



SAMPLE ASSESSMENT TASKS

**FRENCH: BACKGROUND LANGUAGE
ATAR YEAR 12**

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Sample assessment task

French: Background Language – ATAR Year 12

Task 1 – Unit 3

Assessment type: Response: Listening

Conditions

Time for the task: 60 minutes

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

Task weighting

5.25% of the school mark for this pair of units

Task 1: Making choices

(43 marks)

Listen to the **two** spoken texts in French, based on the topic of Making choices.

Both texts will be played twice. There will be a short pause between the first and second readings. After the second reading of the first text, there will be fifteen (15) minutes to answer the questions for that text. After the second reading of the second text, there will be thirty (30) minutes to answer the question for that text.

A total of forty-five (45) minutes will be allocated for the completion of the six questions. Answer the questions in French or English, as specified, with the relevant information from the text.

Text 1 *L'année prochaine*

(31 marks)

Question 1

Why does Jean not want to start university straight after the Year 12 examinations? (4 marks)

Question 2

What does Jean really want to do? (4 marks)

Question 3

What is Jean's mother's biggest fear? (5 marks)

Question 4

Indicate whether, according to the text, the following statements are true or false. (6 marks)

Statements	True	False
Jean's mother states that, even though he had a part-time job, Jean does not have the means to fund a gap year at present.		
Jean suggests that living with a host family would be a cheaper accommodation option.		
Jean's mother believes that studying requires a pace and lifestyle that are not easily acquired.		
Jean's mother is opposed to travelling and discovering other cultures.		
It is his mother's opinion that Jean is not mature enough to take a gap year after Year 12.		
Jean should consider taking a gap year once he has completed both his bachelor and master degrees.		

Question 5

Vous avez entendu la conversation. Envoyez un courriel à Jean en commentant ce que vous avez entendu et donner lui vos conseils. Écrivez environ 100 mots en anglais.

You heard the conversation. Send an email to Jean commenting on what you heard and give him your advice. Write approximately 100 words in English. (12 marks)

Transcript of spoken texts

Text 1 *L'année prochaine*

Jean : Maman, il faut sérieusement qu'on discute de l'année prochaine. Comme tu le sais, je ne veux pas commencer la fac tout de suite après le BAC. J'ai besoin de prendre du recul pour réfléchir à ce que je veux faire de ma vie. Je ne sais même pas encore ce que je veux vraiment étudier ni quelle filière suivre. Il y a une multitude de programmes différents qui organisent des voyages à l'étranger ou du travail bénévole pour les jeunes. J'aimerais vraiment découvrir le monde pour découvrir de nouvelles cultures sûrement très différentes de la nôtre et revenir plein d'expériences acquises sur le terrain ainsi qu'un esprit peut-être plus ouvert. Cela me servirait de tremplin pour mes études supérieures et serait un vrai atout plus tard dans ma vie professionnelle. Je pourrais être hébergé en famille d'accueil pour vivre les habitudes et le quotidien des locaux. Ça reviendrait beaucoup moins cher.

Mère de Jean : Et pourquoi pas Pékin Express pendant que tu y es ? Non, il n'en est pas question ! Tu ne prendras pas le large aussi vite. Et d'abord, comment pensais-tu financer cette année à ne rien faire ? Tu n'as même pas de petit boulot. Je te connais mon fils et je sais que tu n'arriveras pas à te remettre dans le bain des études après avoir fait autre chose pendant un an. Cela serait un retour à la réalité trop dur que tu ne supporteras pas et tu finiras par ne jamais aller à la fac ! Étudier nécessite un rythme et un mode de vie qui ne sont pas facilement assimilables. Il faut donc continuer tes études supérieures directement. En plus, je te vois mal expliquer en entretien à l'université que tu es parti en vacances pendant une année à l'autre bout du monde. De l'expérience sur le terrain, comme tu le dis, n'est valorisée que si elle est construite et préparée. Ce que tu auras vécu ne s'évalue pas au sens académique et donc ne sera pas pris en compte. Si tu partais travailler ou suivre un cours qui a un rapport avec ce que tu veux étudier ou ton futur métier, cela serait différent. Mais malheureusement, je n'ai pas les sous pour ça ; tu le sais bien. Je ne suis pas contre le fait de voyager et découvrir d'autres cultures. Je pense même que cela te ferait un grand bien, mais pas maintenant. Pas tout de suite. Tu n'es pas assez mûr et tu dois te concentrer sur ton BAC. Tu pourras prendre ton année sabbatique entre ta licence et le master.

