



SAMPLE ASSESSMENT TASKS

FRENCH: SECOND LANGUAGE
GENERAL YEAR 11

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Sample assessment task

French: Second Language – General Year 11

Task 2 – Unit 1

Assessment type: Oral communication

Conditions

Time for the task: Preparation time 10 minutes

Conversation 4–5 minutes

Other items: Planning sheet

French/English and English/French dictionary permitted during preparation time

Task weighting: 10% of the school mark for this pair of units

Task 2: My world, your world

(18 marks)

Participate in a conversation with a speaker of French who is interested in finding out about aspects of your lifestyle, interests and social activities.

Before the conversation takes place you will be given the opportunity to discuss and make notes on the topic, before participating with a partner by exchanging information, questioning and responding, and maintaining a conversation. Use the planning sheet provided to prepare for the conversation.

During the conversation use your notes to talk about aspects of your lifestyle, interests and social activities. Provide as much information as you can.

The time allocated for your conversation is approximately 4–5 minutes.

Planning sheet

You will participate in a conversation with a speaker of French who is interested in finding out about aspects of your lifestyle, interests and social activities.

Use the planning sheet below in preparation for the conversation.

Décrivez-vous en quelques mots

Qu'est-ce que vous aimez faire ?

Votre routine quotidienne

Qu'est-ce que vous avez fait le week-end
dernier ?

Qu'est-ce que vous allez faire ce week-end ?

Notes for teachers

Students will participate in a conversation 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 instigate the conversation and ask a number of questions in French on the prescribed topic, My world, your world.

Allocate approximately 4–5 minutes per conversation.

In preparation for this task, students are to be given the opportunity to discuss and make notes on the topic, before participating with a partner by exchanging information, questioning and responding, and maintaining a conversation.

Students may use the planning sheet to assist them in preparing for the conversation.

Below are some questions which may be helpful.

- *Comment vous appelez-vous ?*
- *De quelle nationalité êtes-vous ?*
- *Où habitez-vous ?*
- *Décrivez votre banlieue.*
- *Décrivez votre personnalité.*
- *Décrivez votre famille.*
- *Comment est votre meilleur(e) ami(e) ?*
- *Quels sports faites-vous ?*
- *Décrivez une semaine typique.*
- *Décrivez une journée typique (un jour de la semaine ou un jour du week-end).*
- *Parlez-moi de votre routine quotidienne. À quelle heure vous-vous levez le matin ? etc.*
- *Qu'est-ce que vous faites quand vous rentrez chez vous ?*
- *Qu'est-ce que vous faites pour aider à la maison ?*
- *Quelles tâches ménagères faites-vous souvent ?*
- *Est-ce que vous sortez (souvent) pendant la semaine ? Où allez-vous ? Avec qui ?*
- *Qu'est-ce que vous aimez faire le week-end ?*
- *Qu'est-ce que vous allez faire ce week-end ?*
- *Décrivez votre week-end idéal.*
- *Est-ce qu'il y a d'autres choses importantes ou amusantes, que vous voudriez me raconter ?*

