French in familiar contexts</p>		<p>Interpret information, ideas and perspectives in a wide range of spoken, written and multimodal texts and respond appropriately to cultural context, purpose and audience</p> <p>Apply strategies to interpret and translate non-verbal, spoken and written interactions and texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts</p>	
Proposed WA Curriculum	<p>Locate and process information, ideas and opinions in short texts and interactions, and convey meaning</p> <p>Develop strategies to translate and interpret meaning in and between languages in contexts</p>	<p>Locate and process information, ideas, opinions and supporting details in texts, and convey meaning</p> <p>Apply strategies to translate and interpret meaning in and between languages in familiar cultural contexts</p>	<p>Process and compare ideas and opinions in a range of texts, and convey meaning appropriate to context, purpose and audience</p> <p>Apply strategies to translate and interpret meaning in and between languages in familiar and some unfamiliar contexts</p>	<p>Compare and interpret ideas and opinions in a range of texts, and convey meaning appropriate to context, purpose and audience</p> <p>Apply strategies to translate and interpret meaning in and between languages in a range of contexts</p>

Sub-strand: Creating

	Year 7	Year 8	Year 9	Year 10
Current WA Curriculum	Respond to imaginative texts by describing aspects, such as characters, events and/or key ideas Create simple own or shared imaginative texts by reinterpreting or adapting familiar texts and/or using modelled structures and language	Respond to imaginative texts by describing and discussing aspects, such as characters, events and/or ideas Create own or shared imaginative texts by experimenting with different modes and formats, and creating moods and effects suitable for different audiences	Respond to traditional and/or contemporary imaginative texts by summarising, expressing opinions, or modifying aspects, such as characters, events and/or ideas Create own imaginative texts in different modes and formats, using imaginary characters, to inform or entertain, or to convey experiences or express ideas	Respond to traditional and/or contemporary imaginative texts by discussing ideas and considering how these relate to contemporary society and own culture Create own imaginative texts in different modes and formats, using imaginary characters, places and/or experiences, to entertain, or express ideas, attitudes and/or perspectives
Australian Curriculum v9	Create spoken, written and multimodal, informative and imaginative texts using appropriate vocabulary, expressions, grammatical structures, and some textual conventions		Create spoken, written and multimodal, informative and imaginative texts, selecting vocabulary, expressions, grammatical structures and textual conventions for familiar and some unfamiliar contexts and purposes, to engage different audiences	
Proposed WA Curriculum	Create informative, imaginative and personal texts using modelled language and textual conventions appropriate to context, purpose and audience	Create informative, imaginative and personal texts adapting rehearsed and modelled language, and textual conventions appropriate to context, purpose and audience	Create informative, imaginative and personal texts selecting linguistic features and textual conventions appropriate to context, purpose and audience	Create informative, imaginative and personal texts selecting linguistic features and textual conventions for a range of contexts and purposes, and to engage audiences

Sub-strand: Translating

	Year 7	Year 8	Year 9	Year 10
Current WA Curriculum	Translate and interpret phrases and short texts from French to English and vice versa, noticing which words or phrases translate easily and which do not	Translate and interpret short texts from French to English and vice versa, comparing different versions of a text and suggesting reasons for differences and mistranslations	Translate and interpret texts from French to English and vice versa, identifying how cultural concepts are embedded in language and explaining differences in meaning	Translate and interpret texts from French to English and vice versa, identifying how cultural concepts are embedded in language and explaining differences in meaning
Australian Curriculum v9	N/A		N/A	
Proposed WA Curriculum	Removed	Removed	Removed	Removed