Text 2 Une année sabbatique

- Grégoire : Salut les gars. Vous en êtes où avec les révisions ? Vous allez cartonner aux examens ?
- Claude et Céline : Salut Grégoire.
- Céline : Pour les examens, on verra pour l'instant on n'a même pas encore commencé à réviser ! Claude parlait de prendre une année sabbatique l'année prochaine.
- Grégoire : Une année sabbatique ? Ça serait génial ! Moi, mes parents ne me laisseraient jamais faire une pause pendant mes études. Pas moyen.
- Claude : Et bien moi, sérieux, j'ai vraiment besoin de souffler après toutes ces années d'école. Il faut que je fasse un break après la terminale sinon je deviendrai fou ! Je n'en peux plus, mon cerveau va exploser. Je veux voyager et découvrir le monde, rencontrer des gens, bronzer sur une plage de sable fin sous les cocotiers... vivre un rêve !
- Céline : Le rêve en effet ! C'est bien beau tout ça mais comment comptes-tu financer ton trip ?
- Claude : J'ai commencé à postuler pour des jobs d'été. Avec le bol que j'ai, je trouverai bien quelque chose et je pourrai donc économiser.
- Grégoire : C'est vrai que tu es toujours chanceux mais pour aller bronzer sous les cocotiers avec un boulot d'été faudra que tu bosses une décennie !
- Claude : Il ne faut pas exagérer ! Tu as une meilleure idée peut-être ?
- Grégoire : Si tu veux voir du pays tout en aidant des gens tu devrais t'engager en tant que volontaire et faire du bénévolat. En tout cas c'est ce que je ferais si je pouvais interrompre mes études le temps d'une année.
- Céline : Tu partirais un an en Afrique toi ?
- Grégoire : Qui te parle de l'Afrique ? Il y a plein d'endroits dans le monde où on peut faire du volontariat. Si vous voulez des cocotiers je vous conseille plutôt les Antilles ou la Polynésie. Tiens ! Vanuatu par exemple. En plus ils parlent français là-bas et après le cyclone Pam qui a tout détruit sur son passage, ils ont bien besoin de toute l'aide possible.
- Claude : Perso, c'est trop déprimant, j'ai besoin d'un grand bol d'air pour me changer les idées. Je préférerais me dépayser totalement et partir là où on ne parle pas ma langue justement.
- Céline : Tu pourrais aller muscler ton anglais en faisant un cours.
- Claude : Ça serait cool, aux États-Unis par exemple. Mais je n'aurai jamais la thune pour tout ça. Il faut du pognon pour suivre des cours à l'étranger.
- Céline : Ah, je sais ce que tu peux faire pour voyager pas cher. Deviens fils au pair !
- Claude : Très drôle ! Tu me vois faire le ménage ?

