



SAMPLE ASSESSMENT TASKS

FRENCH: SECOND LANGUAGE
ATAR YEAR 11

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Sample assessment task

French: Second Language – ATAR Year 11

Task 2 – Unit 1

Assessment type: Response: Listening

Conditions

Time for the task: 60 minutes

Other items: French/English and English/French dictionary permitted
Recording/Live reading of the spoken texts

Task weighting

7.5% of the school mark for this pair of units

Task 2: French sports and leisure

(33 marks)

Listen to the three spoken texts in French, based on the topic *French sports and leisure*.

All texts will be played twice. There will be a short pause between the first and second readings. After the second reading, there will be time to answer the questions. Answer all questions in English with the relevant information.

Text 1 *Publicité pour le Mont-Sainte-Anne*

(7 marks)

Question 1

Listen to the radio advertisement and tick (✓) the correct response to complete each statement.

(3 marks)

(a) This advertisement would interest a family with

- two children aged 10 and 11.
- a six-month old baby.
- no children.
- two children aged 14 and 15.

(b) The *Club des jeunes* is situated in a

- village at the foot of a mountain.
- hotel on the ski slopes.
- village on a mountain top.
- hotel 5km from a village.

(c) The *Club des jeunes* is open

- only in summer.
- only in the ski season.
- all year round.
- only at Christmas.

Question 2

Complete the following sentences with information from the radio advertisement. (4 marks)

- (a) Supper is varied and _____.
- (b) Club members can participate in a _____ competition.
- (c) Club members can learn _____.
- (d) Another activity on offer is _____.

Text 2 *Henri aime le sport !* (11 marks)

Question 3

What type of sport does Henri adore? (1 mark)

Question 4

Describe Ardeche. (2 marks)

Question 5

List the **two (2)** water sports Henri mentions. (2 marks)

1. _____

2. _____

Question 6

What **three (3)** reasons does he give for enjoying these sports? (3 marks)

1. _____
2. _____
3. _____

Question 7

What other sport does Henri mention? (1 mark)

Question 8

Apart from sport what does Henri do in his free time? (2 marks)

Text 3 Angélique – fana de surf (15 marks)

Question 9

What is Biarritz known for? (1 mark)

Question 10

What happens in summer? (2 marks)

Question 11

What does Angélique do in summer? (2 marks)

Question 12

List the sports mentioned in the text that Angélique likes and dislikes.

(5 marks)

Likes	Dislikes
<ul style="list-style-type: none">• •	<ul style="list-style-type: none">• • •

Question 13

What does Angélique say about television programs?

(2 marks)

Question 14

How does Angélique spend her weekends?

(3 marks)

Transcript of spoken texts

Text 1 *Publicité pour le Mont-Sainte-Anne*

Mont-Sainte-Anne : station de ski et sports d'hiver : c'est le paradis pour toute la famille. Après une journée sur les pistes, pendant que les grandes personnes se décontractent, les jeunes de 13 à 17 ans peuvent s'amuser dans notre Club des Jeunes.

Le club est situé à l'intérieur de notre hôtel, dans un village au pied des montagnes.

Attention : Le club n'est ouvert que durant la saison de ski.

Nous organisons :

- souper varié et nutritif
- disco et concours de danse
- cours de chansons populaires, et
- jeux de société.

Text 2 *Henri aime le sport !*

J'adore les sports extrêmes aquatiques. Je vis dans l'Ardèche et il y a plein de gorges et de torrents. Je fais beaucoup de rafting et de canyoning. On est en plein nature, ça recharge les batteries. Il y a aussi une certaine prise de risque et ça, j'adore. Je suis vraiment en bonne forme. J'aime aussi faire du vélo. J'ai un vélo tout-terrain et j'en fais tous les jours. Si c'est un jour où je ne fais pas quelque chose de sportif, j'aime lire des bandes dessinées. Je trouve qu'elles sont super cool !

Text 3 *Angélique – fana de surf*

J'habite à Biarritz et il y a de bonnes plages pour le surf. Je suis fana de surf. L'été tous les vacanciers arrivent pour profiter du soleil et des plages. Alors je voyage moi-même en été. Je vais surfer à l'étranger. J'aime aussi le ski, mais je déteste le football, la boxe et le rugby. Je déteste aussi les émissions sportives à la télé. Je regarde surtout les émissions musicales et la télé-réalité. J'adore *Nouvelle Star*, c'est un peu comme *The Voice : la plus belle voix*. Le weekend, j'aime aller au café avec mes amis, on prend un sandwich et après on fait du shopping en ville.

