



SAMPLE ASSESSMENT TASKS

FRENCH: SECOND LANGUAGE
GENERAL YEAR 12

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Sample assessment task

French: Second Language – General Year 12

Task 2 – Unit 3

Assessment type: Response: Viewing and reading

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 2: French sports and leisure

(32 marks)

Read the following **two** texts related to the topic French sports and leisure and write responses in English to the questions that follow each text.

Text 1 Loisirs en fête !**(16 marks)**

La « semaine du loisir des jeunes » a de nouveau connu beaucoup de succès. Tous les lycéens de notre ville ont apprécié la richesse de son programme d'activités et sa remarquable organisation. Une fois de plus, notre communauté scolaire y était présente ! Un grand bravo à tous les parents et les élèves pour leur intérêt et leur participation à cet événement.

L'objectif de cette semaine était d'offrir l'opportunité de nous informer sur le rôle essentiel du loisir dans la qualité de vie. Durant cette semaine, nous avons pu découvrir un ensemble d'activités artistiques et sportives auxquelles certains d'entre nous n'avaient jamais été exposés. Résultat: nous avons pu être très créatifs et productifs.

Contrairement à ce qu'on lit dans les journaux, nous, les jeunes, nous ne nous contentons pas tous de regarder la télévision et de jouer aux jeux vidéo. C'est ce que montre l'enquête que nous avons réalisée dans notre école le mois dernier.

Dans notre enquête, on constate que les jeunes pratiquent de plus en plus de sport parce qu'il existe des avantages pour eux : des abonnements à un tarif étudiant, une infrastructure diversifiée et moderne, l'intensification des activités sportives à l'école.

Les pratiques artistiques telles que le théâtre, la musique, la peinture, la photographie ou les arts plastiques sont aussi très populaires. Nombreux sont les jeunes qui font partie de clubs ou d'associations dans le but de se faire des amis et d'en apprendre plus sur l'art. Ils peuvent être fiers de leur contribution aux expositions de notre ville ainsi que de leur participation aux manifestations culturelles.

En ce qui concerne la culture de l'écran (télévision, vidéos et jeux vidéo), en regardant les chiffres sur le tableau, on voit qu'ils ne sont pas aussi alarmants qu'on le croit ! En grandissant, on a tendance à passer moins de temps devant l'écran, car on s'intéresse plus au contact social.

Enfin, la lecture et les sorties constituent des loisirs tout aussi importants que le sport et les activités artistiques.

Conclusion : Pour garder la forme physique et intellectuelle, touchez à tout mais sans excès ! Pensez au proverbe : « Un esprit sain dans un corps sain » !

Nombre d'heures par semaine consacré aux loisirs par les élèves des classes indiquées.

Loisirs	Classes		
	4ème	3ème	2ème
Lecture	5	7	6
Télévision, vidéos	5	6	3
Jeux vidéo	4	4	3
Sorties	6	5	6
Activités artistiques	3	2	3
Activités sportives	4	3	5

D'après l'enquête réalisée par l'association des élèves du Lycée Paul Valéry, Mars 2017

Question 1

Which **two** aspects of the leisure week did the students appreciate? (2 marks)

1. _____

2. _____

Question 2

What was the aim of the leisure week? (3 marks)

Question 3

When was the survey conducted? (1 mark)

Question 4

What makes playing sport increasingly attractive to young people? (4 marks)

Question 5

Why are so many young people joining artistic clubs? (2 marks)

Question 6

What information is provided in the table? (2 marks)

Question 7

According to the table, how many hours does the oldest group of students spend in front of a screen? (1 mark)

Question 8

According to the table, what is the least popular activity with the youngest year group? (1 mark)

Text 2 Éducation : principes qu'on apprend avec le foot**(16 marks)**

Pendant leur formation, les futurs champions apprennent tout sur le ballon, mais aussi la politesse, le respect, la rigueur et l'esprit d'équipe. André Merelle, entraîneur des 13-16 ans à l'Institut national de football de Clairefontaine, nous dit avec quels mots il éduque ses juniors.

1. Avoir l'esprit d'équipe

Le football est une bonne école de la vie : le jeune apprend qu'on a besoin des autres pour gagner, qu'il faut tenir compte de chacun, mais que l'harmonie du groupe est essentielle. Les jeunes vivent ensemble au quotidien. Et ça se passe bien. Tout se complique lorsqu'il s'agit de matchs importants, pour lesquels on choisit les meilleurs. Je dois expliquer aux autres les raisons de mon choix. J'essaye de réserver certaines compétitions aux remplaçants, afin que personne ne se sente à l'écart.



