



Western Australian Curriculum

Languages | French

Scope and sequence | 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Draft for consultation | Not for implementation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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Disclaimer

Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course. Teachers must exercise their professional judgement as to the appropriateness of any they may wish to use.

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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 Scope and sequence Western Australian Curriculum: Languages, French shows the proposed content across the years of schooling from Years 7–10.

The scope and sequence for the Languages shows the **mandated** curriculum for teaching, written as **content descriptions** across year levels so that a sequence of content can be viewed across the years of schooling from Pre-primary to Year 10. The **examples** illustrate the content and are **not mandated**.

The document is organised by two Languages strands: **Communicating** and **Understanding language and culture**.

The **Communicating** strand includes **Interacting in French**; **Mediating meaning in and between languages**; and **Creating text in French**.

The **Understanding language and culture** strand includes **Understanding systems of language**; and **Understanding the interrelationship of language and culture**.

The table below presents the subject organisation for the Pre-primary to Year 10 Languages, French curriculum.

Languages		
French		
Communicating		
Interacting in French	Mediating meaning in and between languages	Creating text in French
Understanding language and culture		
Understanding systems of language	Understanding the interrelationship of language and culture	

Strand: Communicating

Sub-strand: Interacting in French

Year 7	Year 8	Year 9	Year 10
<p>Participate in exchanges to share information about themselves, family and friends, and interests</p> <p>For example:</p> <ul style="list-style-type: none"> • exchange information about themselves and others, such as greetings, names, age, family members, personality ... • share ideas and opinions about interests, such as <i>J'aime nager et le foot.; Il aime le foot mais il n'aime pas la danse.</i> • interview classmates about themselves, their family and friends, and interests, such as <i>De quelle nationalité es-tu ?; Où habites-tu ?; Qu'est-ce que tu fais/aimes faire pendant ton temps libre ?</i> 	<p>Participate in exchanges to share and compare information, experiences and preferences about daily life and school routines</p> <p>For example:</p> <ul style="list-style-type: none"> • share information about daily life and school routines, such as <i>Je vais à l'école à pied. L'école commence à ... et se termine à ... Après l'école, je fais toujours mes devoirs.</i> • compare routines, interests and leisure activities, using language associated with time, frequency and location, such as <i>En France, l'école commence à 8 heures, mais en Australie, l'école commence à 9 heures.; Je rentre à la maison après l'école, mais parfois je joue au basket avec des amis.</i> • describe aspects of their own lifestyles that may interest young learners of their own age in French-speaking environments, such as <i>J'aime faire du sport.</i> 	<p>Initiate and participate in exchanges to share and compare information and experiences about French-speaking countries, communities and regions</p> <p>For example:</p> <ul style="list-style-type: none"> • discover and share information about <i>les pays francophones</i> and <i>la francophonie</i>, such as the daily routine of a Francophone person or sporting events in a French-speaking country • compare family traditions in Australia and French-speaking countries, such as mealtimes, dining etiquette, traditional and modern dishes, and cuisine, and present findings to the class • consider and discuss the influence of geography, customs and traditions on their own family language and identity <i>Dans ma famille, on ... ; Où j'habite/Dans mon pays ...</i> 	<p>Initiate and participate in sustained exchanges to share information and opinions about future plans and travel</p> <p>For example:</p> <ul style="list-style-type: none"> • share ideas about jobs and professions, such as <i>Ma mère est ... ; Mon père est ... ; Je voudrais devenir ...</i> • share and compare holiday experiences, such as <i>Où es-tu allé pendant les vacances ? Je suis resté(e) chez des amis de mes parents qui habitaient à Paris.</i> • discuss the benefits of cultural exchanges, such as <i>J'ai envie de faire un échange en Nouvelle-Calédonie pour améliorer mon français.</i>
<p>Participate in exchanges related to classroom activities and routines</p> <p>For example:</p> <ul style="list-style-type: none"> • ask questions using simple phrases, such as <i>Excusez-moi, je ... ; Je suis désolée ... ; Je ne comprends pas ...</i> • exchange greetings, wishes and thanks, adjusting language to suit the situation, such as <i>Bonjour, la classe ! Salut, Marianne, ça va ? Bonsoir, Madame Legrand, comment allez-vous ? Ça va bien merci, et vous ?</i> • request information, explanation or help, such as <i>Qu'est-ce que ça veut dire ?; Je peux recommencer ?; Vous pouvez répéter, s'il vous plaît ?</i> • respond to classroom directions or requests, such as <i>Asseyez-vous ! Levez-vous ! Silence ! Présent/e !</i> 	<p>Participate in exchanges related to classroom activities and routines</p> <p>For example:</p> <ul style="list-style-type: none"> • ask and answer questions, such as <i>Qu'est-ce que c'est ?; C'est ... ; Ce sont ...</i> • request clarification or permission, such as <i>J'ai une question, comment dit-on ... ?; Est-ce que je peux aller au / à la / aux ... ?</i> • request information, explanation or help, such as, <i>Pouvez-vous répéter/parler plus lentement, s'il vous plaît ? Qu'est-ce que ça signifie ?</i> 	<p>Participate in exchanges related to classroom activities, planning and negotiating</p> <p>For example:</p> <ul style="list-style-type: none"> • ask more detailed questions to request help and support, such as <i>Pouvez-vous expliquer autrement ? Je n'ai pas compris le mot ... ; Comment ça s'écrit ... ?</i> • respond to questions using multiple options, such as <i>Présent/e ! Je suis présent/e.; Je suis ici.</i> • express requests in detailed language, such as <i>Pouvez-vous répéter, s'il vous plaît, plus lentement, parce que je n'ai pas bien compris ?</i> 	<p>Collaborate in activities that involve planning and negotiating to share ideas and preferences</p> <p>For example:</p> <ul style="list-style-type: none"> • ask and respond to detailed questions, such as <i>Pouvez-vous répéter la question, s'il vous plaît ? Je n'ai pas bien compris.; Qu'est-ce que ça veut dire ?</i> • plan an outing with a friend for the coming holidays, such as <i>Tu voudrais faire du shopping pendant les vacances ?; Et si on allait à la plage ?</i> • share different points of view and manage disagreement respectfully, such as <i>Que pensez-vous de ... ? Je ne suis pas d'accord ... À mon avis, tous les étudiants devraient avoir un emploi à temps partiel.; À mon avis, il faut d'abord être bon à l'école, puis on peut penser à l'indépendance économique.</i>