Sub-strand: Reflecting

	Year 7	Year 8	Year 9	Year 10
Current WA Curriculum	<p>Reflect on own and others' responses to interactions and intercultural experiences, and use these reflections to improve intercultural communication</p> <p>Reflect on experiences of learning and using another language, and share aspects of own identity, such as age, interests and family background, reflecting on how these impact on intercultural communication</p>	<p>Engage with French speakers and texts, reflecting on how interaction involves culture as well as language</p> <p>Reflect on own identity, including identity as a learner and user of French, through experiences or in attitudes to culture and intercultural communication</p>	<p>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>Reflect on the experience of learning and using French and how it might add further dimension to own identity</p>	<p>Engage with French speakers and texts, recognising how own cultural assumptions, practices and beliefs influence language and content, and choosing whether and how to make adjustments</p> <p>Reflect on the experience of learning and using French and how it might add further dimension to own identity</p>
Australian Curriculum v9	N/A		N/A	
Proposed WA Curriculum	Removed	Removed	Removed	Removed

Strand: Understanding

Sub-strand: Systems of language

	Year 7	Year 8	Year 9	Year 10
Current WA Curriculum	<p>Use features of the French sound system, including pronunciation of nasal sounds, and convey meaning with pitch, stress, intonation, rhythm, using liaison in familiar contexts, and recognising the difference between statements, questions and commands, such as <i>Vous écoutez la chanson.; Vous écoutez la chanson ?; Écoutez la chanson !</i></p> <p>Use the French alphabet for spelling words aloud, recognising similarities to and differences from English and using correct terminology for accents</p> <p>Generate language for a range of purposes in simple spoken and written texts, by recognising and using context-related vocabulary and elements of the French grammatical system, including:</p> <ul style="list-style-type: none"> • using definite and indefinite articles <i>le, la, l'</i> and <i>les; un, une</i> and <i>des</i> • recognising substitution of the indefinite article with <i>de</i> in negative sentences, for example, <i>Non, je n'ai pas de frère. J'ai une sœur.</i> • using singular and plural forms of nouns, for example, <i>le chien/les chiens, une femme/des femmes</i>, including some irregular plural forms, such as <i>l'œil/les yeux, le nez/les nez, l'animal/les animaux</i> • beginning to recognise that adjectives agree in number and gender with the noun, for example, <i>des élèves intelligents, de bonnes étudiantes</i>, and that <i>des</i> changes to <i>de</i> if the adjective precedes the noun • understanding that most adjectives in French follow the noun, for example, <i>un élève intelligent</i>, and that common 	<p>Use features of the French sound system, including pronunciation, pitch, rhythm, stress and intonation to express a variety of feelings, such as <i>C'est nul !; Ça suffit !; Quoi encore ?; Oh là là !; Aïe !</i>, and increasing control of liaison in unfamiliar contexts, including no liaison with <i>et</i>, and common fillers, interjections and responses, such as <i>Hein ?; Bon ben ...; N'est-ce pas ?; Youpi !; Ça alors !</i></p> <p>Generate language for a range of purposes in simple spoken and written texts, by using context-related vocabulary and applying elements of the French grammatical system, including:</p> <ul style="list-style-type: none"> • understanding that adjectives agree in number and gender with the noun, for example, <i>de bonnes étudiantes</i> and that <i>des</i> changes to <i>de</i> if the adjective precedes the noun • using <i>parce que</i> in compound sentences • forming and using adverbs, for example, <i>Il parle lentement.; Je cours vite.</i> • forming and using partitive articles, for example, <i>Nous mangeons de la viande tous les jours.</i> • recognising comparatives, such as <i>plus ... que, moins ... que, aussi ... que + adjective</i>, for example, <i>J'aime le français plus que les maths car c'est plus intéressant.</i> • identifying the forms and functions of reflexive verbs, for example, <i>Il se lève très tard le week-end.; Nous nous promenons chaque soir.; Je veux m'asseoir à côté de toi.</i> • increasing control of regular <i>-er, -re</i> and <i>-ir</i> verbs, <i>être, avoir, aller, faire, devoir, vouloir, savoir</i> in <i>le présent</i> 	<p>Increase control of regular and irregular elements of the French sound system, including using liaison in unfamiliar contexts, building fluency and accuracy in pronunciation of more complex syllable combinations, pitch, stress and rhythm</p> <p>Generate language for a range of purposes in spoken and written texts, by extending understanding and use of context-related vocabulary and elements of the French grammatical system, including:</p> <ul style="list-style-type: none"> • using <i>le passé composé</i> to recount events that occurred in the past with <i>avoir</i>, for example, <i>Elle a fait du shopping.</i> • recognising verbs conjugated with <i>être</i> as the auxiliary in <i>le passé composé</i> have agreement between subject and past participle, for example, <i>Madeleine est allée en France pour rendre visite à sa famille française.</i> • understanding the forms and functions of reflexive verbs, and the use of <i>être</i> and agreements in <i>le passé composé</i>, for example, <i>Je me suis levée à sept heures pendant les vacances.; Elle s'est entraînée ...</i> • becoming familiar with <i>l'imparfait</i> when encountered in familiar expressions and scaffolded language contexts, for example, <i>C'était ...; J'ai joué au foot avec mes amis hier après-midi. C'était amusant.</i> • understanding the differences in use between <i>le passé composé</i> and <i>l'imparfait</i>, for example, <i>Il faisait beau.; Je suis allé au Louvre.</i> • using the infinitive as the second verb, for example, <i>Tu veux venir au cinéma ce soir ?</i> 	<p>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</p> <p>Generate language for a range of purposes in spoken and written texts, by continuing to extend understanding and use of context-related vocabulary and elements of the French grammatical system, including:</p> <ul style="list-style-type: none"> • using simple and compound sentences to structure arguments, and explain or justify a position in relation to personal and social issues, such as <i>les études, le sport et la nourriture, l'environnement, l'avenir, les passe-temps</i> • using connectives, for example, <i>parce que, à cause de, puisque</i> and <i>en plus</i> • using <i>le présent, l'impératif, le futur proche, le passé composé</i> and <i>l'imparfait</i> • understanding and using infinitive verb forms and phrasal verbs, such as <i>avoir besoin de faire quelque chose; commencer à faire ...</i> • understanding and using <i>le futur</i> in simple constructions, for example, <i>L'année prochaine, j'étudierai le français.</i> • recognising <i>le conditionnel</i>, for example, <i>J'aimerais voyager après mes études.</i> • using relative pronouns <i>qui, que, où, dont</i> and <i>lequel</i> • using direct object pronouns <i>me, te, le, la, nous, vous, les</i> • using indirect object pronouns, for example, <i>me, te, lui, nous, vous, leur</i> • recognising that in <i>le passé composé</i> past participles agree with the preceding direct