ACKNOWLEDGEMENTS

Text 1

Concept from:

xXxAlexxXx. (2011, January 7). *Année sabbatique après son année de terminale.*

Retrieved May, 2015, from <http://forums.futura-sciences.com/orientation-apres-bac/449089-annee-sabatique-apres-annee-de-terminale.html>

Kompf, A. (2011, February 22). *L'année sabbatique étudiante: Pourquoi la faire?*

Retrieved May, 2015, from www.digischool.fr/a-la-une/annee-sabbatique-etudiante-pourquoi-la-faire-3708.php

Marking key for sample assessment task 1 – Unit 3

Text 1 *L'année prochaine*

(31 marks)

Question 1

Response	Marks
he needs to stand back	1
to think about what he wants to do with his life	1
he does not even know what to study	1
and which stream to follow	1
Total	/4

Question 2

Response	Marks
to discover the world	1
to discover new and different cultures	1
and to come back with a lot of field experience	1
and a more open mind	1
Total	/4

Question 3

Response	Marks
that he will not be able to get back to studies	1
after one year of doing something else	1
the return to reality will be too hard	1
he will not be able to take it	1
and will end up not studying at university at all	1
Total	/5

Question 4

Response	Marks
Jean's mother states that, even though he had a part-time job, Jean does not have the means to fund a gap year at present.	False 1
Jean suggests that living with a host family would be a cheaper accommodation option.	True 1
Jean's mother believes that studying requires a pace and lifestyle that are not easily acquired.	True 1
Jean's mother is opposed to travelling and discovering other cultures.	False 1
It is his mother's opinion that Jean is not mature enough to take a gap year after Year 12.	True 1
Jean should consider taking a gap year once he has completed both his bachelor and master degrees.	False 1
Total	/6

Question 5

Criteria	Marks
Response to text	/4
Writes an email which provides a comprehensive summary of the viewpoints expressed by Jean and his mother on taking a gap year after Year 12. Clearly states which of the two opinions most fits theirs, providing an appropriate reason for their choice.	4
Writes an email which provides a summary of the viewpoints on taking a gap year after Year 12, including most of the views as expressed by Jean and his mother. States which of the two opinions most fits theirs and provides a reason for their choice.	3
Writes an email which provides a summary of the viewpoints on taking a gap year after Year 12, including some of the views as expressed by Jean and his mother. States which of the two opinions most fits theirs.	2
Writes an email in which ideas, opinions or comparisons may be present, but with little or no attempt to support these with views from the text. States which of the two opinions most fits theirs.	1
Writes an email in which 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
Shows a limited ability to use language, including vocabulary and grammar.	0
Text type and sequencing	/4
Uses all the key conventions accurately for the audience, context, purpose and text type. Writes an email, which includes: <ul style="list-style-type: none"> • a title • a salutation at the beginning • information on the views as expressed by Jean and his mother • a personal opinion on which of the two opinions most fits theirs • a signature at the end • formal or informal language. Content is very well organised and sequenced logically; for example, within and between paragraphs and throughout the writing as a whole.	4
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.	3
Uses 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
Makes limited use of key conventions, organisation and sequencing of ideas.	0
Total	/12

Text 2 *Une année sabbatique*

(12 marks)

Question 6

Criteria	Marks
Response to text	/4
Writes a comprehensive script of their part of the dialogue, commenting on what has been suggested by Grégoire and Céline regarding taking a gap year after Year 12: Grégoire suggests: <ul style="list-style-type: none"> • Claude volunteer and do voluntary work and, if he wishes, to see the world. That is what he, Grégoire, would do if he were able to take a gap year • that there are plenty of places in the world where one can volunteer. If Claude wants palm trees, the Caribbean or Polynesia would be the places to go, or Vanuatu. In Vanuatu, they speak French and, after cyclone Pam that destroyed everything in its path, they need all the help they can get. Céline suggests Claude: <ul style="list-style-type: none"> • could improve his English by completing a language course • can travel more cheaply if he becomes an au pair boy. Gives their suggestions to Claude of what he might consider doing.	4
Writes the script of their part of the dialogue, commenting on what has been suggested by Grégoire and Céline regarding taking a gap year after Year 12, including most of the suggestions listed above. Gives their own suggestion to Claude of what he might consider doing.	3
Writes the script of their part of the dialogue, commenting on what has been said by Grégoire, Claude and Céline regarding taking a gap year after Year 12, including some of the suggestions listed above. Does not provide a suggestion to Claude of what he might consider doing.	2
Writes a script in which ideas may be present, but with little or no attempt to support these with examples from the text.	1
Writes a script in which 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
Shows limited ability to use language, including vocabulary and grammar.	0
Text type and sequencing	/4
Uses all the key conventions accurately for the audience, context, purpose and text type. Writes their part of the script of a dialogue, which includes: <ul style="list-style-type: none"> • the other speaker (student) • a beginning which includes a salutation, question or statement • suggestions made by Grégoire and Céline • writer's own suggestion • authentic, informal, conversational 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
Makes limited use of key conventions, organisation and sequencing of ideas.	0
Total	/12