Marking key for sample assessment task 2 – Unit 1

Criteria	Marks
Comprehension	/3
Comprehends most or all questions and comments related to their lifestyle, interests and social activities. Makes few or no requests for clarification.	3
Comprehends some familiar questions and comments related to their lifestyle, interests and social activities. Makes some requests for clarification.	2
Comprehends few questions and comments related to their lifestyle, interests and social activities. Requests clarification frequently, relying heavily on marker support.	1
Response (relevance and depth of information)	/4
Engages in a comprehensive conversation. Provides a range of relevant information, ideas and opinions related to the topic. Observes the conventions of a conversation, taking turns, using fillers and an appropriate register.	4
Participates in a conversation. Provides some relevant information, ideas and opinions related to the topic. Sometimes uses memorised text but is able to incorporate it into the conversation. Observes the conventions of a conversation, taking turns, using fillers and an appropriate register.	3
Participates in a fragmented conversation. Relies on memorised text to provide some information, ideas and opinions related to the topic. Observes some conventions of a conversation, taking turns, using fillers and an appropriate register.	2
Participates in a fragmented discussion. Relies heavily on memorised text and/or provides limited information and few ideas or opinions related to the topic.	1
Language accuracy (grammar)	/4
Applies the rules of grammar (including agreements, tense and mood) and syntax accurately and consistently.	4
Applies the rules of grammar (including agreements, tense and mood) and syntax mostly accurately and consistently.	3
Applies the rules of grammar (including agreements, tense and mood) with a satisfactory level of accuracy and reasonable consistency.	2
Applies the rules of grammar (including agreements, tense and mood) with little accuracy or consistency.	1
Language range (vocabulary and grammar)	/4
Uses contextually relevant vocabulary and a range of expressions, grammar and sentence structure.	4
Uses contextually relevant vocabulary, expressions, grammar and sentence structure.	3
Uses mostly contextually relevant vocabulary, grammar and sentence structure.	2
Uses repetitive basic vocabulary, grammar and sentence structure. Relies on cognates.	1
Speech (fluency and articulation)	/3
Speaks confidently and naturally in conversation. Articulates clearly with expressive intonation and clear pronunciation.	3
Speaks with some confidence, although hesitates at times. Articulation is mostly clear with acceptable intonation and pronunciation.	2
Speaks with frequent hesitation and/or repetition. Articulation is often unclear with inaccurate intonation and pronunciation.	1
Total	/18

Sample assessment task

French: Second Language – General Year 11

Task 3 – Unit 1

Assessment type: Response: Listening

Conditions

Time for the task: 45 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 3: Youth culture in a francophone country

(59 marks)

Listen to the **three** spoken texts in French, based on the topic of Youth culture in a francophone country.

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 *Bernard*

(25 marks)

Question 1

Complete the following table, giving details about Bernard.

(8 marks)

Lives in	<ul style="list-style-type: none"> • •
Nationality	<ul style="list-style-type: none"> •
Age	<ul style="list-style-type: none"> •
Birthday	<ul style="list-style-type: none"> •
Brothers/sisters	<ul style="list-style-type: none"> •
Physical description	<ul style="list-style-type: none"> • •

Question 2

List **five (5)** adjectives Bernard uses to describe his personality.

(5 marks)

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

Question 3

What comments does Bernard make about sport?

(3 marks)

Question 4

Complete the following statements.

(4 marks)

Bernard loves _____, especially _____.

Bernard hates _____ and _____.

Question 5

How does Bernard describe his relationship with Madeleine?

(2 marks)

Question 6

How does Bernard describe Madeleine's personality? (3 marks)

Text 2 *Youssou***(13 marks)****Question 7**

Where is Youssou from and where does he live? (2 marks)

Question 8

How does Youssou describe himself? (3 marks)

Question 9

How many pets does Youssou's family have? (1 mark)

Question 10

Why does Youssou like Saturdays? (2 marks)

Question 11

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

(5 marks)

Statement	True	False
He does not like music.		
He thinks reality television shows are not so cool.		
He loves reading, especially science fiction novels.		
He is quite an optimistic and independent person.		
He loves travelling with his family.		

Text 3 Angélique

(21 marks)

Question 12

Where is Angélique from and where does she live?

(2 marks)

Question 13

How is Angélique described physically?

(3 marks)

Question 14

What does Angélique say about sport? Complete the table with the correct information. (6 marks)

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

Question 15

Indicate with a tick (✓) whether Angélique uses the following adjectives to describe her personality.

(6 marks)

Adjectives	Yes	No
sincere		
sensible		
obstinate (sometimes)		
social		
comical		
shy		

Question 16

What does Angélique like to do with her friends?

