



SAMPLE ASSESSMENT TASKS

FRENCH: BACKGROUND LANGUAGE
ATAR YEAR 11

Copyright

© School Curriculum and Standards Authority, 2014

This document – apart from any third party copyright material contained in it – may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that the School Curriculum and Standards Authority is acknowledged as the copyright owner, and that the Authority's moral rights are not infringed.

Copying or communication for any other purpose can be done only within the terms of the *Copyright Act 1968* or with prior written permission of the School Curriculum and Standards Authority. Copying or communication of any third party copyright material can be done only within the terms of the *Copyright Act 1968* or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the [Creative Commons Attribution-NonCommercial 3.0 Australia licence](#)

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.

Sample assessment task

French: Background Language – ATAR Year 11

Task 1 – Unit 1

Assessment type: Response: Viewing and reading

Conditions

Time for the task: 50 minutes

Other items: Monolingual and/or bilingual print dictionaries permitted

Task weighting

7.5% of the school mark for this pair of units

Task 1: Young people and their relationships

(24 marks)

Read the following texts related to the topic, *Young people and their relationships*, and write responses in French or English, as specified, to all the questions provided.

Text 1 Journal d'une adolescente**(12 marks)**

Jeudi 24 avril

Etat d'esprit : 😞

Dernière dispute avec ma mère : T-15 minutes

Envie de : musique à fond

Cher journal,

Aujourd'hui, c'est pas la joie... Je me suis tapé un 3/20 en physique, je me suis pris la tête avec Charlotte et Sébastien à cause d'une histoire de bouquin que j'aurais emprunté et pas rendu et pour couronner le tout, je viens de m'embrouiller une énième fois avec la mater. J'en ai marre qu'elle m'interdise tout, qu'elle me couve comme si j'avais encore 5 ans et qu'elle se mêle de ma vie. Justement, c'est MA vie, pas la sienne... Du coup, le concert de ce weekend, c'est mort sauf si j'y vais avec elle ou papa. Genre, je vais aller à un concert avec mes parents... la honte !

Elle me dit qu'elle ne comprend plus mais moi ma mère c'est une énigme totale. Elle est tout le temps là à stresser. La rue, les gens, le monde, pour elle tout est dangereux. Et pourquoi pas un gilet pare-balles et un garde du corps tant qu'elle y est ? Son dernier truc : vouloir m'envoyer deux semaines au Sud-Soudan avec ma marraine qui est photographe pour l'ONU, pour que je puisse « relativiser » et « arrêter de prendre mon cas pour une généralité ». Je déteste quand elle dit ça... Qu'est-ce que je peux répondre moi ? Bien sûr que c'est triste ce qui se passe au Sud-Soudan, mais c'est pas ma vie. Je crois que préférerais encore la pension ! Elle me fait culpabiliser d'avoir la chance d'être née dans une famille « normale » comme elle dit. Comme si les profs ne nous mettaient pas assez la pression comme ça.

J'ai l'impression que ma mère a toujours été vieille. Je ne sais rien de sa jeunesse ; dès que je lui en parle, elle passe à autre chose et après elle s'étonne que je ne lui confie rien. Y a des jours où j'aimerais enterrer la hache de guerre et lui proposer d'organiser un repas de famille comme on faisait avant, mais au moment où je vais ouvrir ma bouche je vois ses traits tirés, son regard exaspéré et c'est plus fort que moi, je lui sors une vacherie et je claque la porte. A côté de ça, je vois Charlotte et sa mère et je les envie : elles font les soldes ensemble, elles se prêtent leurs fringues, elles discutent de tout... Ça me fait du bien d'aller chez elle ; c'est ça pour moi la famille « normale ».

Text 2 Appel à témoins : Les valeurs familiales évoluent-elles de génération en génération ?**(12 marks)***Appel à témoins : Les valeurs familiales évoluent-elles de génération en génération ?*

Situation : Vous apprenez qu'une proche parente vient de divorcer et qu'elle assume seule, à présent, l'éducation de ses enfants. Ayant récemment perdu son emploi, elle accumule les dettes et a du mal à refaire surface.