Sub-strand: Mediating meaning in and between languages

Year 7	Year 8	Year 9	Year 10
<p>Locate and process information, ideas and opinions in short texts and interactions, and convey meaning</p> <p>For example:</p> <ul style="list-style-type: none"> collect vocabulary and expressions from a range of informative texts and create a word wall read/listen to a short text in French, then identify and organise key information such as name, age, family members, likes/dislikes etc., and present it in either English or French, using an infographic, poster or class presentation summarise (in English or French) data collected from class surveys or web searches on topics such as favourite interests or nationalities/number of pets within the class 	<p>Locate and process information, ideas, opinions and supporting details in texts, and convey meaning</p> <p>For example:</p> <ul style="list-style-type: none"> engage with a range of texts related to daily life, school and leisure, and identify information and supporting details compare information on a familiar topic from different sources and report on it to others, using tools such as tables, graphic organisers, concept maps and charts, and present in English or French, such as <i>En Australie, les élèves font beaucoup d'activités après l'école car l'école finit à 15h00. En France, la journée d'école est plus longue qu'en Australie.</i> 	<p>Process and compare ideas and opinions in a range of texts, and convey meaning appropriate to context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> gather information from French online sources to inform understanding of similarities and differences of teen lifestyles across French-speaking cultures, and present findings to peers use the internet to research or engage with youth in France or a French-speaking community, to discover young people's lifestyles across French-speaking cultures and contexts summarise information from texts that reflect cultural aspects of different French-speaking communities, such as entertainment, special occasions, health and lifestyle or fashion compare lyrics, themes and styles of popular French and English language songs, and consider track similarities and differences in ideas, referring to Eurovision, <i>Victoires de la Musique</i> and the ARIA Awards 	<p>Compare and interpret ideas and opinions in a range of texts, and convey meaning appropriate to context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> interpret textual conventions popular with young French speakers, such as contractions, abbreviations and acronyms used in text messaging, such as <i>bjr = bonjour; A+ = à plus; biz = bisous; 12C4 = un de ces quatre</i> listen to, read or view extracts from expressive contemporary texts, and identify and compare elements of cultural traditions in Australia and the wider world interpret cultural differences, protocols and <i>formules de politesse</i> in text types, such as in job applications or text messages to a friend
<p>Develop strategies to translate and interpret meaning in and between languages in familiar contexts</p> <p>For example:</p> <ul style="list-style-type: none"> use a bilingual dictionary to locate appropriate meaning of vocabulary and reinforce understanding identify and translate the parts of speech in short personal texts in French identify words and phrases that can be translated literally and notice those that cannot be translated literally consider the advantages and disadvantages of translating apps 	<p>Apply strategies to translate and interpret meaning in and between languages in familiar contexts</p> <p>For example:</p> <ul style="list-style-type: none"> translate short texts and identify when literal translation is or is not possible recognise and create a glossary of <i>faux amis</i>, using examples such as <i>rester, demander, le collègue</i> consider what will require an explanation, elaboration or illustration to be understood by a French audience – for example, explaining the concepts of backyard, BBQ, suburb and distances when describing the local environment, lifestyle and events 	<p>Apply strategies to translate and interpret meaning in and between languages in familiar and some unfamiliar contexts</p> <p>For example:</p> <ul style="list-style-type: none"> extend a glossary of <i>faux amis</i>, using examples such as <i>assister à, un médecin, la bibliothèque, gentil</i> and <i>la journée</i>, and comment on misinterpretations in English distinguish between and use <i>Je sais/Je connais</i> correctly, such as <i>Je sais nager.; Vous connaissez Pierre ? Tu connais Paris ? Nous savons que Paris est la capitale de la France.</i> 	<p>Apply strategies to translate and interpret meaning in and between languages in a range of contexts</p> <p>For example:</p> <ul style="list-style-type: none"> compare different translations of a text, including versions created by online translators, and discuss any issues that emerge create a glossary of words and phrases that are difficult to translate and comment on misinterpretations in English research young people's lifestyles across French-speaking cultures and contexts, comparing and translating information from different cultural contexts based on the influence of factors such as geography, and social and community environment, and conveying meaning to the audience on topics such as youth issues and daily life