Marking key for sample assessment task 2 – Unit 1

Text 1 *Publicité pour le Mont-Sainte-Anne***(7 marks)**

Response	Marks
Question 1	/3
(a) This advertisement would interest a family with two children aged 14 and 15 .	1
(b) The <i>Club des Jeunes</i> is situated in a village at the foot of a mountain .	1
(c) The <i>Club des Jeunes</i> is open only in the ski season .	1
Question 2	/4
(a) Supper is varied and nutritious	1
(b) Club members can participate in a dance/disco dancing competition.	1
(c) Club members can learn popular songs	1
(d) Another activity on offer is board games (or similar)	1
Total	/7

Text 2 *Henri aime le sport !***(11 marks)**

Response	Marks
Question 3	/1
extreme water sports	1
Question 4	/2
full of gorges and torrents	1 1
Question 5	/2
rafting	1
canyoning	1
Question 6	/3
immersed in nature	1
recharges the batteries	1
(certain) amount of risk	1
Question 7	/1
(mountain) bike riding	1
Question 8	/2
reads	1
comics	1
Total	/11

Text 3 Angélique – fana de surf

(15 marks)

Response		Marks
Question 9		/1
good beaches for surfing		1
Question 10		/2
many vacationers/holiday makers arrive		1
to enjoy the sun and the beaches		1
Question 11		/2
travels abroad		1
to go surfing/to surf		1
Question 12		/5
likes	swimming	1
	skiing	1
dislikes	soccer	1
	boxing	1
	rugby	1
Question 13		/2
she hates sports programs		1
she loves music shows and reality shows		1
Question 14		/3
she likes to go to coffee with friends		1
they have a bite to eat/eat a sandwich		1
then they go shopping in the city.		1
Total		/15

Sample assessment task

French: Second Language – ATAR Year 11

Task 4 – Unit 1

Assessment type: Written communication

Conditions

Time for the task: 45 minutes

Other items: French/English and English/French dictionary permitted

Task weighting

10% of the school mark for this pair of units

Task 4: Leading a healthy lifestyle

(20 marks)

The popular French website *Bloggermania.fr* has asked its teenage readers to tell them how they are trying to maintain an active and healthy lifestyle.

Read the questions provided in the blog and write a blog posting in response.

In your response provide your opinion on healthy eating and your advice to young people who want to keep fit and healthy. Write approximately 150 words in French.



Rester en forme !



Quels conseils donneriez-vous à un jeune qui veut rester en forme et en bonne santé ?

A votre avis, est-il important d'avoir une alimentation saine ?

Dites-nous... votre avis nous intéresse...

Blog
threads

- New
- Old
- FAQ
- Sign up



Marking key for sample assessment task 4 – Unit 1

Criteria	Marks
Topic – Content and relevance of response	/6
Write a blog posting on the French youth website that provides all the required content by <ul style="list-style-type: none"> giving an opinion on healthy heating providing advice to young people who want to keep fit and healthy. Uses effective and relevant details to elaborate.	6
Provides most of the required content and relates it to the question. Uses relevant details to elaborate.	5
Provides relevant content and covers a range of aspects of the question. Uses details to elaborate.	4
Provides generally relevant content and relates it somewhat to the question. Uses limited details to elaborate.	3
Provides some content that superficially addresses some of the information in the question.	2
Provides content with little relevance to the question.	1
Provides content with no relevance to the question.	0
Linguistic resources – Accuracy	/6
Applies the rules of grammar (agreements, objects, conjugation, tense and mood) and syntax accurately and consistently. Uses a range of complex structures with some errors. Makes minor errors occasionally, but inaccuracies do not affect meaning or flow.	6
Applies the rules of grammar (agreements, conjugation, tense and mood) and syntax accurately and consistently. Uses a range of structures with some errors. Makes errors occasionally, but inaccuracies do not affect meaning or flow.	5
Applies the rules of grammar (including agreements, tense and mood) and syntax with a satisfactory level of accuracy and consistency. Uses a range of simple structures correctly. Makes errors, but inaccuracies do not affect meaning.	4
Applies the rules of grammar (including agreements, tense and mood) and syntax with a satisfactory level of accuracy. Uses simple structures correctly most of the time. Makes errors, with inaccuracies occasionally affecting meaning.	3
Applies the rules of grammar (including agreements, tense and mood) and syntax inadequately and inconsistently. Uses a limited range of structures. Relies on syntax of another language. Makes errors, and inaccuracies impede understanding.	2
Applies the rules of grammar (including agreements, tense and mood) and syntax inaccurately. Uses a limited range of structures. Relies heavily on syntax of another language. Makes frequent errors.	1
Fails to apply the rules of grammar with any accuracy or consistency. Uses only single words and short phrases. Relies heavily on syntax of another language.	0
Linguistic resources – Vocabulary and range	/5
Uses contextually relevant vocabulary and a wide range of expressions. Effectively engages the audience.	5
Uses contextually relevant vocabulary and a range of expressions. Engages the audience.	4
Uses relevant vocabulary and a range of expressions. Engages the audience.	3
Uses mostly relevant vocabulary and expressions.	2
Uses repetitive, basic vocabulary. Relies on cognates.	1
Uses limited vocabulary. Relies on cognates.	0
Text types – Conventions and sequencing	/3
Writes a blog posting on the website containing all the key conventions, including: <ul style="list-style-type: none"> a salutation at the beginning and a signature at the end formal language a range of tenses, including the present and the past tense. Sequences information cohesively and coherently.	3
Uses most of the key conventions of the text type. Sequences information to some extent.	2
Uses few of the key conventions of the text type. Limited organisation of information impedes the flow and understanding.	1
Does not observe the conventions of the text type and does not sequence ideas.	0
Total	/20