Dans le cadre d'une étude sur l'évolution des valeurs familiales à travers les générations, nous recherchons le témoignage de personnes de tout âge et de tous horizons. Si vous souhaitez participer, veuillez simplement exprimer votre réaction face à la situation suivante en moins de 100 mots en envoyant un email à l'adresse suivante : témoignage@projet-generation.org

Echantillon de réponses :

	Génération silencieuse (1901–1944)	Baby-boomers (1945–1961)	Génération X (1962–1978)	Génération Y (1979–1994)
Valeur dominante	Le devoir	La culpabilité	Le renoncement	Le choix
Réponse à la situation	Lucienne F. : Si une parente était dans cette situation, je lui téléphonerais souvent pour prendre de ses nouvelles, je lui apporterais à manger et je lui proposerais de m'occuper de ses enfants de temps en temps pour alléger sa charge de travail. La famille est la chose la plus importante dans la vie ; elle passe avant tout, même avant soi. Il me semble qu'il est primordial dans pareil cas d'établir un réseau d'entraide autour de cette personne pour qu'elle sache qu'elle n'est pas seule.	Raymond V. : Je connais très bien cette situation pour l'avoir vécue moi-même. Je pense que je proposerais à cette parente de l'aider une fois ou deux, pour la dépanner, mais au final ce sera à elle de trouver la réponse à ses problèmes. J'y suis bien arrivé, alors pourquoi pas elle ? Dans la vie, on ne peut s'en prendre qu'à soi-même.	Pascal H. : J'avoue que ce genre de situation me mettrait mal à l'aise parce que je ne saurais pas quel conseil offrir si ce n'est que de lui dire d'arrêter de s'apitoyer sur son sort et de se prendre en main. L'honnêteté est le meilleur remède et il ne faut pas avoir peur de dire les choses qui fâchent. Ça ne veut pas dire que je suis sans cœur, mais ayant vécu le divorce de mes parents je sais à quel point il est important de se prendre en main, sinon ce sont les enfants qui subissent les conséquences.	Maude K. : Je pense que je lui enverrais quelques SMS ou emails d'encouragement de temps en temps. Ce genre de situation est monnaie courante de nos jours mais quand on voit se qui se passe dans le monde, les guerres, la famine, la pollution, ça nous aide à relativiser. Pourquoi ne pas transformer cette épreuve en quelque chose de positif ? C'est l'occasion où jamais de recommencer à zéro et d'apporter une réelle contribution au monde.

Marking key for sample assessment task 1 – Unit 1

1. *Comment le texte suivant représente-t-il la nature des relations familiales ? Ecrivez environ 150 mots en français en vous appuyant sur le texte.*

How is the nature of relationships within the family reflected in this text? In your answer, draw on the information in the text. Write approximately 150 words in French.

Criteria	Marks
Response to text	/4
Writes a comprehensive summary of the nature of relationships within the family, including the following information from the text: <ul style="list-style-type: none"> the writer and her mother do not understand one another her mother treats her as if she were a 5 year old her mother stops her from going to a concert unless she is accompanied so that she can 'put things into perspective', her mother wants to send her to South Sudan her mother makes her feel guilty that she has been born into a 'normal' family she writes her mother is 'old' and doesn't understand young people she envies the relationship her friend Charlotte has with her mother. 	4
Writes a summary of the nature of relationships within the family, including most of the information listed above.	3
Writes a summary of the nature of relationships within the family, including some of the information listed above.	2
Ideas or opinions may be present, but with little or no attempt to support these with information from the text.	1
Makes little or no reference to the text.	0
Linguistic resources (Accuracy and range)	/4
Uses a broad range of language, including vocabulary, grammar and a variety of sentence structures appropriate to the context and purpose of writing.	4
Uses a range of language, including vocabulary, grammar and sentence structures mostly accurately.	3
Uses language, including vocabulary, grammar and sentence structures, that is suitable and mostly accurate.	2
Uses a limited range of language, including vocabulary, grammar and sentence structures.	1
Ability to use language, including vocabulary and grammar, is limited.	0
Text type and sequencing	/4
Uses all the key conventions accurately for the audience, context, purpose and text type. Writes a summary, which includes: <ul style="list-style-type: none"> a title an introduction and a conclusion the information provided in the text formal language. Content is very well organised and sequenced logically; for example, within and between paragraphs and throughout the writing as a whole.	4
Uses most of the key conventions appropriately for the audience, context, purpose and text type. Content is organised and sequenced logically; for example, within and between paragraphs and throughout the writing as a whole.	3
Uses some of the key conventions appropriately for the audience, context, purpose and text type. Content is usually organised and sequenced logically.	2
Uses few of the key conventions appropriately for the audience, context, purpose and text type. Ideas are disjointed with little attempt to organise or sequence them.	1
Limited use of key conventions, organisation and sequencing of ideas.	0
Total	/12