[Photograph: Middleton, A. (2010). *Rothesay Brandanes 5-2 Gartcosh FC*. Retrieved October, 2012, from www.flickr.com/photos/alza06/4412088999/. Used under Creative Commons Attribution 2.0 Generic licence.]

2. Respecter les autres

Cela commence par la politesse la plus élémentaire. Je demande aux élèves de ne pas oublier de serrer la main, chaque matin, aux différents coachs et à toutes les personnes qu'ils rencontrent. Et, lorsqu'un jeune se comporte mal pendant un entraînement, j'arrête immédiatement le jeu. Je lui rappelle que le foot n'est pas un sport individuel, mais collectif. « Quand tu te bagarres, tu agis contre tes copains. Tu déconcentres les autres, tu risques de te faire sortir du terrain, au détriment de tous. » Je le pousse à la réconciliation immédiate : « Serrez-vous la main ! »

3. Accepter les règles du jeu

Pour leur apprendre à respecter les règles, je répète que l'arbitre est, par essence, infaillible. Pour donner l'exemple, jamais un entraîneur ne critique un arbitre. Et, lorsque j'endosse moi-même le costume de l'homme en noir, je fais exprès de prendre des décisions un peu hasardeuses, afin d'habituer les jeunes à supporter les erreurs de jugement de l'arbitre. Aussi souvent que possible, je confie l'arbitrage à un élève. Si l'un d'eux se permet de critiquer, je lui donne le sifflet : « Vas-y, -toi. On va voir si tu fais mieux ! »

4. Développer son endurance

Parmi les jeunes, il y a des battants, mais aussi des passifs, qui désespèrent au moindre échec. Je répète souvent qu'un match dure 90 minutes. Pas une de moins. Et que le plus important, au-delà de gagner, est de s'exprimer complètement. D'utiliser au maximum ce temps défini. Si je les sens un peu désespérés, je crie : « Il reste encore 48 secondes ! » Comme à l'école et, plus tard dans la vie, ils doivent apprendre à aller jusqu'au bout des choses. Si on perd, ce n'est pas grave : l'essentiel est d'avoir essayé de toutes ses forces. Et d'avoir, ainsi, progressé.

[From: Guyot, M. (2000, July 24). Education principes qu'on apprend avec le foot. *Elle Magazine*, 2847. Retrieved October, 2012, from www.qsb11.org/Projets/Sport/Foot/Histoire%20du%20Club/les6principes.htm#top]

Question 9

Besides learning about ball skills, list **four** things young people learn from playing football. (4 marks)

1. _____
2. _____
3. _____
4. _____

Question 10

List **three** details about André Merelle. (3 marks)

1. _____
2. _____
3. _____

Question 11

Locate the information below in the text and write the text heading number (1–4) alongside each sentence. (9 marks)

1. Avoir l'esprit d'équipe	3. Accepter les règles du jeu
2. Respecter les autres	4. Développer son endurance

Information	Text heading number
The coach chooses his best players when there is an important match.	
Some young players give up at the smallest setback.	
The students are expected to shake hands with all the other players and coaches.	
The coach entrusts the umpiring to a student as often as possible.	
A young footballer learns that you need others to win.	
If a student behaves badly during a training session, the coach stops the game immediately.	
The coach tries to save some games for the reserve players so that no one feels left out.	
It is more important to have tried with all your might than to win.	
The coach tells his players that the umpire is essentially infallible.	

Marking key for sample assessment task 2 – Unit 3

Text 1 *Loisirs en fête !*

Response	Marks
Question 1	/2
the wealth/variety of the program/activities	1
the remarkable organisation	1
Question 2	/3
to inform the students	1
of the essential role that leisure plays	1
in the quality of life	1
Question 3	/1
last month/March 2017	1
Question 4	/4
memberships	1
at student rates	1
varied and modern facilities	1
additional sport activities at school	1
Question 5	/2
to make friends	1
to learn more about art (in general)	1
Question 6	/2
numbers of hours per week	1
devoted to leisure (by students)	1
Question 7	/1
6	1
Question 8	/1
artistic activities	1
Total	/16