(4 marks)

Transcript of spoken texts**Text 1 Bernard**

Salut ! Moi, je m'appelle Bernard, j'ai 17 ans, je suis français et j'habite en France, à Marseille. La date de mon anniversaire, c'est le quinze mai. Je suis fils unique. J'ai les yeux bleus et les cheveux blonds. Souvent, je porte des lunettes de soleil. Je suis amusant, énergique et sociable, mais quelquefois un peu impatient et égoïste. J'aime voyager, inviter des amis et regarder des films. Je suis très sportif et je fais du sport presque tous les jours, surtout le foot. Je joue après les classes avec mes copains. J'adore les animaux, surtout les chiens. Chez nous, on a deux chiens, un petit terrier et un grand berger allemand. Je déteste les chats – et le chocolat ! J'ai beaucoup de copains, mais ma meilleure amie, c'est Madeleine. Nous sommes amis depuis trois ans. Elle est dans ma classe, elle est sérieuse et calme, mais dynamique. Elle est formidable ! Nous allons au cinéma, ou à la plage le week-end.

Text 2 Youssou

Bonjour ! Je m'appelle Youssou. Je suis sénégalais et j'habite en Suisse. J'ai 16 ans et mon anniversaire, c'est le trois juillet. J'ai les cheveux noirs et les yeux bruns. Je suis de taille moyenne. J'ai deux frères et une sœur. Nous avons un chien, un chat, une perruche et un lapin. J'aime beaucoup les animaux. Mon jour préféré, c'est le samedi. Le samedi après-midi je joue au tennis avec mes copains, mais mon passe-temps préféré, c'est le vélo. J'ai un vélo tout-terrain et je fais du vélo tous les jours. Je n'aime pas beaucoup la musique mais j'aime bien la télévision et le cinéma. Mon acteur préféré c'est Louis Garrel. À la télé, j'aime regarder des émissions de télé-réalité, je trouve qu'elles sont super cool ! J'aime aussi la lecture, surtout les bandes dessinées. Moi, je suis une personne assez optimiste et indépendante. J'adore mes frères et ma sœur et j'aime voyager avec ma famille. Ma couleur préférée, c'est le noir.

Text 3 Angélique

Salut ! Moi, c'est Angélique et j'ai 19 ans. J'habite en Belgique, mais je viens de la Tunisie. Mon anniversaire, c'est le vingt-huit août. J'ai les cheveux noirs, longs et raides, et les yeux marron. J'ai un frère et une sœur. Mes couleurs préférées sont le bleu et le rouge. Je suis assez petite et je ne suis pas très sportive. J'aime la natation et 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. Moi, je suis une personne sincère et sensible, mais quelquefois obstinée. Je suis très sociable et drôle. Je ne suis pas timide. J'ai beaucoup d'amis. J'aime aller au café avec mes amis, on prend un sandwich et après on fait du shopping en ville. Je n'aime pas les animaux, mais nous avons des poissons rouges.

Marking key for sample assessment task 3 – Unit 1

Text 1 *Bernard*

Response	Marks
Question 1	/8
Marseille	1
France	1
French	1
17	1
15th May	1
none (only child)	1
blue eyes	1
blonde hair	1
Question 2	/5
fun	1
energetic	1
sociable	1
impatient	1
selfish	1
Question 3	/3
Any three (3) of the following comments: he is very sportive/athletic he plays sport almost every day he plays soccer he plays after school, with friends	1–3
Question 4	/4
Bernard adores animals , especially dogs	1 + 1
Bernard hates cats and chocolate	1 + 1
Question 5	/2
she is his best friend	1
has been (his best friend) for three years	1
Question 6	/3
she is serious	1
calm/quiet	1
(but) energetic/dynamic/lively	1
Total	/25

Text 2 *Youssou*

Response		Marks
Question 7		/2
Senegal		1
Switzerland		1
Question 8		/3
black hair		1
brown eyes		1
average height		1
Question 9		/1
four (4)		1
Question 10		/2
plays tennis		1
with friends		1
Question 11		/5
he does not like music	T	1
he thinks reality television shows are not so cool	F	1
he loves reading, especially science fiction novels	F	1
he is quite an optimistic and independent person	T	1
he loves travelling with his family	T	1
Total		/13