2. *Les valeurs familiales évoluent-elles de génération en génération ? Répondez à cette question en vous appuyant sur le texte puis expliquez en quoi vous vous retrouvez ou non dans des témoignages. Ecrivez environ 150 mots en anglais.*

Do family values evolve from generation to generation? Draw on the information in the testimonies provided to answer the question. Write approximately 150 words in English.

Criteria	Marks
Response to text	/4
Writes a comprehensive summary about the evolution of family values, including the following advice provided in the four testimonials: Lucienne F. advises: <ul style="list-style-type: none"> ring her often, bring her food, and occasionally offer to take care of the children family is the most important thing, family comes first, even before self important to establish a support network around the person, so that they know they are not alone. Raymond V. advises: <ul style="list-style-type: none"> help once or twice, but in the end it will be up to her to find the answer to her problems you cannot blame yourself. Pascal H. advises: <ul style="list-style-type: none"> does not know what advice to offer would tell her to stop feeling sorry for herself and to handle the situation honesty is the best medicine and she should not be afraid to say things, even if they may be upsetting it is important to deal with the situation, because it will be the children who suffer the consequences. Maude K. advises: <ul style="list-style-type: none"> send her some text messages or emails of encouragement from time to time that this is common these days, but when you see what is happening in the world: wars, famine, pollution, it helps us to put things into perspective turn the event into something positive. This is an opportunity to start from scratch and make a real contribution to the world. 	4
Writes a summary about the evolution of family values, including most of the advice listed above.	3
Writes a summary about the evolution of family values, including some of the advice listed above.	2
Ideas, opinions or comparisons may be present, but with little or no attempt to support these with advice from the text.	1
Makes little or no reference to the text.	0
Response in English	/4
Shows an excellent command of the English language. Uses a broad range of context relevant vocabulary, grammar and sentence structures, and stylistic techniques to engage the reader's interest.	4
Shows a sound command of the English language. Uses a range of mostly context relevant vocabulary, grammar and sentence structures, and some stylistic techniques to engage the reader's interest.	3
Shows a satisfactory command of the English language. Uses some vocabulary that is relevant to the context and attempts to include some simple stylistic techniques.	2
Uses a limited range of language, including vocabulary, grammar and sentence structures.	1
Ability to use language, including vocabulary and grammar, is limited.	0

Criteria	Marks
Text type and sequencing	/4
<p>Uses all the key conventions accurately for the audience, context, purpose and text type. Writes a summary, which includes:</p> <ul style="list-style-type: none"> • a title • an introduction and a conclusion • the advice provided in the four testimonies • formal language. <p>Content is very well organised and sequenced logically; for example, within and between paragraphs and throughout the writing as a whole.</p>	4
Uses most of the key conventions appropriately for the audience, context, purpose and text type. Content is organised and sequenced logically; for example, within and between paragraphs and throughout the writing as a whole.	3
Uses some of the key conventions appropriately for the audience, context, purpose and text type. Content is usually organised and sequenced logically.	2
Uses few of the key conventions appropriately for the audience, context, purpose and text type. Ideas are disjointed with little attempt to organise or sequence them.	1
Limited use of key conventions, organisation and sequencing of ideas.	0
Total	/12

ACKNOWLEDGEMENTS

Text 2 Concept and information from: Champagne, J. (2008). Le choc des générations (p. 5–La famille). *Société*. Retrieved May, 2014, from <http://clindoeil.canoe.com/societe/article1/2008/12/08/7675626-cd.html>

Sample assessment task

French: Background Language – ATAR Year 11

Task 3 – Unit 1

Assessment type: Response: Listening

Conditions

Time for the task: 40 minutes

Other items: Monolingual and/or bilingual print dictionaries permitted
Recording/Live reading of the spoken text

Task weighting

7.5% of the school mark for this pair of units

Task 3: Traditions and values in a contemporary society

(24 marks)

Listen to the two spoken texts in French, based on the topic of *Traditions and values in a contemporary society*.