Sample assessment task

French: Background Language – ATAR Year 12

Task 4 – Unit 3

Assessment type: Written communication

Conditions

Time for the task: 40 minutes

Other items: Monolingual and/or bilingual print dictionaries permitted

Task weighting

7% of the school mark for this pair of units

Task 4: Culture and the arts

(16 marks)

Écrivez la critique constructive d'un film, d'une pièce de théâtre, d'une performance ou d'une exposition que vous avez vu, ou d'un œuvre de fiction ou non-fiction que vous avez lu.

Évaluez ce que vous avez vu ou lu pour les spectateurs/lecteurs potentiels, en incluant un synopsis du film, de la pièce, de la performance, de l'exposition ou de l'œuvre ainsi qu'une explication de ce que vous avez ou n'avez pas aimé.

Écrivez environ 300 mots en français.

Write an informative review about a film, play, performance or exhibition that you have seen or a work of fiction or non-fiction that you have read.

Evaluate for potential viewers/readers what you have seen or read, including a short synopsis of the film, play, performance, exhibition, or work and an explanation of what you did or did not like about it.

Write approximately 300 words in French.

Marking key for sample assessment task 4 – Unit 3

Criteria	Marks
Content	/8
Produces a sophisticated, informative review of a film, play, performance or exhibition that they have seen or a work of fiction or non-fiction that they have read, showing a high degree of relevance and originality, and engagement with content. Presents a comprehensive evaluation of the work for potential viewers/readers. Includes an accurate synopsis and a clear explanation of what they did or did not like about the work.	7–8
Produces an informative review of a film, play, performance or exhibition that they have seen or a work of fiction or non-fiction that they have read, showing some relevance and originality, and depth of content. Elaborates on the work for potential viewers/readers. Presents a comprehensive evaluation of the work for potential viewers/readers. Includes an accurate synopsis and an explanation of what they did or did not like about the work.	5–6
Produces a coherent review of a film, play, performance or exhibition that they have seen or a work of fiction or non-fiction that they have read, showing partial relevance and depth of content. Discusses the work for potential viewers/readers. Presents a partial synopsis and an explanation of what they did or did not like about the work.	3–4
Produces a review of a film, play, performance or exhibition that they have seen or a work of fiction or non-fiction that they have read, showing relevance and some depth of content. Discusses the work for potential viewers/readers.	1–2
Shows 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
Shows limited ability to use language, including vocabulary and grammar.	0
Text type and sequencing	/4
Uses all the key conventions accurately for the audience, context, purpose and text type. Writes a review of a film, play, performance or exhibition that they have seen or a work of fiction or non-fiction that they have read. The informative text: <ul style="list-style-type: none"> • includes a title • provides the plot summary (if relevant) and description of the work or performance • includes personal and evaluative comments • presents few adjectives, adverbs and images, except as examples or analogies in explanation • includes language that is clear and unambiguous • is formal, and objective in style. 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
Makes limited use of key conventions, organisation and sequencing of ideas.	0
Total	/16

Sample assessment task

French: Background Language – ATAR Year 12

Task 10 – Unit 4

Assessment type: Oral communication

Conditions

Time for the task: Preparation 10 minutes

Interview 8–10 minutes

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

Task weighting

4.5% of the school mark for this pair of units

Task 10: French identity in the international context

(20 marks)

Participate in an interview with your teacher (or other speaker of French) about your opinions and experiences on the topic of French identity in the international context.