Sub-strand: Creating text in French

Year 7	Year 8	Year 9	Year 10
<p>Create informative, imaginative and personal texts using modelled language and textual conventions appropriate to context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> • compose a list of well-rehearsed vocabulary and idiomatic expressions to support creating texts • use modelled language or expressions to describe characters or events in different types of informative and imaginative texts, to create simple texts about familiar topics • create glossaries for French-speaking friends to accompany Australian images or texts, explaining the outback lifestyle, inner city markets and expressions such as ‘arvo’, ‘barbie’, ‘brekkie’, ‘no worries’, ‘ta’ 	<p>Create informative, imaginative and personal texts adapting rehearsed and modelled language, and textual conventions appropriate to context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> • create a digital presentation for a French-speaking audience about aspects of their own personal and social worlds, such as ‘A day in our life in secondary school’ • design a print or digital poster in French to promote leisure activities around where they live • compile a list of questions and conduct an interview to retrieve details about a French-speaking visitor’s family, home and interests, and present the responses as an identity card, podcast or newsletter 	<p>Create informative, imaginative and personal texts selecting linguistic features and textual conventions appropriate to context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> • design a tourist brochure, such as <i>Bienvenue au Canada/en Belgique !</i> or <i>Visitez la Réunion !</i>, to promote travel to French-speaking countries • create and perform texts that reflect French attitudes, such as the French attitude to eating on time, using aspects of drama and props to enhance spoken performances and storytelling • contribute to a real or imagined blog of learners of French in English-speaking communities around the world, and make choices about when to use French or English, depending on the context and nature of the interaction 	<p>Create informative, imaginative and personal texts selecting linguistic features and textual conventions for a range of contexts and purposes, and to engage audiences</p> <p>For example:</p> <ul style="list-style-type: none"> • make an entry in an imagined diary or journal about future plans and aspirations • complete an application form, such as an online application for a (part-time) job or for opportunities such as student exchange programs or scholarships, and explain reasons for applying • create a print or digital poster in French to promote travel to a significant cultural location on Aboriginal Country or Torres Strait Islander Place, including what to see and do