Both texts will be played twice, with a pause between the first and second readings. After the second reading of each text there will be fifteen (15) minutes to answer the question for each text.

A total of thirty (30) minutes will be allocated for the completion of the two questions. Answer the questions in French or English, as specified, with the relevant information from the text.

Transcript of spoken texts

Text 1 *Pourquoi apprendre le breton à l'école ?*

Ronan et Sarah, deux lycéens habitant la Bretagne, discutent à la terrasse d'un café. Ils attendent leur amie Gwenaëlle qui est en retard.

Ronan : Bon, on commande ou on attend Gwenaëlle ? J'ai une de ces faims !

Sarah : Mais oui, elle ne va pas tarder. Ce que tu peux être impatient ! Ah ben tiens, justement là voilà.

Gwenaëlle : Désolée, je suis en retard, je sors de mon cours de breton. La prof avait du retard et j'avais des questions à lui poser.

Sarah : Tu prends des cours de breton toi ? Je ne savais pas ! Depuis quand ?

Gwenaëlle : Depuis la Seconde. Ma mère m'a un peu forcé la main au début mais en fait maintenant j'aime bien.

Ronan : Mais c'est nul d'apprendre le breton, ça sert à quoi ? Autant apprendre l'anglais, le mandarin ou l'arabe, au moins ça pourra te servir plus tard.

Sarah : En plus d'être impatient, tu es sectaire... beau tableau !

Gwenaëlle : Détrompe-toi Ronan, ça me sera vachement utile plus tard. Qui ne parle pas anglais aujourd'hui ? Ce n'est plus une langue de différenciation et moi j'ai envie de sortir du cadre de la pensée unique. C'est hyper important d'encourager l'apprentissage des langues régionales pour lutter contre le rouleau compresseur de l'uniformisation à la sauce américaine. Si personne ne parle une langue, elle est vouée à la disparition.

Ronan : Oh là là, encore un peu et tu vas nous chanter l'Internationale !

Sarah : Parce que tu crois que ça ne te concerne pas *Ronan* ? La langue bretonne fait partie du patrimoine culturel de la Bretagne, qui appartient donc aux *Bretons*... et avec un prénom comme le tien tu vas nous faire croire que ça n'a rien à voir avec toi ?!

Ronan : Désolé, mais de nos jours, apprendre une langue qui n'est parlée que par quelques centaines de milliers de locuteurs, je ne vois pas l'intérêt. J'apprends des langues pour pouvoir un jour découvrir d'autres horizons, pas pour m'enfermer dans le carcan du régionalisme.

Gwenaëlle : Franchement, tu me déçois Ronan. Quand je pense que la dernière fois que je suis venue chez toi, ton grand-père et ses amis nous a chanté tout leur répertoire de chansons bretonnes et qu'ils ont passé la soirée à rire et converser en breton... Ça ne te parle pas ? Ca ne te donne pas envie d'en apprendre plus sur ta propre culture ? Tu parles de régionalisme mais et l'impact du projet d'unification nationale alors ? Tu te rends compte qu'à partir de 1902 il était interdit de parler breton ? Les enfants étaient sévèrement punis s'ils ne parlaient pas français. Le respect des cultures passent surtout et avant tout par le respect de leurs langues.

Text 2 « Parabole » de Claudine Jacques

« Parabole », nouvelle écrite par l’auteure néo-calédonienne Claudine Jacques se déroule à la fin du XXe siècle dans une tribu de Nouvelle-Calédonie. Publiée en 2007 dans le recueil *Le cri de l’acacia*, le texte retrace quelques heures de la vie de Firmin, un adolescent d’origine kanake d’une douzaine d’années.