The time allocated for your interview is 8–10 minutes.

Notes for teachers

Students will participate in an interview with you (or another speaker of French), 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 topic French identity in the international context.

Allocate 8–10 minutes per interview.

In preparation for this task, allow students the opportunity to practise spoken interaction by participating with a partner, exchanging information (questioning and responding) and maintaining a conversation talking about their opinions and experiences of French identity in the international context.

Below are some questions which may be helpful.

- Que savez-vous de la diaspora française ?*
- Connaissez-vous des histoires personnelles de migration française ? Celle de votre famille ?*
- Que savez-vous des français à Perth ?*
- Que savez-vous des problèmes sociaux et politiques en France et dans le monde francophone ?*
- Est-il facile de s'intégrer dans une nouvelle société ? Pourquoi (pas) ?*
- Envisagez-vous d'émigrer ? Si oui, où aimeriez-vous vivre et pourquoi ?*
- Pensez-vous que les français vivent mieux que les australiens ?*

Marking key for sample assessment task 10 – Unit 4

Criteria	Marks
Topic – Content and relevance of response	/6
Provides a well-articulated and detailed perspective related to French identity in the international context. Engages in a meaningful discussion of the topic. Comprehends all questions and provides a wide range of relevant information, ideas and opinions.	6
Provides a detailed perspective and personal opinion related to French identity in the international context. Engages in a meaningful discussion. Comprehends all questions and provides a good range of relevant information, ideas and opinions.	5
Provides a personal opinion related to French identity in the international context. 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.	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.	3
Participates in a fragmented discussion. Comprehends anticipated and familiar questions and provides some information, ideas and opinions. Relies on memorised text.	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: Background Language – ATAR Year 12

Task 11 – Unit 4

Assessment type: Response: Viewing and reading

Conditions

Time for the task: 50 minutes

Other items: Monolingual and/or bilingual print dictionaries permitted

Task weighting

5.25% of the school mark for this pair of units

Task 11: Current global issues

(43 marks)

Read the following **two** texts related to the topic Current global issues, and write responses in French or English, as specified, to all the questions provided.

Text 1 Discours – Le changement climatique représente une des plus importantes menaces pour notre environnement (12 marks)

Chers camarades,

Le changement climatique représente une des plus importantes menaces pour notre environnement. Le réchauffement de la planète a presque déjà tué la Grande Barrière de Corail, le plus grand récif corallien du monde. Actuellement, les espèces de coraux de la Grande Barrière sont à la limite de leur tolérance à l'élévation de la température des eaux. Cette dernière reste anormalement élevée pendant de trop longues périodes, ce qui a comme effet l'extinction de nombreux coraux. L'écosystème de la Grande Barrière de Corail est très fragile. La survie d'une grande variété de poissons et d'autres espèces marines en dépend. Le réchauffement planétaire a déclenché l'effondrement des écosystèmes de récifs dans toutes les zones tropicales de la planète.

Par ailleurs, l'augmentation des températures fait fondre la banquise. Une fonte qui s'est accélérée depuis maintenant une dizaine d'années dans le pôle nord. Les scientifiques prévoient qu'en 2050 les glaces arctiques pourraient ne plus exister. Sans les glaces, la hausse des températures s'accroîtra encore plus en dérégulant les courants océaniques et atmosphériques. Nous pouvons déjà en voir des effets tels que la montée des eaux et du niveau des océans qui engloutit de nombreux territoires terrestres comme c'est le cas pour les îles Marshall et les Maldives qui sont vouées, parmi 20 000 autres îles, à disparaître avant la fin de ce siècle.