Sample assessment task

French: Second Language – ATAR Year 11

Task 7 – Unit 2

Assessment type: Oral communication

Conditions

Time for the task: Preparation time 10 minutes
Interview 8–10 minutes

Other items: Planning sheet
French/English and English/French dictionary permitted during research and preparation time

Task weighting

5% of the school mark for this pair of units

Task 7: My travel tales and plans

(20 marks)

Participate in an interview with a speaker of French who is interested in finding out about your plans for a holiday abroad.

Before the interview takes place you will be given the opportunity to choose a country, research why it would make an ideal country to visit (population, geography, places of significance, cultural events etc.), and make notes. Use the planning sheet to prepare for the interview.

At the interview use the notes you have made to talk about your plans for a holiday to the country you have researched. Provide as much information as you can.

Time allocation for your interview is approximately 8–10 minutes.

Planning sheet

You will participate in an interview with a speaker of French who is interested to find out about your plans for a holiday abroad.

Use the planning sheet below in preparation for the interview.

Quel pays ?

Pourquoi ?

Quelle saison ? Quel mois ?

Pourquoi ?

Ce qu'il faut voir

Ce qu'il faut faire

D'autres choses importantes ou amusantes

Notes for teachers

Students will participate in an 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, *My travel tales and plans*.

The teacher is to allocate approximately Interview 8–10 minutes per interview.

Students may use the planning sheet to assist them in preparing for the interview. Teachers may adapt the questions on the planning sheet to suit. Below are some questions teachers may find helpful.

- Où partez-vous en vacances ?*
- Quelle sorte de vacances préférez-vous ?*
- Pourquoi vous préférez ce pays aux autres ? Expliquez en deux ou trois phrases les raisons de votre choix.*
- Quels sont les préparatifs qu'il faut faire avant de partir à l'étranger ?*
- Qu'est-ce que vous faites là-bas ? Décrivez les meilleures activités de la région.*
- Quels conseils donneriez-vous à un/une jeune qui voudrait passer quelques semaines dans ce pays ? Quelles sont les activités que vous aimeriez faire ? (aller à la campagne, en ville, à la mer etc.)*
- Quel(s) genre(s) d'activités pensez-vous faire pendant votre séjour ?*
- Est-ce qu'il y a un endroit particulier que vous voudriez visiter ?*
- Qu'est-ce qu'on peut voir/faire dans ce pays ?*
- Quels sont les endroits que vous montreriez à un Australien/une Australienne dans ce pays et pourquoi ?*
- Quels sont les monuments historiques que vous voudriez visiter ?*
- Est-ce qu'il y a d'autres choses importantes ou amusantes, que vous voudriez me raconter ?*

Before attempting this task the students must be given opportunity to choose a country, research why it would make an ideal country to visit (population, geography, places of significance, cultural events etc.), and make notes. In preparation for this task students are to be given the opportunity to practise spoken interaction by participating with a partner in exchanging information (questioning and responding) and maintaining a conversation talking about a trip abroad.