Dès les premières pages, le lecteur est amené à croire que Firmin n’est qu’un jeune désœuvré et insolent, sans aucun respect pour l’autorité traditionnelle, institutionnelle ou familiale. Face à lui, sa grand-mère, très probablement d’origine mélanésienne, apparaît comme une femme qui a connu une vie difficile. Travailleuse, respectueuse des traditions et un peu revêche, elle occupe cependant une place importante dans la vie et le cœur de son petit-fils qu’elle élève seule, sans que celui-ci ne soit capable de le lui avouer. Le texte illustre non seulement le fossé qui sépare tradition et modernité, extrêmes entre lesquels Firmin essaie difficilement de trouver sa place, mais il exprime plus généralement un fort sentiment d’inquiétude envers la jeunesse calédonienne, et surtout kanake, d’aujourd’hui. Au fur et à mesure que l’histoire progresse, le lecteur se rend compte que Firmin essaie en fait de trouver maladroitement sa place au sein du collectif, tiraillé entre les valeurs millénaires de son clan, dans lesquelles il ne se reconnaît guère, et la tentation de se conformer aux exigences de la bande de mauvais garçons qu’il fréquente.

Cette courte nouvelle en dit long sur les conflits générationnels mais aussi sur l’importance de la parole. Alors que Firmin ressent énormément de tendresse pour sa grand-mère, il ne peut se résoudre à lui avouer ses sentiments de peur de perdre la face devant ses amis, ceux qui, à ses yeux, sont seuls capables de lui offrir la reconnaissance à laquelle il aspire. Firmin et sa grand-mère représentent ainsi deux mondes incapables de communiquer, où tendresse rime avec faiblesse et où le surgissement de la modernité symbolisé par les « paraboles », ces antennes paraboliques, bouquets de télévision par satellite qui fleurissent au mur des maisons, suggère l’apparition de nouvelles formes d’influence difficilement compatibles avec les valeurs traditionnelles.

Nul besoin de connaître l’histoire de la Nouvelle-Calédonie sur le bout des doigts pour apprécier l’émotion qui ressort de ces quelques pages traitant d’un sujet on ne peut plus universel : Comment l’individu peut-il rester lui-même tout en trouvant sa place au sein du collectif ? Telle est la grande question que Claudine Jacques soulève. A découvrir, absolument.

Marking key for sample assessment task 3 – Unit 1

1. *Après avoir écouté la conversation suivante, résumez les points de vue de Ronan, Sarah et Gwenaëlle sur la sauvegarde du patrimoine culturel traditionnel. Ecrivez environ 150 mots en anglais en vous appuyant sur le texte.*

Listen to the conversation and drawing on the information in the text, write approximately 150 words in English, summarising the viewpoints on preserving traditions as expressed by Ronan, Sarah and Gwenaëlle.

Criteria	Marks
Response to text	/4
Writes a comprehensive summary of the viewpoints on preserving traditions i.e. the Breton language, including the following views as expressed by the three speakers: Ronan: <ul style="list-style-type: none"> • doesn't see the point of learning the Breton language – it is not a language that will be of use later on like English, Mandarin or Arabic • doesn't see the point of learning a language spoken by a few hundred thousand people • learns languages in order to discover new horizons, not out of loyalty to his region Sarah: <ul style="list-style-type: none"> • the Breton language is part of the cultural heritage of Britain Gwenaëlle: <ul style="list-style-type: none"> • her mother first made her learn the Breton language, but now she enjoys it • it is important to encourage the learning of regional languages. If no one speaks the language any more it will become extinct • learning the language makes you want to learn more about your culture • respect for the language comes before respect for the culture. 	4
Writes a summary of the viewpoints on preserving traditions i.e. the Breton language, including most of the views listed above.	3
Writes a summary of the viewpoints on preserving traditions i.e. the Breton language, including some of the views listed above.	2
Ideas, opinions or comparisons may be present, but with little or no attempt to support these with views from the text.	1
Makes little or no reference to the text.	0
Response in English	/4
Shows an excellent command of the English language. Uses a broad range of context relevant vocabulary, grammar and sentence structures, and stylistic techniques to engage the reader's interest.	4
Shows a sound command of the English language. Uses a range of mostly context relevant vocabulary, grammar and sentence structures, and some stylistic techniques to engage the reader's interest.	3
Shows a satisfactory command of the English language. Uses some vocabulary that is relevant to the context and attempts to include some simple stylistic techniques.	2
Uses a limited range of language, including vocabulary, grammar and sentence structures.	1
Ability to use language, including vocabulary and grammar, is limited.	0