Text 3 Angélique

Response		Marks
Question 12		/2
Tunisia		1
Belgium		1
Question 13		/3
black long straight hair		1
brown eyes		1
quite short		1
Question 14		/6
likes	swimming	1
	skiing	1
dislikes	soccer	1
	boxing	1
	rugby	1
	sports programs on TV	1
Question 15		/6
	Yes No	
sincere	✓	1
sensible		1
obstinate (sometimes)	✓	1
social	✓	1
comical	✓	1
shy		1
	✓	
Question 16		/4
go to the café		1
to have a sandwich		1
go shopping		1
in town		1
Total		/21

Sample assessment task

French: Second Language – General Year 11

Task 5 – Unit 1

Assessment type: Response: Viewing and reading

Conditions

Time for the task: 35 minutes

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

Task weighting: 7.5 % of the school mark for this pair of units

Task 5: Communicating in a modern world

(23 marks)

Read the following text related to the topic, Communicating in a modern world, and write responses in English to all the questions provided.

Text 1 *Les avantages et inconvénients de la technologie***la technologie**

Moi, j'ai utilisé Internet pour organiser mes vacances en Australie. Après avoir acheté les billets d'avion en ligne, j'ai trouvé un hôtel et j'ai même réservé des places pour un concert à Sydney le samedi soir. Avec Internet, c'est très facile.

Publié par Elodie à 16:50 3 commentaires



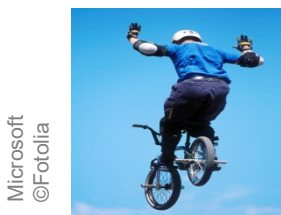
A mon avis les nouveaux portables ne sont pas de simples téléphones. Le mien a plusieurs jeux et un appareil photo intégré. Mais le portable de mon frère possède un lecteur MP3 et offre aussi l'accès à Internet. Il peut surfer sur Internet, recevoir et envoyer des e-mails. Son portable est vraiment un objet à tout faire !

Publié par Max à 01:25 0 commentaires



Pour mes copines et moi, avoir un portable est très important. On peut s'appeler sans passer par nos parents et on est toujours en contact. Avec mon portable, je peux aussi envoyer des photos aux amies. Pour les jeunes aujourd'hui, les portables sont essentiels. Mes parents utilisent les leurs seulement de temps en temps, mais nous n'éteignons jamais les nôtres.

Publié par Gilly à 08: 07 0 commentaires



J'utilise Internet pour le travail scolaire. Je viens de préparer une dissertation au sujet de la Révolution américaine et je fais toutes mes recherches sur le Web. Après avoir consulté plusieurs sites, j'ai toutes les informations nécessaires et je peux même lire des rédactions écrites par d'autres étudiants américains à ce sujet. Et vous ? Trouvez-vous Internet simple à utiliser pour votre travail scolaire ?

Publié par Alexandre à 08: 07 0 commentaires

Elodie**Question 1**

For what purpose did Elodie use the Internet?

(1 mark)

Question 2

What **three (3)** things was Elodie able to do online?

(3 marks)

1. _____
2. _____
3. _____

Max**Question 3**

How does Max describe the new mobile phones?

(1 mark)

Question 4

What features on his and his brother's mobile phone does Max write about? Complete the following table. (5 marks)

Max's mobile phone	His brother's mobile phone
<ul style="list-style-type: none">••	<ul style="list-style-type: none">•••

Question 5

What final comment does Max make about his brother's mobile phone? (1 mark)

Gilly**Question 6**

List **two (2)** reasons why Gilly and her friends think that mobile phones are important. (2 marks)

1. _____

2. _____

Question 7

What does Gilly do with her mobile? (2 marks)

Question 8

How does Gilly compare her use of the mobile phone to her parents' use of the device? (2 marks)

Her parents' use of their mobile phones: _____

Gilly's use of her mobile phone: _____

Alexandre**Question 9**

For what purpose does Alexandre use the Internet? (1 mark)

Question 10

How was he able to prepare for his essay?

(3 marks)

Question 11

What does Alexandre ask the reader?