	Year 7	Year 8	Year 9	Year 10
	<p>adjectives precede the noun, for example, <i>une bonne étudiante</i></p> <ul style="list-style-type: none"> understanding that subject pronouns <i>je, tu, il, elle, on, nous, vous, ils</i> and <i>elles</i> determine verb conjugations and substitute for noun subjects, for example, <i>Voilà le frère de Michel. Il est beau, n'est-ce pas ?</i> using regular <i>-er</i> verbs, and irregular conjugations of high-frequency verbs <i>être, avoir, aller</i> and <i>faire</i> in <i>le présent</i> becoming familiar with regular <i>-ir</i> and <i>-re</i> verbs in <i>le présent</i> recognising the function of irregular verbs, such as <i>avoir, être</i> and <i>faire</i> in expressions, such as <i>avoir faim, avoir 13 ans</i> and <i>faire beau</i> becoming familiar with <i>l'impératif</i>, for example, <i>Asseyez-vous !; Dis-moi !</i> recognising how grammatical choices shade meaning and establish register, for example, use of <i>tu</i> or <i>vous</i> to distinguish relationship; use of <i>nous</i> to suggest inclusivity or shared identity; use of <i>on</i> to suggest distance or to replace <i>nous</i> using singular and plural possessive adjectives, for example, <i>ses cheveux, leur mère, mes copains</i> forming and using cardinal numbers to 100 using exclamations, for example, <i>Zut !; Bien fait !</i> using prepositions <i>à, en</i> and <i>dans</i> when describing where people live, for example, <i>Jean-François habite à Montréal au Canada.; Ma copine habite en Australie.; La famille Maréchal habite dans une ferme.</i> using the negative <i>ne ... pas</i> in simple statements, questions and commands, for example, <i>Je n'aime pas l'histoire.; Tu n'aimes pas le bifteck ?; Ne recommence pas !</i> becoming aware of three ways of forming a question, including a simple sentence with 	<ul style="list-style-type: none"> recognising <i>le passé composé</i> is used to recount events that occurred in the past, for example, <i>Il a regardé la télé.; J'ai mangé un croissant.</i> using <i>le futur proche</i> to describe immediate future events, for example, <i>Il va regarder la télé.</i> becoming familiar with using emphatic pronouns <i>moi, toi, lui, elle, soi, nous, vous, eux, elles</i> using the negative <i>ne ... pas</i> in simple statements, questions and commands, for example, <i>Je n'aime pas l'histoire.; Tu ne viens pas au cinéma ?; Ne mange pas les bananes !</i>, including the use of <i>de</i> after a negative verb form, for example, <i>Je n'ai pas de photos.</i> recognising the functions of elements, such as prefixes and suffixes, for example, <i>désagréable, la camionnette, la réorganisation</i>, and how word patterns and clusters connect, for example, <i>triste, la tristesse; le marché, le marchand, la marchandise</i> using the subject pronoun <i>on</i> with the third person singular of the verb forming and using cardinal numbers, including when used in dates, for example, <i>Je suis né en 2007.</i> using <i>l'impératif</i>, for example, <i>Rangez vos affaires !; Allons-y !; Dites-le en français !</i> using expressions of quantity, for forming and using articulated prepositions, for example, <i>Elle va au parc quand elle veut être seule.</i> forming and using ordinal numbers, for example, <i>Il arrive en sixième place.</i> using time phrases, for example, <i>Les cours commencent à 9 heures moins le quart.</i> <p>Continue to build metalanguage to talk about vocabulary and grammar concepts</p>	<ul style="list-style-type: none"> understanding the function of verb tenses to situate events in time, for example, <i>Ils vont partir demain matin.; Je suis allé en France quand j'avais six ans.</i> understanding the function of verb tenses to express intention or desire, for example, <i>Je voudrais bien aller à Tunis l'année prochaine !</i> using relative pronouns <i>qui, que</i> using emphatic pronouns <i>moi, toi, lui, elle, soi, nous, vous, eux</i> beginning 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> using <i>élision</i> with direct object pronouns and verbs beginning with a vowel or <i>h muet</i>, for example, <i>Il l'ignore.</i> using negatives with <i>le passé composé</i>, for example, <i>Nous n'avons pas encore fini l'histoire.</i> understanding additional negative forms, such as <i>ne ... plus, ne ... rien, ne ... jamais</i> using comparative and superlative forms of adverbs and adjectives, for example, <i>vite, plus vite, le plus vite; jolie, moins jolie, la moins jolie</i> <p>Continue to build metalanguage to talk about vocabulary and grammar concepts</p> <p>Apply understanding of the interrelationship between text structures and language features to different types of texts, including simple narrative, informative and persuasive texts</p>	<p>object when the verb is conjugated with the auxiliary verb <i>avoir</i>, for example, <i>Les adolescentes que vous avez rencontrées sont des volontaires.</i></p> <ul style="list-style-type: none"> extending knowledge of additional negative forms, such as <i>ne ... plus, ne ... rien, ne ... jamais, ne ... que, ne ... personne</i> exploring how choices of words, such as nouns and adjectives can indicate values and attitudes, for example, <i>C'est un bon à rien.; C'est un brave jeune homme.</i> understanding the function of impersonal expressions, for example, <i>il faut, il est impossible de, il s'agit de</i> <p>Continue to build metalanguage to talk about vocabulary and grammar concepts</p> <p>Apply understanding of the interrelationship between text structures and language features to different types of texts, including simple narrative, informative and persuasive texts</p>