Criteria	Marks
Text type and sequencing	/4
<p>Uses all the key conventions accurately for the audience, context, purpose and text type. Writes a summary, which includes:</p> <ul style="list-style-type: none"> • a title • an introduction and a conclusion • the views as expressed by the three speakers • formal language. <p>Content is very well organised and sequenced logically; for example, within and between paragraphs and throughout the writing as a whole.</p>	4
<p>Uses the key conventions appropriately for the audience, context, purpose and text type. Content is organised and sequenced logically; for example, within and between paragraphs and throughout the writing as a whole.</p>	3
<p>Uses the key conventions appropriately for the audience, context, purpose and text type. Content is usually organised and sequenced logically.</p>	2
<p>Uses few of the key conventions appropriately for the audience, context, purpose and text type. Ideas are disjointed with little attempt to organise or sequence them.</p>	1
<p>Limited use of key conventions, organisation and sequencing of ideas.</p>	0
Total	/12

2. *En quels termes la nouvelle « Parabole » évoque-t-elle le rôle des traditions et des valeurs dans une société contemporaine ? Ecrivez environ 150 mots en français en illustrant vos propos avec trois exemples tirés du texte.*

How is the role of traditions and values in a contemporary society explained in the short story *Parabole*? Write approximately 150 words in French, providing examples from the text to support your response.

Criteria	Marks
Response to text	/4
Writes a comprehensive summary of how the role of traditions and values in a contemporary society is explained in the short story, including any three of the following examples: <ul style="list-style-type: none"> Firmin does not respect family tradition, or institutional authority. His grandmother, however, upholds tradition the story illustrates the gap between tradition and modernity, and Firmin struggles to find his place in either. More generally, the story expresses a strong sense of concern for Caledonian Kanak youth Firmin is actually trying to find his place in society, and is torn between the millennia of his family's values, and temptation to comply with his friends and their values this short story tells a lot about generational conflicts, but also the importance of communication. While Firmin feels a lot of affection for his grandmother, he cannot bring himself to admit his feelings for fear of losing face in front of his friends Firmin and his grandmother live in two different worlds and are unable to communicate. 	4
Writes a summary of how the role of traditions and values in a contemporary society is explained in the short story, including two of the examples listed above.	3
Writes a summary of how the role of traditions and values in a contemporary society is explained in the short story, including one of the examples listed above.	2
Ideas may be present, but with little or no attempt to support these with examples from the text.	1
Makes little or no reference to the text.	0
Linguistic resources (Accuracy and range)	/4
Uses a broad range of language, including vocabulary, grammar and a variety of sentence structures appropriate to the context and purpose of writing.	4
Uses a range of language, including vocabulary, grammar and sentence structures mostly accurately.	3
Uses language, including vocabulary, grammar and sentence structures, that is suitable and mostly accurate.	2
Uses a limited range of language, including vocabulary, grammar and sentence structures.	1
Ability to use language, including vocabulary and grammar, is limited.	0
Text type and sequencing	/4
Uses all the key conventions accurately for the audience, context, purpose and text type. Writes a summary, which includes: <ul style="list-style-type: none"> a title an introduction and a conclusion three of the examples provided in the text formal language. Content is very well organised and sequenced logically; for example, within and between paragraphs and throughout the writing as a whole.	4
Uses most of the key conventions appropriately for the audience, context, purpose and text type. Content is organised and sequenced logically; for example, within and between paragraphs and throughout the writing as a whole.	3
Uses some of the key conventions appropriately for the audience, context, purpose and text type. Content is usually organised and sequenced logically.	2
Uses few of the key conventions appropriately for the audience, context, purpose and text type. Ideas are disjointed with little attempt to organise or sequence them.	1
Limited use of key conventions, organisation and sequencing of ideas.	0
Total	/12

Sample assessment task

French: Background Language – ATAR Year 11

Task 10 – Unit 2

Assessment type: Oral communication

Conditions

Time for the task: Preparation time 10 minutes
Interview 10–12 minutes

Other items: Monolingual and/or bilingual print dictionaries permitted during preparation time

Task weighting

10% of the school mark for this pair of units

Task 10: French identity in the Australian context

(20 marks)

Participate in an interview with a speaker of French who is interested in finding out your opinions and experiences on the topic of *French identity in the Australian context*.