(2 marks)

Marking key for sample assessment task 5 – Unit 1

Text 1 *Les avantages et inconvénients de la technologie*

Response	Marks
Question 1	/1
to organise her holiday to Australia	1
Question 2	/3
buy airline tickets	1
find a hotel (hotel accommodation)	1
reserve tickets for a concert (in Sydney on Saturday night)	1
Question 3	/1
they're not just telephones	1
Question 4	/5
Max's mobile phone:	
several games	1
a built-in camera	1
His brother's mobile phone:	
MP3 player	1
Internet access	1
receive and send email	1
Question 5	/1
they can do everything	1
Question 6	/2
they do not have to go through their parents/do not have to involve their parents	1
they are always in contact (with one another)	1
Question 7	/2
sends photos	1
to her friends	1
Question 8	/2
her parents use theirs only occasionally	1
she never turns hers off	1
Question 9	/1
for school/homework	1
Question 10	/3
did all his research on the web	1
consulted several sites (that gave him all the information)	1
read essays on the topic written by others	1
Question 11	/2
do you find the internet easy to use	1
for your school work?	1
Total	/23

Sample assessment task

French: Second Language – General Year 11

Task 9 – Unit 2

Assessment type: Written communication

Conditions

Time for the task: 40 minutes

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

Task weighting: 10% of the school mark for this pair of units

Task 9: Australia as a travel destination

(18 marks)

Write an article in French, entitled *L’Australie, comme nulle part ailleurs*, answering the question, *Qu’est-ce qu’il y a à voir et à faire en Australie ?* In the article you are to promote travel to Australia to French tourists. The article will be published in the French language pages of the official website of Tourism Australia.

Before you write your article, decide what you consider would be of interest to French-speaking travellers: select and research information on several famous Australian (or Western Australian) landmarks, icons, identities or cultural events etc. Then summarise what there is to see and do.

You will have 40 minutes to write your article of approximately 100 words.

Marking key for sample assessment task 9 – Unit 2

Criteria	Marks
Content and relevance of response to the question	/5
Provides all the required content and relates it strongly to the question by writing an article for the Tourism Australia website that: <ul style="list-style-type: none"> promotes Australia (or WA) as a tourist destination for French-speaking travellers provides information on several famous Australian (or Western Australian) landmarks, icons, identities, cultural events etc., stating what there is to see and do that would be of interest to French-speaking travellers shares thoughts and recommendations with the audience. Uses effective and relevant details to elaborate.	5
Provides most of the required content and relates it mostly to the question. Uses details to elaborate.	4
Provides mostly relevant content and relates it somewhat to the question. Uses details to elaborate.	3
Provides generally relevant content and relates it somewhat to the question.	2
Provides some content that has superficial relevance to the question.	1
Language accuracy (grammar)	/5
Demonstrates the rules of grammar (including parts of speech, agreements, objects, conjugation, tense and mood) and syntax accurately and consistently. Uses a range of structures with some errors. Makes errors, but inaccuracies do not affect meaning or flow.	5
Demonstrates the rules of grammar (including parts of speech, agreements, objects, conjugation, 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
Demonstrates the rules of grammar (including parts of speech, agreements, objects, conjugation, 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
Demonstrates the rules of grammar (including parts of speech, agreements, objects, conjugation, 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
Demonstrates the rules of grammar (including parts of speech, agreements, objects, conjugation, tense and mood) and syntax inaccurately. Uses a limited range of structures. Relies heavily on syntax of another language. Makes frequent errors.	1
Language range (vocabulary and grammar)	/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 few expressions. Engages the audience somewhat.	3
Uses mostly relevant vocabulary and expressions.	2
Uses repetitive, basic vocabulary. Relies on cognates.	1
Text type and sequencing	/3
Uses all the key conventions of the text type, including appropriate register. Writes an article for the website which includes: <ul style="list-style-type: none"> a title formal language information on Australian (or Western Australian) landmarks, icons, identities, cultural events etc., stating what there is to see and do personal and evaluative comments and recommendations writing in the present tense. Sequences information cohesively and coherently.	3
Uses most of the key conventions of the text type. Generally uses appropriate register. Sequences information to some extent.	2
Uses few of the key conventions of the text type. Shows some consideration of the audience or the purpose for writing. Limited organisation of information impedes the flow and understanding.	1
Total	/18