Marking key for sample assessment task 7 – 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, 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 (including agreements, tense and mood) and syntax accurately and consistently. Makes minor errors in structures which do not affect meaning.	4
Applies the rules of grammar (including agreements, tense and mood) and syntax mostly accurately and consistently. Makes errors in a range of structures which do not affect meaning.	3
Applies the rules of grammar (including agreements, tense and mood) with a satisfactory level of accuracy and reasonable consistency. Makes errors which sometimes impede meaning.	2
Applies the rules of grammar (including agreements, tense and mood) 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 contextually relevant vocabulary and a range of expressions, grammar and sentence structure. Engages the audience.	4
Uses relevant vocabulary, expressions, grammar and sentence structure. Engages the audience.	3
Uses mostly relevant vocabulary, grammar and sentence structure. Engages the audience.	2
Uses basic and repetitive vocabulary and sentence structure.	1
Uses limited vocabulary. Relies on cognates.	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: Second Language – ATAR Year 11

Task 9 – Unit 2

Assessment type: Response: Viewing and reading

Conditions

Time for the task: 60 minutes

Other items: French/English and English/French dictionary permitted

Task weighting

7.5% of the school mark for this pair of units

Task 9: Australia as a travel destination

(31 marks)

Australia has always been seen as a tourist destination for French travellers. Read the following articles and write responses in English to all the questions provided.

Text 1 *Donnez rendez-vous à vos vacances de rêves !*

(18 marks)



[Image: Schaffer, C. (2003). *Carol backpacking through India*. Retrieved April, 2014, from <http://flickr.com/photos/praziquantel/30111378> Licensed under Creative Commons [Attribution 2.0 Generic](#) licence.]

En quelques années l’Australie s’est imposée comme l’une des destinations en vogue. Et on peut le comprendre ! Le pays est immense et d’une diversité inouïe, les Australiens chaleureux et les trajectoires multiples !

Vous voulez voyager, vous avez besoin d’une année de coupure pour faire le point sur votre vie, besoin d’aller voir ailleurs ?

Vous aimeriez tout simplement apprendre l’anglais ou mieux le parler ? L’Australie est à portée de main, lancez-vous !

Besoin de travail ? Imprimez vos CV, frappez à toutes les portes et vous trouverez rapidement un emploi, vous en serez même étonné !

Du soleil, des plages, de la culture, des coins sublimes et isolés ? Partez avec un tour ou louez un van à plusieurs et vous découvrirez votre coin de paradis !

Sur ce site nous vous aidons à organiser votre voyage : comment obtenir un visa, quelles formalités sur place, où se loger, à quelle période aller dans tel ou tel endroit, nos bons plans de toutes sortes, tours adaptés au budget et à l’humeur du *backpacker*... Que vous soyez fêtard invétéré ou un solitaire soucieux de calme et de découverte culturelle, vous trouverez ici votre bonheur !

Première étape, le choix du visa qui vous convient le mieux selon le type de voyage que vous envisagez.

Le visa touriste (ETA) vous permet de séjourner en Australie jusqu'à 3 mois dans un contexte de voyage/loisirs mais ne vous permet pas de travailler.

Le visa étudiant est nécessaire si vous venez en Australie pour étudier, pour prendre des cours d'anglais par exemple. Ce visa vous autorise à travailler un maximum de 20 heures par semaine.

Le « working holiday visa » est valable un an à partir de la date d'entrée en Australie et vous offre l'opportunité de travailler et de voyager à votre rythme. Vous pouvez travailler jusqu'à 6 mois pour le même employeur, et il est également possible de prolonger votre WHV d'un an supplémentaire sous certaines conditions.

[Text adapted from: Rendez-vous Australie. (n.d.). *Donnez rendez-vous à vos rêves de vacances!* Retrieved October, 2012, from www.rdvaustralie.com]



[Image: Konstantin, C. (2007). *Maze Backpackers Hostel type thingy*. Retrieved April, 2014, from https://c2.staticflickr.com/2/1250/670047447_898c9d6c49_z.jpg
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Question 1

Why has Australia become a fashionable destination?

(2 marks)

Question 2

The article provides **two (2)** reasons connected to the English language as to why French travellers might want to come to Australia. What are they? (2 marks)

1. _____
2. _____

Question 3

What advice is given to travellers about how to find work while visiting Australia? (2 marks)

Question 4

How do travellers go about finding their own 'corner of paradise'? (2 marks)

Question 5

Indicate with a tick (✓) whether the following statements are true or false. (5 marks)

Statement	True	False
(i) There is information on this site about where to stay.		
(ii) Travellers can find information about how long to spend travelling from place to place on this site.		
(iii) On this site there is information about cheap tours for backpackers with a sense of humor.		
(iv) There is something on this site for travellers who love to party.		
(v) Travellers who are lonely and want to meet travelling companions will find information for them on this site.		

Question 6

Complete this grid about the different visas available, focusing on the working rights they give to French visitors. (5 marks)

Visa	Working Rights
<i>Le visa touriste</i>	•
<i>Le visa étudiant</i>	• •
<i>Le working holiday visa</i>	• •

Text 2 *Vivre en famille d'accueil***(13 marks)**

Monsieur Gérard helps prepare French students for their trip to Australia. Read his article.