En Australie, nous n'avons pas encore pris la mesure du problème et vivons pourtant les conséquences directes du changement climatique qui est bien visible : les inondations dans le nord, la sécheresse et les canicules qui favorisent les feux de brousse à l'intérieur des terres et sur les côtes habitées. Notre mode de vie dispendieux n'est pas économe des ressources naturelles que nous gaspillons, notamment l'eau, comme si elles étaient inépuisables.

S'agissant de l'eau, nous en consommons beaucoup trop ! 1000 litres d'eau potable sont utilisés par jour à Sydney contre 167 pour un français. En plus de cela, nous cultivons du riz et du coton, des cultures non indigènes nécessitant d'énormes quantités d'eau. Aussi, contrairement aux européens, nous refusons de consommer une eau retraitée. Même si elle est parfaitement potable, en consommer reviendrait pour nous à boire de l'eau des toilettes. Nous ne voulons que de l'eau de pluie ou de cours d'eau mais malheureusement il n'y en a pas assez.

Il est impératif que nous réfléchissions sérieusement à ce que nous pouvons faire au quotidien pour aider notre planète. Changeons nos mauvaises habitudes ! Lorsque l'école est proche, ne prenons pas la voiture ! Allons à pied, à vélo ou en bus. Pour aller en ville, de même le bus ou le train sont aussi rapides que la voiture et même plus encore en cas de bouchon. Achetons des appareils électriques peu gourmands en énergie, arrêtons la console de jeux, l'ordinateur ou la télévision après utilisation plutôt que de les laisser en veille. Evitons d'utiliser la climatisation et à chaque fois qu'on quitte une pièce, éteignons la lumière. A quoi bon la laisser allumer s'il n'y a personne dedans ! Utilisons moins de papier, mais du papier recyclé. Cela permet de protéger les forêts et de consommer moins d'énergie à sa fabrication. Prenons des douches plus courtes afin d'utiliser moins d'eau et d'énergie pour la chauffer. Ne laissons pas l'eau couler quand on se lave les dents ! 3 minutes d'eau qui coule reviennent à près de 18 litres d'eau.

La mobilisation de chacun est nécessaire pour contribuer à la guérison de notre planète. La réussite dépend de nous!

Je vous remercie de votre attention.

Question 1

Vous avez récemment entendu ce discours sur le changement climatique et avez été inspiré à prendre des mesures. Vous répondez en écrivant un courriel à votre meilleur(e) ami(e) dans lequel vous résumez l'information contenue dans le discours et persuadez votre ami(e) de la nécessité de protéger notre planète. Ecrivez environ 150 mots en français.

You recently heard this speech about global warming and you were inspired to take action. You respond by writing an email to your best friend in which you summarise the information contained in the speech and persuade him/her of the need to protect our planet. Write approximately 150 words in French. (12 marks)

Text 2 Cher Papi et chère Mamie**(31 marks)**

Bertrand Auzenne
120 Rue Du Debarcadere
75017 PARIS
France
Paris, le 29 mai 2015

Cher Papi et chère Mamie,

J'espère que de votre côté tout va bien ; avez-vous fait réparer votre climatiseur ? J'ai vu la météo pour Perth cette semaine, quelle canicule !

Je vous préviens tout de suite que cette lettre risque de vous donner le cafard.

Comme la plupart des gens ici, je n'ai pas le moral ces temps-ci. Toute l'Hexagone est en deuil. Les valeurs de liberté et de fraternité de la patrie en ont pris un coup. Avez-vous entendu parler des événements de la semaine dernière en France ? Prises d'otages, meurtres d'innocents et chasses à l'homme ? Je pense que cela a dû faire la une du télé-journal australien car le tout est simplement inimaginable, révoltant et si effrayant. Je peux vous dire que je suis encore choqué et ne suis pas le seul!