Text 2 Éducation : principes qu'on apprend avec le foot

Response	Marks
Question 9	/4
politeness (team spirit)	1
respect (respect for others)	1
rigour/discipline (how to accept the rules of the game)	1
team spirit (how to develop your endurance)	1
Question 10	/3
he's a football/soccer coach/trainer	1
he trains a team of 13–16 year olds	1
at the Clairefontaine's national institute of football (soccer)	1
Question 11	/9
The coach chooses his best player when there is an important match. 1	1
Some young players give up at the smallest setback. 4	1
The students are expected to shake hands with all the other players and coaches. 2	1
The coach entrusts the umpiring to a student as often as possible. 3	1
A young footballer learns that you need others to win. 1	1
If a student behaves badly during a training session, the coach stops the game immediately. 2	1
The coach tries to save some games for the reserve players so that no one feels left out. 1	1
It is more important to have tried with all your might than to win. 4	1
The coach tells his players that the umpire is essentially infallible. 3	1
Total	/16

Sample assessment task

French: Second Language – General Year 12

Task 4 – Unit 3

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

Task 4: Leading a healthy lifestyle

(39 marks)

Listen to the **three** spoken texts in French based on the topic Leading a healthy lifestyle.

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 *Henri*

(11 marks)

Question 1

List the **three** different sports Henri mentions.

(3 marks)

1. _____
2. _____
3. _____

Question 2

Why does he like these types of sports?

(3 marks)

Question 3

How does Henri describe his health and what does he attribute this to? (2 marks)

Question 4

Complete the following table with all the required information. (3 marks)

What does Henri eat when he is very active?

at breakfast	•
the evening before	•
during the day	•

Text 2 Alice**(17 marks)****Question 5**

What is Alice's attitude towards healthy eating? (4 marks)

Question 6

What does Alice usually have for breakfast? (2 marks)

Question 7

Why does Alice go to *Macdo* for lunch?

(2 marks)

Question 8

Describe Alice's fitness regime at the start of the week.

(3 marks)

Question 9

What does Alice do in the evenings? Why?

(5 marks)

Question 10

What does she prefer to do, rather than go for a walk?

(1 mark)

Text 3 *Albert*

(11 marks)

Question 11

How does Albert describe his eating habits?

(2 marks)

Question 12

What does he do if he is hungry in between meal times?

(1 mark)

Question 13

Why do tourists go to Biarritz in the summer?

(3 marks)

Question 14

Where does Albert go surfing?

(2 marks)

Question 15

What does Albert find challenging when he is overseas?

(3 marks)

Transcript of spoken texts**Text 1 Henri**

J'adore les sports extrêmes dans l'eau. 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. Pour faire cette sorte de chose il faut que je fasse attention à ce que je mange. Si c'est un jour où je fais quelque chose de sportif, je prends un petit déjeuner copieux. Je mange des féculents le soir avant et pendant la journée je mange des choses sucrées pour me donner de l'énergie.

Text 2 Alice

Je sais ce qu'il faut manger, mais je ne le fais pas. Je commence la journée avec un petit déjeuner normal - du café, des toasts. Mais vers midi j'ai toujours faim et heureusement il y a un Macdo près de mon bureau. Pour moi, un Big Mac ne suffit pas. Alors je prends normalement un autre. Si j'ai mauvaise conscience, je prendrais une salade avec. Je commence la semaine avec de bonnes intentions. Je marcherai au bureau, je ferai du jogging le soir... Mais j'ai toujours une bonne excuse. Le soir je suis si fatiguée que je m'installe devant la télé, un bon vin rouge à la main. Je préférerais lire un roman à me promener.

Text 3 Albert

Je suis végétarien, mais je ne suis pas fanatique. Je ne fume pas. Je bois rarement de l'alcool. Si j'ai faim je prends un fruit entre les repas. 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, des plages et de la bonne nourriture. Alors je voyage moi-même en été. Je vais surfer à l'étranger. C'est plus difficile comme touriste d'être végétarien, parce qu'il faut dîner dans les restaurants où il y a souvent un choix limité pour les végétariens.