Strand: Understanding language and culture

Sub-strand: Understanding systems of language

Year 7	Year 8	Year 9	Year 10
<p>Recognise and use linguistic features of spoken French</p> <p>For example:</p> <ul style="list-style-type: none"> practise and repeat correct intonation convey meaning by mimicking correct pronunciation and stress use sounds, such as <i>Oh là là ! Aïe ! T'as fait quoi ?</i>, and facial expressions to reinforce spoken language use liaison in familiar contexts, and recognise the difference between statements, questions and commands, such as <i>Vous écoutez la chanson.</i>; <i>Vous écoutez la chanson ? Écoutez la chanson !</i> 	<p>Apply linguistic features of spoken French to interact with developing fluency</p> <p>For example:</p> <ul style="list-style-type: none"> convey meaning by practising correct pitch, stress, intonation and rhythm practise French intonation to express a variety of feelings, such as <i>C'est nul ! Ça suffit ! Quoi encore ? Y'en a marre !</i> increase 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>Apply linguistic features of spoken French to interact with enhanced fluency</p> <p>For example:</p> <ul style="list-style-type: none"> use natural pitch, rhythm, stress, pronunciation and intonation recognise and use the appropriate level of formality between spoken and written language, such as <i>on/nous, je peux pas/je ne peux pas, 'eh ben'/eh bien, ouais/oui</i> recognise the diversity of spoken forms of French from region to region, such as <i>les accents du Midi, l'accent parisien, toulousain</i> and <i>picard</i>, and from country to country, such as <i>le Québécois, les variations francophones utilisées en Suisse, Belgique et dans les DOM-TOM ...</i> apply appropriate pauses and pace of delivery to convey meaning, emphasis, feelings, and emotion to create effects in spoken texts 	<p>Apply a range of linguistic features of spoken French to further extend fluency</p> <p>For example:</p> <ul style="list-style-type: none"> use natural pitch, rhythm, stress, pronunciation and intonation to interact for specific purposes, audiences and contexts identify features, such as the use of repetition, pauses, interruptions and contractions, including dropping <i>ne</i> in negative structures, such as <i>je sais pas trop</i> experiment with using incomplete sentences, non-verbal elements and vocal expression, such as <i>Dis donc, t'es là ? Je suis déjà là — t'es où toi ?</i> recognise and respond to challenges associated with clarity and pace in audio texts, such as station or airport announcements, or vocal messages
<p>Begin to use linguistic features of French to respond to and create texts</p> <p>For example:</p> <ul style="list-style-type: none"> use regular <i>-er</i> verbs and irregular conjugations of high-frequency verbs, such as <i>être, avoir</i> and <i>aller</i> in the present tense notice that the subject pronouns <i>je, tu, il, elle, on, nous</i> and <i>vous</i> determine verb conjugations notice that grammatical gender and number/size affects nouns, articles, adjectives and verbs, such as <i>un élève intelligent; Il est beau.; Elles sont grandes.; mon père; sa sœur</i> introduce and begin to use the negative, <i>ne ... pas</i> ask questions using <i>est-ce que</i>, inversion (verb–subject) or changed intonation, such as <i>Est-ce que tu habites à Perth ? Habites-tu à Perth ? Tu habites à Perth ?</i> 	<p>Use linguistic features of French to respond to and create texts</p> <p>For example:</p> <ul style="list-style-type: none"> introduce comparatives, such as <i>plus ... que; moins ... que; aussi ... que; Elle est aussi petite que moi.</i> use <i>le présent</i> of regular and some high-frequency irregular French verbs, such as <i>aller, avoir, être, faire</i> recognise that the subject pronouns <i>je, tu, il, elle, on, nous, vous, ils</i> and <i>elles</i> determine verb conjugations apply rules of number and gender when using adjectives with the noun, such as <i>Mon uniforme scolaire est bleu.; Ma matière préférée ...</i> identify the forms and functions of reflexive verbs, such as <i>je me lève; nous nous amusons; il s'intéresse au foot</i> use adverbs of frequency, such as <i>souvent, parfois, jamais, toujours</i> 	<p>Select and use a range of linguistic features of French to respond to and create texts</p> <p>For example:</p> <ul style="list-style-type: none"> use <i>le passé composé</i> with regular verbs and <i>avoir</i>, such as <i>Hier, j'ai joué au foot avec mes amis.</i> use modal verbs to express ability, possibility, likelihood and permission, such as <i>savoir, pouvoir, vouloir, devoir; Est-ce que tu sais ... ? Il ne peut pas ... ; Nous voulons voir ce film.</i> use adverbs to qualify different parts of discourse (time – manner – place), such as <i>hier, rapidement, là-bas</i> use negative constructions, such as <i>ne ... plus; ne ... jamais; ne ... rien; ne ... personne; ne ... ni ... ni ...</i> 	<p>Select and use an extended range of linguistic features of French to enhance meaning when responding to and creating texts</p> <p>For example:</p> <ul style="list-style-type: none"> make language choices that indicate values and attitudes when creating texts, considering the placement of nouns and adjectives, such as <i>C'est un bon à rien.; C'est un brave jeune homme. / C'est un jeune homme brave.</i> use the future tense to outline plans, such as <i>L'année prochaine, j'étudierai ... ; J'ai l'intention de voyager.; Je vais apprendre ... ; Je vais faire plus de sport.</i> construct conditional sentences to express wishes and hypothetical scenarios, such as <i>J'aimerais ... ; Si j'ai la possibilité ... ; Si je peux ...</i> use complex sentences and conjunctions to connect ideas, such as <i>mais, donc, à cause de, en raison de, si, parce que</i>