Tonton m'a interdit de sortir après les cours. Il m'emmène au lycée le matin en voiture, vient me chercher l'après-midi puis on rentre directement à l'appartement. Je n'ai même plus le droit d'aller au Quick en face de l'école à midi, alors je dois manger à la cantine. Tata n'ose même plus aller faire les courses. Résultat, le garde-manger est vide! C'est comme si le pays était en état de guerre. Après dix-huit heures il n'y a pas un chat dans les rues.

Les deux frères de nationalité française Saïd et Chérif Kouachi qui prétendaient vouloir venger le prophète Mahomet en assassinant les dessinateurs du journal satirique Charlie Hebdo ont finalement été abattus. Amedy Coulibaly qui, de sang-froid, a tué une policière sans raison puis séquestré les employés et les clients d'un supermarché casher à Paris avant d'en assassiner quatre a lui aussi été tué par la police. Personne en ce moment ne se sent en sécurité. Tout le monde est parano et il faut dire qu'il y a de quoi !

Notre prof de sciences humaines nous a beaucoup parlé en classe ces derniers jours. Elle nous a expliqué que dans toutes les religions la vie humaine est sacrée et que tuer est donc un interdit. Un fanatique est quelqu'un d'intolérant, aveuglé par ses croyances religieuses ou idéologiques et veut les imposer car croyant détenir la vérité, il ne supporte pas qu'on puisse penser autrement. Malheureusement, certains fanatiques ont recours à la violence et sont prêts à tout. Ils ne sont heureusement qu'une infime minorité. Dans la plupart des cas, ce sont souvent des gens fragiles sans repères qui cherchent une identité à l'intérieur d'un groupe et donc facile à manipuler. Nous les jeunes sommes des proies idéales pour ces groupes fanatiques et il faut vraiment faire attention, notamment sur les réseaux sociaux où des terroristes essaient de recruter des jeunes pour faire le Djihâd en Syrie par exemple.

Notre prof nous a dit qu'il existe des fanatiques dans toutes les religions sans exception et qu'ils ne sont pas seulement musulmans. Elle nous a parlé d'un terroriste raciste en Norvège qui a tué 77 personnes en 2011 par haine des immigrés et de l'Islam qu'il considérait comme ennemis de la chrétienté. Elle nous a aussi dit que dans le sud de l'Inde, les chrétiens sont victimes d'agression de la part de fanatiques hindouistes.

Pourquoi y-a-t-il tant de haine dans ce monde ? Est-ce que c'était déjà comme ça quand vous aviez mon âge ?

Je vous embrasse très fort et je me réjouis de vous lire très bientôt.

Votre petit-fils préféré,

Bertrand

Question 2

How has the current situation in France changed Bertrand's usual way of life and daily life in general? (7 marks)

Question 3

What is the definition of a fanatic, as described by Bertrand's teacher? (6 marks)

Question 4

In most cases, what kind of people become fanatics and why? (3 marks)

Question 5

What does Bertrand say about young people?

(3 marks)

Question 6

Imaginez que vous êtes un des grands-parents de Bertrand et que vous lui écrivez une lettre en réponse à la sienne. Répondez à ses questions et commentez sa lettre. Écrivez environ 150 mots en anglais.

Imagine that you are one of Bertrand's grandparents and that you are writing a letter in reply to his. Answer his questions and comment on his letter. Write approximately 150 words in English.

(12 marks)

ACKNOWLEDGEMENTS

Text 2 Adapted from: *Pourquoi y a-t-il des fanatiques ?* (2015, May). *Okapi*. Retrieved April, 2015, from <http://puccaso.com/TWINFC/pourquoi-y-a-t-il-des-fanatiques-a-lire-dans-le-magazine-okapi-jesuisch/>

Marking key for sample assessment task 11 – Unit 4

Text 1 Discours – Le changement climatique représente une des plus importantes menaces pour notre environnement (12 marks)