Time allocation for your talk is approximately 10–12 minutes.

Notes for teachers

Students will participate in an oral interview with a speaker of French. This speaker may be the classroom teacher, another teacher of French or a French aide. The speaker of French will conduct an interview where he/she will ask a number of questions in French on the prescribed topic, *French identity in the Australian context*.

The teacher is to allocate approximately 10–12 minutes per interview.

Below are some questions teachers may find helpful:

- A-t-il toujours été facile de grandir avec (au minimum) deux cultures ? Quels en sont les avantages et les inconvénients ?*
- D'après vous, qu'est-ce qui caractérise la culture française aux yeux des Australiens ? Partagez-vous leur opinion ?*
- D'après vous, qu'est-ce qui caractérise la culture australienne aux yeux d'un Français ou d'un Francophone ? Partagez-vous leur opinion ?*
- Quelle place votre culture francophone d'origine occupe-t-elle dans votre vie ?*
- Vous intéressez-vous à la culture populaire française, à ses films, sa musique, ses stars ? Expliquez.*
- Retournez-vous souvent en France ou dans le pays francophone d'origine de vos parents ? Comment se traduit l'expérience du retour ?*
- D'après vous, qu'est-ce que le bilinguisme ? Vous sentez-vous bilingue ?*

In preparation for this task students are to be given the opportunity to research, discuss and make notes on the topic, before participating with a partner exchanging information (questioning and responding) and maintaining a conversation about *French identity in the Australian context*.

Marking key for sample assessment task 10 – Unit 2

Criteria	Marks
Topic – Content and relevance of response	/6
Engages in a meaningful discussion. Comprehends all questions and provides a wide range of relevant information, ideas and opinions. Observes all conversational conventions, such as taking turns, using fillers and appropriate register.	6
Engages in a meaningful discussion. Comprehends all questions and provides a good range of relevant information, ideas and opinions. Observes all conversational conventions, such as taking turns, using fillers and appropriate register.	5
Engages in a discussion. Comprehends all questions and provides a satisfactory range of relevant information, ideas and opinions. Sometimes uses memorised text, but is able to incorporate it into the conversation. Observes most conversational conventions, such as taking turns, using fillers and appropriate register.	4
Participates in a discussion. Comprehends most questions and provides some relevant information, ideas and opinions. Frequently uses memorised text and has difficulty incorporating it into the conversation. Observes some conversational conventions, such as taking turns, using fillers and appropriate register.	3
Participates in a fragmented discussion. Comprehends anticipated and familiar questions and provides some information, ideas and opinions. Relies on memorised text. Observes few conversational conventions, such as taking turns, or using fillers and appropriate register.	2
Participates in a fragmented discussion. Comprehends familiar questions and comments and provides limited information and few ideas or opinions. Relies heavily on memorised text.	1
Fails to respond or uses another language in responses. Provides inadequate information.	0
Linguistic resources – Accuracy	/4
Applies the rules of grammar and syntax accurately and consistently. Makes minor errors in structures which do not affect meaning.	4
Applies the rules of grammar and syntax mostly accurately and consistently. Makes errors in a range of structures which do not affect meaning.	3
Applies the rules of grammar with a satisfactory level of accuracy and reasonable consistency. Makes errors which sometimes impede meaning.	2
Applies the rules of grammar with little accuracy or consistency. Makes errors which impede meaning.	1
Fails to apply rules of grammar with any accuracy or consistency. Makes frequent errors which impede meaning.	0
Linguistic resources – Vocabulary and range	/4
Uses a wide range of contextually relevant vocabulary, expressions, grammar and sentence structure. Engages the audience.	4
Uses a sound range of contextually relevant vocabulary, expressions, grammar and sentence structure. Engages the audience.	3
Uses a satisfactory range of vocabulary, grammar and sentence structure.	2
Uses basic and repetitive vocabulary, grammar and sentence structure.	1
Uses inadequate vocabulary, grammar and sentence structure.	0
Speech – Pronunciation and intonation	/3
Uses clear and comprehensible pronunciation and excellent intonation.	3
Uses acceptable pronunciation and intonation.	2
Sometimes uses unclear or inaccurate pronunciation and intonation.	1
Uses unclear and inaccurate pronunciation and intonation.	0
Speech – Flow	/3
Speaks confidently and naturally. Uses appropriate fillers where thinking time is required.	3
Speaks with some confidence, although hesitates at times.	2
Speaks with some hesitation and/or repetition.	1
Hesitates and pauses frequently.	0
Total	/20