Marking key for sample assessment task 4 – Unit 3

Text 1 Henri

Response	Marks
Question 1	/3
extreme water sports	1
rafting	1
canyoning	1
Question 2	/3
he is surrounded by nature	1
it recharges the batteries	1
he likes taking risks	1
Question 3	/2
he's in good health	1
he pays attention to what he eats	1
Question 4	/3
at breakfast he eats a big breakfast/he eats a lot	1
the evening before he eats starchy foods	1
during the day he eats sweet things (to keep his energy up)	1
Total	/11

Text 2 Alice

Response	Marks
Question 5	/4
she knows what	1
she should be eating,	1
but doesn't eat	1
what's good for her	1
Question 6	/2
a normal breakfast	1
with coffee and toast	1
Question 7	/2
she's always hungry	1
it's near her office	1
Question 8	/3
(at the start of the week) with good intentions	1
she walks to the office	1
she jogs in the evening	1
Question 9	/5
makes herself comfortable	1
in front of the TV	1
with a good red wine	1
in her hand	1
she is so tired	1
Question 10	/1
read a novel	1
Total	/17

Text 3 Albert

Response	Marks
Question 11	/2
he's vegetarian	1
but he's not fanatical (about it)	1
Question 12	/1
eats a fruit	1
Question 13	/3
the sun	1
the beaches	1
the good food	1
Question 14	/2
in Biarritz	1
abroad	1
Question 15	/3
you have to eat in restaurants	1
they often have a limited choice	1
for vegetarians	1
Total	/11

Sample assessment task

French: Second Language – General Year 12

Task 7 – Unit 4

Assessment type: Oral communication

Conditions

Time for the task: Preparation 10 minutes

Conversation 6–7 minutes

Other items: Planning sheet

French/English and English/French dictionary permitted during preparation

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

Task 7: Visiting a francophone country

(20 marks)

Participate in a conversation with a speaker of French who is interested in finding out about the plans you have made for a virtual trip to a francophone country.

Before the conversation takes place you will be given the opportunity to choose a francophone country, research, discuss and make notes on why it would make an ideal country to visit (population, geography, places of significance, cultural events etc.).

In preparation for the conversation you will be given the opportunity to practise 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 the plans you have made for a virtual trip to a francophone country. Provide as much information as you can.

The time allocated for your conversation is approximately 6–7 minutes.

Planning sheet

You will participate in a conversation with a speaker of French who is interested in finding out about the plans you have made for a virtual trip to a francophone country.

Use the planning sheet below in preparation for the conversation.

Quel pays ? Pourquoi ?	Quelle saison ? Quel mois ? Pourquoi ?
Ce qu'il faut voir	Ce qu'il faut faire
<i>D'autres choses importantes ou amusantes</i>	

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 Visiting a francophone country.

Allocate approximately 6–7 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.

- *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 feriez 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 ?*

Marking key for sample assessment task 7 – Unit 4

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)	/6
Engages in a meaningful conversation. Provides a wide range of relevant information, ideas and opinions related to the topic. Observes all conventions of a conversation, taking turns, using fillers and an appropriate register.	6
Engages in a meaningful conversation. Provides a good range of relevant information, ideas and opinions related to the topic. Observes all conventions of a conversation, taking turns, using fillers and an appropriate register.	5
Engages in a conversation. Provides a satisfactory range of relevant information, ideas and opinions related to the topic. Observes most of 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	/20

Sample assessment task

French: Second Language – General Year 12

Task 8 – Unit 4

Assessment type: Written communication

Conditions

Time for the task: 40 minutes

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

Task weighting: 5% of the school mark for this pair of units

Task 8: Daily life in a French-speaking family

(20 marks)

After having spent one month living with your pen pal's family in a French-speaking community, you decide to share your experiences with members of your French Club in Australia. You send an article, entitled *J'ai été en échange !* for submission to the club's monthly magazine.

In your article, describe the way of life in a French-speaking family as you experienced it, focusing in particular on daily routine and school life; then compare it with daily routine and school life as you experience them at home in Australia.

Your article in French should be approximately 100 words.

Marking key for sample assessment task 8 – Unit 4

Criteria	Marks
Content and relevance of response to the question	/6
Provides all the required content and relates it strongly to the question by writing an article for their school's French Club magazine that: <ul style="list-style-type: none"> describes the way of life in a French-speaking family: daily routine and school compares the way of life in the French-speaking family to their own Australian family. Uses effective and relevant details to elaborate.	6
Provides most of the required content and relates it mostly to the question. Uses details to elaborate.	5
Provides mostly relevant content and relates it somewhat to the question. Uses details to elaborate.	4
Provides generally relevant content and relates it somewhat to the question.	3
Provides some content that has superficial relevance to the question.	2
Provides content with little relevance to the question.	1
Language accuracy (grammar)	/6
Demonstrates the rules of grammar (including parts of speech, 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
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, 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 club magazine, which includes: <ul style="list-style-type: none"> formal language information on the way of life in a French-speaking family: daily routine and school personal and evaluative comments the present, imperfect and past tenses. 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	/20