Year 7	Year 8	Year 9	Year 10
			<ul style="list-style-type: none"> recognise and apply direct and indirect object pronouns
<p>Begin to notice and discuss similarities and differences between French and English, using metalanguage</p> <p>For example:</p> <ul style="list-style-type: none"> use relevant metalanguage to identify parts of speech, such as verbs, nouns, articles, adjectives, subject pronouns recognise how French verbs change endings for the number and gender(s) of subjects in present tense, such as <i>elle joue</i> and <i>elles jouent</i>, compare with English verb forms identify how French expresses possession, using possessive pronouns such as <i>mon/ma/mes</i> or <i>de</i> (as in, <i>la maison de Marco</i>) and compare this structure with English possessive forms (as in, Marco's house) 	<p>Notice and discuss similarities and differences between French and English, using metalanguage</p> <p>For example:</p> <ul style="list-style-type: none"> notice how word order works differently in English and French, and use this awareness when decoding and producing texts discuss differences in punctuation and capitalisation, such as the use of lowercase months and days in French (<i>samedi, janvier</i>) compared to English (Saturday, January) explain how some parts of the discourse, such as verbs, nouns, articles, adjectives, adverbs and subject pronouns, work differently in French and English discuss how French adjectives vary based on the gender and number of nouns, such as <i>une soirée amusante</i> and <i>de nombreux événements intéressants</i>, and compare with English adjectives, which don't vary 	<p>Discuss similarities and differences between French and English, using metalanguage</p> <p>For example:</p> <ul style="list-style-type: none"> compare diversity in accents, dialects and vocabulary in French-speaking communities with similar diversity in English-speaking countries explain self-corrections and editing choices analyse how French and English use different structures, such as <i>s'il vous plaît, s'il te plaît, un pull bleu</i> observe how past tenses in French differ from English, such as <i>Je suis allé</i> (I went, I did go, I have gone) and <i>Je faisais</i> (I did, I used to do, I was doing) 	<p>Reflect on and discuss the use of linguistic features in French texts, using metalanguage</p> <p>For example:</p> <ul style="list-style-type: none"> discuss how grammatical choices, words and images combine in a text to achieve specific intentions and effects identify elements of different types of texts (<i>le courriel, la météo, les slogans</i>) and explain the relationship between the language, the structure used and the purpose of the text evaluate how register in formality affects communication in professional contexts, by comparing the use of formal conventions in letters or emails in French and English, such as <i>Cher Mr Dupont</i> and <i>Salut Jean; Cordialement</i> and <i>A+</i>

Sub-strand: Understanding the interrelationship of language and culture

Year 7	Year 8	Year 9	Year 10
<p>Begin to explore how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values</p> <p>For example:</p> <ul style="list-style-type: none"> consider how festivals, such as Harmony Day, <i>La Semaine de la Francophonie</i>, and Languages Week, reflect the communities they are associated with reflect on their own tastes, interests and language use that have been shaped by intercultural influences reflect on aspects of culture that affect communication and notice how their own culture impacts on language use understand cultural expectations in language use based on age, cultural status and the purpose of the interaction, such as appropriate greetings (polite vs familiar forms, singular vs plural) 	<p>Recognise how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values</p> <p>For example:</p> <ul style="list-style-type: none"> recognise that a shift from the use of <i>vous</i> to <i>tu</i> signals a closer relationship consider how learning to speak French and learning about the diversity of the French-speaking communities have impacted on their own perception of language, culture and identity compare own culture(s) to the cultures in French-speaking countries by looking at attitudes towards public holidays, leisure activities and the importance of sports 	<p>Reflect on and discuss how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values</p> <p>For example:</p> <ul style="list-style-type: none"> reflect on the impact of regional and cultural diversity on French-speaking communities and how this is evident in expressions, such as <i>la France gastronomique: la choucroute alsacienne, la quiche lorraine, le bœuf bourguignon, la tapenade provençale</i> explain the multicultural differences and similarities in Australia and French-speaking countries and regions, such as religious beliefs, music styles, body art and fashion styles compare and interpret gestures used in French, Australian English and other known languages, and incorporate some of them into their own language use 	<p>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</p> <p>For example:</p> <ul style="list-style-type: none"> reflect on and explain protocols required to authentically co-create an 'Acknowledgement of Country/Place' with an Aboriginal and/or Torres Strait Islander, to present in French to a group of French-speaking visitors at a school assembly understand the power of language to influence people's actions and beliefs, through analysing language used in persuasive texts, such as advertisements to promote travel explore intercultural communication, considering how cultural ways of thinking and behaving affect attitudes, and influence other people's responses or interpretations, and how these responses change over time reflect on how learning French has given them insight into the close connection between language and culture, and evaluate how their own assumptions have changed