Sample assessment task

French: Background Language – ATAR Year 11

Task 11 – Unit 2

Assessment type: Written communication

Conditions

Time for the task: 45 minutes

Other items: Monolingual and/or bilingual print dictionaries permitted

Task weighting

10% of the school mark for this pair of units

Task 11: Media and communication

(16 marks)

Vivre à l'ère des nouvelles technologies, où nous avons plus que jamais accès à ce qui se raconte sur les stars, que ce soit à la télévision, à la une des magazines ou sur les blogs, soulève la question suivante : quels sont les effets de la culture « people » sur la jeune actuelle ? Ecrivez une conversation entre deux personnes d'avis différents sur le culte voué aux stars. Ecrivez environ 200 mots en français.

Living in a technological era, where we have more contact with celebrity gossip than we have ever had, on television, magazine covers, in Internet blogs and in the movies, we are faced with a question: what are the effects that superstars have on our youth? Write a conversation between two people who have opposing views on the culture of celebrity. Write approximately 200 words in French.

Marking key for sample assessment task 11 – Unit 2

Criteria	Marks
Content	/8
Produces a persuasive writing text, showing a high degree of relevance and originality, and depth of content. Elaborates on the topic of the culture of celebrity, and in particular the effect of superstars on youth. Presents a well-structured, logical argument between two people who have opposing viewpoints on the topic.	7–8
Produces a persuasive writing text, showing some relevance and originality, and depth of content. Elaborates on the topic of the culture of celebrity, and in particular the effect of superstars on youth. Presents a structured, logical argument, between two people who have opposing viewpoints on the topic.	5–6
Produces a persuasive writing text, showing, partial relevance and depth of content. Discusses the topic of the culture of celebrity, and in particular the effect of superstars on youth. Presents some logical arguments, between two people who have opposing viewpoints on the topic.	3–4
Produces a persuasive writing text, showing relevance and some depth of content. Discusses the topic of the culture of celebrity, and in particular the effect of superstars on youth, showing some ability to support two opposing viewpoints.	1–2
Limited originality and awareness of the kind of writing, narrative perspective or content required for the task.	0
Linguistic resources (Accuracy and range)	/4
Uses a broad range of language, including vocabulary, expressions, grammar and sentence structures, with a very high level of accuracy. Stylistic techniques are successfully used to engage the reader's interest.	4
Uses a sound range of language, including vocabulary, expressions, grammar, and stylistic techniques, with a high level of accuracy. Simple stylistic techniques are used to engage the reader's interest.	3
Uses language, including vocabulary, expressions, grammar, and stylistic techniques, that is suitable, with some accuracy. Some simple stylistic techniques appropriate to the task may be attempted.	2
Uses language, including vocabulary, grammar, and stylistic techniques, that is usually suitable, with some accuracy.	1
Ability to use language, including vocabulary and grammar, with limited accuracy.	0
Text type and sequencing	/4
Uses all the key conventions accurately for the audience, context, purpose and text type. Writes the script of a conversation between two people who have opposing views on the culture of celebrity. The persuasive text includes: <ul style="list-style-type: none"> • a title • two speakers • an exchange of opening salutations followed by a question or a statement • a two-way sustained interaction • logical reasons and supporting evidence to defend a position and sway reader towards a particular viewpoint • language that is authentic, informal and conversational in style, sometimes with the use of exaggeration, superlatives, and humour to convince the reader. Content is very well organised and sequenced logically; for example, within and between paragraphs and throughout the writing as a whole.	4
Uses most of the key conventions appropriately for the audience, context, purpose and text type. Content is organised and sequenced logically; for example, within and between paragraphs and throughout the writing as a whole.	3
Uses some of the key conventions appropriately for the audience, context, purpose and text type. Content is usually organised and sequenced logically.	2
Uses few of the key conventions appropriately for the audience, context, purpose and text type. Ideas are disjointed with little attempt to organise or sequence them.	1
Limited use of key conventions, organisation and sequencing of ideas.	0
Total	/16