	Year 7	Year 8	Year 9	Year 10
	<p>rising intonation, for example, <i>Tu as un animal chez toi ?</i>; inverting the verb and subject, for example, <i>As-tu un animal chez toi ?</i>; and using <i>Est-ce que ... ?</i>, for example, <i>Est-ce que tu as un animal chez toi ?</i></p> <p>Build metalanguage to talk about vocabulary and grammar concepts</p> <p>Identify and use text structures and language features of common spoken, written and multimodal texts, and compare with structures and features of similar texts in English</p>	<p>Identify, analyse and use text structures and language features of common spoken, written and multimodal texts, and explain how different types of texts are structured and use particular language features to suit different contexts, purposes and audiences</p>		
Australian Curriculum v9	<p>Recognise and use features of the French sound system, including pitch, rhythm, stress, pronunciation and intonation, and demonstrate understanding of how these are represented in familiar contexts</p> <p>Develop knowledge of, and use structures and features of, the French grammatical and writing systems to understand and create spoken, written and multimodal texts</p> <p>Compare French language structures and features with English, using familiar metalanguage</p>		<p>Apply features of the French sound system, including pitch, rhythm, stress, pronunciation and intonation, and show how these are represented in familiar and some unfamiliar contexts</p> <p>Select and use structures and features of the French grammatical and writing systems to enhance meaning and create spoken, written and multimodal texts</p> <p>Reflect on and evaluate French texts, using metalanguage to discuss language structures and features</p>	
Proposed WA Curriculum	<p>Recognise and use linguistic features of spoken French</p> <p>Begin to use linguistic features of French to respond to and create texts</p> <p>Begin to notice and discuss similarities and differences between French and English, using metalanguage</p>	<p>Apply linguistic features of spoken French to interact with developing fluency</p> <p>Use linguistic features of French to respond to and create texts</p> <p>Notice and discuss similarities and differences between French and English, using metalanguage</p>	<p>Apply linguistic features of spoken French to interact with enhanced fluency</p> <p>Select and use a range of linguistic features of French to respond to and create texts</p> <p>Discuss similarities and differences between French and English, using metalanguage</p>	<p>Apply a range of linguistic features of spoken French to further extend fluency</p> <p>Select and use an extended range of linguistic features of French to enhance meaning when responding to and creating texts</p> <p>Reflect on and discuss the use of linguistic features in French texts, using metalanguage</p>