Question 1

Criteria	Marks
Response to text	/4
Writes a persuasive email to their best friend, to persuade him or her of the need to protect the planet. Content may include, but is not limited to, some of the following information from the speech: <ul style="list-style-type: none"> • climate change is one of the greatest threats to the environment • global warming has already killed off most of the Great Barrier Reef • global warming has triggered the collapse of reef ecosystems in all tropical areas of the planet • rising temperatures are causing ice to melt, ocean levels to rise and disrupting atmospheric currents • in Australia, the direct consequences of climate change are visible: the floods in the north, drought and heat waves that promote bushfires and over-populated coastlines • we waste resources, including water, as if they were inexhaustible • we use too much water – over 1,000 litres per day, and grow crops that require huge amounts of water • we refuse to consume recycled water even though it is perfectly safe to drink • let's change our habits – walk, ride or take a bus to school and take public transport when going into the city • buy efficient electrical appliances and turn off all equipment when not in use • avoid using air conditioners and switch off the lights when leaving the room • use less paper and switch to recycled paper • take shorter showers; do not leave the water running when brushing your teeth. 	4
Writes an email to their best friend, to persuade him or her of the need to protect the planet. Content may include one or two pieces of information from the speech.	3
Writes an email to their best friend, to persuade him or her of the need to protect the planet. Content may include one piece of information from the speech.	2
Writes an email to their best friend in which ideas or opinions may be present, but with little or no attempt to support these with information from the speech.	1
Writes an email to their best friend in which makes little or no reference to the speech.	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
Shows limited ability to use language, including vocabulary and grammar.	0

Criteria	Marks
Text type and sequencing	/4
Uses all the key conventions accurately for the audience, context, purpose and text type. Writes an email, which includes: <ul style="list-style-type: none"> • a title • a salutation at the beginning • information related to the speech • a personal opinion • a signature at the end • informal 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
Makes limited use of key conventions, organisation and sequencing of ideas.	0
Total	/12

Text 2 *Cher Papi et chère Mamie***(31 marks)****Question 2**

Response	Marks
his uncle forbids him from going out after school	1
his uncle drives him to school each morning and picks him up each afternoon	1
taking him directly home to their apartment	1
he is not allowed to go outside the school to get his lunch	1
he has to eat at the school cafeteria	1
his aunt is afraid to go shopping and the pantry is empty	1
after 6 pm, the streets are deserted	1
Total	/7

Question 3

Response	Marks
someone who is intolerant	1
blinded by his or her religious or ideological beliefs	1
and who wants to impose them	1
because he/she thinks he/she knows the truth	1
and so cannot stand that other people think differently	1
often, fanatics resort to violence (are willing to do anything)	1
Total	/6

Question 4

Response	Marks
vulnerable people who have lost their way in life	1
who are looking for an identity within a group	1
and who are, therefore, easy to manipulate	1
Total	/3

Question 5

Response	Marks
youth are ideal prey for fanatics	1
and there are extremists trying to recruit youth	1
for the jihad in Syria, for example	1
Total	/3

Question 6

Criteria	Marks
Response to text	/4
Writes a comprehensive letter of response imagining him/herself as one of Bertrand's grandparents. Answers all his questions and comments on his letter.	4
Writes a letter of response imagining him/herself as one of Bertrand's grandparents. Answers most of his questions and comments on his letter.	3
Writes a letter of response imagining him/herself as one of Bertrand's grandparents. Answers some of his questions.	2
Writes a letter of response in which ideas, opinions or comparisons may be present, but with little or no attempt to support these with information from the text.	1
Writes a letter of response in which 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
Shows limited ability to use language, including vocabulary and grammar.	0
Text type and sequencing	/4
Uses all the key conventions accurately for the audience, context, purpose and text type. Writes a letter, which includes: <ul style="list-style-type: none"> • the date • the address of the sender • a casual greeting • responses to Bertrand's questions • comments on Bertrand's letter • subjective and objective language • logical and cohesive sequence of ideas • a phrase of farewell. 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
Makes limited use of key conventions, organisation and sequencing of ideas.	0
Total	/12