Passer une année à l'étranger est une excellente opportunité pour vivre et apprendre une langue. L'hébergement en famille d'accueil vous permet de vous familiariser avec la culture du pays, de progresser dans la langue et de vous faire des amis.

Pendant la semaine, vous prendrez le petit-déjeuner et le dîner en famille ; le week-end, vous serez en pension complète.

Un des critères de sélection en ce qui concerne la famille d'accueil est l'appréciation des élèves des années antérieures, alors il est important de nous communiquer vos impressions pendant votre séjour.

Les principes suivants vous aideront à vous intégrer plus facilement dans la famille :

- Adoptez une attitude positive et un esprit ouvert en essayant de vous intégrer.
- Gardez votre chambre propre et rangée.
- Proposez de faire quelques tâches ménagères.
- Prévenez votre famille si vous pensez rentrer tard ou devez manquer un repas.
- Passez un peu de temps chaque jour à parler avec votre famille et partagez vos expériences et votre humeur avec eux.
- Exprimez-vous toujours en anglais.
- Demandez la permission avant d'utiliser Internet ou de passer un appel téléphonique.

Pour vivre un véritable échange culturel et faire partager les richesses de votre région et de votre pays à votre famille d'accueil, n'oubliez pas d'emmener des photos de vos proches et de votre ville d'origine, des morceaux de musique traditionnelle et quelques recettes typiques de chez vous.

Mieux comprendre votre propre culture vous aidera à vous familiariser avec le culture d'accueil et à la respecter. Apprendre à accepter la différence est un bon moyen de mûrir !

Question 7

According to M Gérard, what are the benefits of staying with a host family?

(3 marks)

Question 8

Is the following statement true or false? Indicate with a tick (✓) the correct answer. (1 mark)

	True	False
In the host family you will eat all meals together every day.	<input type="checkbox"/>	<input type="checkbox"/>

Question 9

According to the text, what information can be used to select host families? (2 marks)

Question 10

M Gérard suggests rules that will help students to settle in. Place a tick (✓) alongside the ones mentioned. (2 marks)

- Keep your room clean and tidy.
- Do the housework.
- Let them know if you are staying out overnight.
- Always talk to them in French.
- Ask for permission to use the telephone.

Question 11

List **three (3)** ways to promote a real exchange of cultures (3 marks)

1. _____
2. _____
3. _____

Question 12

According to the text, why would participating in an exchange be a good way to help you mature?
(2 marks)

Marking key for sample assessment task 9 – Unit 2

Text 1 *Donnez rendez-vous à vos rêves de vacances !*

Response		Marks
Question 1		/2
Any TWO of the following: <ul style="list-style-type: none"> • huge country with unheard of diversity • Australians are welcoming/warm • there are many trips/ ways of travelling 		1–2
Question 2		/2
to learn English		1
to speak it better		1
Question 3		/2
print out your CV		1
go and knock on doors		1
Question 4		/2
go on an organised tour		1
rent a van with several other people		1
Question 5		/5
(i) There is information on this site about where to stay.	T	1
(ii) Travellers can find information about how long to spend travelling from place to place on this site.	F	1
(iii) On this site there is information about cheap tours for backpackers with a sense of humour.	F	1
(iv) There is something on this site for travellers who love to party.	T	1
(v) Travellers who are lonely and want to meet travelling companions will find information for them on this site.	F	1
Question 6		/5
<i>Le visa touriste</i>	Not allowed to work.	1
<i>Le visa étudiant</i>	Allowed to work.	1
	Maximum 20 hours per week.	1
<i>Le working holiday visa</i>	Allowed to work for one year.	1
	Can work for the same employer for up to 6 months.	1
Total		/18

Text 2 Vivre en famille d'accueil

Response		Marks
Question 7		/3
You get to know a new culture.		1
You make progress/get better in the language.		1
You make friends (for life).		1
Question 8		/1
True		1
Question 9		/2
They use comments/reactions/feedback		1
from students who stayed with the family / them in the years before or prior		1
Question 10		/2
Keep your room clean and tidy.	✓	1
Do the housework.		
Let them know if you are staying out overnight.		
Always talk to them in French.		
Ask for permission to use the telephone.	✓	1
Question 11		/3
1. Bring photos of your family and the town where you live.		1
2. Bring a CD with traditional (typical) music (from your country).		1
3. Bring a traditional recipe.		1
Question 12		/2
If you understand your culture better		1
you learn to appreciate and participate in another culture (you learn to accept and respect differences)		1
Total		/13