Sub-strand: Language variation and change

	Year 7	Year 8	Year 9	Year 10
Current WA Curriculum	<p>Examine linguistic features in texts to develop an understanding that languages vary according to elements, such as register</p> <p>Understand that French, like all languages, varies according to participants, roles and relationships, situations and cultures</p> <p>Recognise that French is a global language, spoken with a variety of accents and dialects in many regions of the world, as well as in France</p>	<p>Examine linguistic features in texts to understand that French, like all languages, varies according to participants, roles and relationships, situations and cultures</p> <p>Understand the dynamic nature of French, and how it influences and is influenced by other languages and cultures</p>	<p>Analyse how French is used in varying ways to achieve different purposes</p> <p>Understand that language has power and changes over time as a result of influences, such as contact with other languages, globalisation and new technologies and knowledge</p>	<p>Analyse how French is used in varying ways to achieve different purposes, and changes over time and place</p> <p>Understand that language has power and changes over time as a result of influences, such as contact with other languages, globalisation and new technologies and knowledge</p>
Australian Curriculum v9	N/A		N/A	
Proposed WA Curriculum	Removed	Removed	Removed	Removed

Sub-strand: Role of language and culture

	Year 7	Year 8	Year 9	Year 10
Current WA Curriculum	Explore the relationship between language and culture	Explore the relationship between language and significant cultural values or practices in French, English and other languages	Explore the ways in which language and culture are used to establish relationships, indicate social values and enhance intercultural exchange	Explore the nature of the relationship between language, culture and communication and how it impacts on attitudes and beliefs
Australian Curriculum v9	Recognise how identity is shaped by language(s), culture(s), beliefs, attitudes and values		Reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes and values and how these affect ways of communicating	
Proposed WA Curriculum	Begin to explore how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values	Recognise how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values	Reflect on and discuss how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values	Reflect on and explain how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values, and how these influence ways of communicating