



SAMPLE ASSESSMENT TASKS

**FRENCH: SECOND LANGUAGE
ATAR YEAR 12**

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Sample assessment task

French: Second Language – ATAR Year 12

Task 1 – 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

5.25% of the school mark for this pair of units

Task 1: Technology and me

(40 marks)

Listen to the **four** spoken texts in French, based on the topic Technology and me.

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 *Elodie*

(11 marks)

Question 1

For what purpose did Elodie use the internet recently?

(1 mark)

Question 2

What **three** things was she able to do online?

(3 marks)

1. _____

2. _____

3. _____

Question 3

According to Elodie, how is shopping for groceries made easier? (2 marks)

Question 4

Why did Elodie come to rely on the internet for her shopping last semester and how did she feel about the situation? (5 marks)

Text 2 Max (11 marks)

Question 5

How does Max describe the new mobile phones? (1 mark)

Question 6

With internet access on his mobile phone, what is Max able to do? (4 marks)

Question 7

What does Max post on Instagram or other social networks? How do his friends react? (2 marks)

Question 8

How does Max's brother use his mobile phone? (4 marks)

Text 3 Gilly**(10 marks)****Question 9**

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

1.

2.

Question 10

Why does Gilly use FaceTime and Skype? (2 marks)

Question 11

How does Gilly keep in touch with the friends she made while on exchange in Austria last year? (4 marks)

Question 12

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

Text 4 Alexandre (8 marks)

Question 13

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

Question 14

How was Alexandre able to prepare for his dissertation? (3 marks)

Question 15

Alexandre states: *Ça m'a permis de faire d'une pierre deux coups : me renseigner et pratiquer mon anglais.* What does he mean to say? (3 marks)

Question 16

What does Alexandre ask the reader? (1 mark)

Transcript of spoken texts

Text 1 Elodie

De nos jours, on peut tout faire en ligne. Récemment, j'ai utilisé internet pour organiser mes vacances en Australie. Après avoir acheté les billets en ligne, j'ai trouvé un hôtel sympa et bon marché et j'ai même réservé des places pour un concert à Sydney. Même les grandes chaînes de supermarché s'y sont mises : on peut facilement commander ce dont on a besoin et se faire livrer à domicile. Le semestre dernier, je me suis cassée la jambe en faisant de l'escalade et je ne pouvais plus conduire ma voiture pour aller faire mes courses. J'habite dans un petit studio loin de chez mes parents et j'étais bien contente de pouvoir me débrouiller toute seule sans avoir à embêter les autres. Avec internet c'est très facile.

Text 2 Max

À mon avis les nouveaux portables sont bien plus que de simples téléphones. Comme le mien est équipé d'un accès internet mobile, je peux jouer en réseau à n'importe quel moment de la journée, par exemple lorsque j'attends le bus ou entre deux cours. En plus, grâce à l'appareil photo intégré haute résolution, je prends des photos de très bonne qualité que je poste souvent sur Instagram ou sur d'autres réseaux sociaux. Mes amis me donnent immédiatement leur avis et je trouve ça très sympa. Mon frère, lui, ne se sert du sien que pour envoyer et recevoir des e-mails ou pour écouter de la musique grâce au lecteur MP3. Il ne se rend pas compte que le portable est devenu un véritable objet à tout faire !

Text 3 Gilly

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. Grâce à Face time ou Skype, on peut se voir en direct et ça, ça n'a pas de prix. Je suis partie en échange en Autriche l'année dernière et je me suis fait plein d'amis avec qui je discute au moins deux fois par semaine. Je peux leur envoyer des photos, des vidéos, commenter leur actualité sans devoir attendre d'être à la maison pour utiliser l'ordinateur. Pour les jeunes Françaises aujourd'hui, les portables sont essentiels. Mes parents utilisent le leur seulement de temps en temps, mais nous n'éteignons jamais le nôtre.

Text 4 Alexandre

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'en ai découvert un qui proposait toutes les informations nécessaires y compris des exemples de rédactions écrites par d'autres étudiants américains sur le sujet. Ça m'a permis de faire d'une pierre deux coups : me renseigner et pratiquer mon anglais. Et vous ? Trouvez-vous qu'internet est simple à utiliser ?

Marking key for sample assessment task 1 – Unit 3

Text 1 *Elodie*

(11 marks)

Response	Marks
Question 1	/1
<ul style="list-style-type: none"> to organise her holiday 	1
Question 2	/3
<ul style="list-style-type: none"> buy (airline) tickets find a hotel (hotel accommodation) that is nice and cheap reserve tickets for a concert (in Sydney on Saturday night) 	1 1 1
Question 3	/2
<ul style="list-style-type: none"> you can easily order what you need and have it delivered to your home 	1 1
Question 4	/5
<ul style="list-style-type: none"> she broke her leg and she could not drive her car she lived (in a small studio) away from her parents she could fend for herself (shopping online) without having to rely on/bother others 	1 1 1 1 1
Total	/11

Text 2 *Max*

(11 marks)

Response	Marks
Question 5	/1
<ul style="list-style-type: none"> they're more than just phones 	1
Question 6	/4
<ul style="list-style-type: none"> he can play online any time of the day when he waits for the bus or between classes 	1 1 1 1
Question 7	/2
<ul style="list-style-type: none"> photographs they provide their opinion (on the photographs immediately/straightaway) 	1 1
Question 8	/4
<ul style="list-style-type: none"> to send and receive emails to listen to music through his MP3 player 	1 1 1 1
Total	/11

Text 3 Gilly**(10 marks)**

Response	Marks
Question 9	/2
<ul style="list-style-type: none"> they do not have to go through their parents/do not have to involve their parents they are always in contact (with one another) 	1 1
Question 10	/2
<ul style="list-style-type: none"> you can see people you are speaking with (and) it is free 	1 1
Question 11	/4
<ul style="list-style-type: none"> she speaks with them at least twice a week she sends photographs, videos and comments on their news 	1 1 1 1
Question 12	/2
<ul style="list-style-type: none"> parents use theirs only occasionally she never turns hers off 	1 1
Total	/10

Text 4 Alexandre**(8 marks)**

Response	Marks
Question 13	/1
<ul style="list-style-type: none"> for school work/homework 	1
Question 14	/3
<ul style="list-style-type: none"> did all his research on the web consulted several sites (that gave him all the information) read essays on the topic written by others 	1 1 1
Question 15	/3
<ul style="list-style-type: none"> it allows me to kill two birds with one stone: inform myself/learn something and practise my English 	1 1 1
Question 16	/1
<ul style="list-style-type: none"> Do you find the internet is simple/easy to use? 	1
Total	/8

Sample assessment task

French: Second Language – ATAR Year 12

Task 4 – Unit 3

Assessment type: Written communication

Conditions

Time for the task: Preparation 20 minutes

Writing 40 minutes

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

Task weighting

3.5% of the school mark for this pair of units

Task 4: Film and music

(20 marks)

The French teenagers' magazine *Planète jeunes* is planning a feature article on French films popular with young people. Write a review of a French film in which you provide a summary of the plot and explain why, in your opinion, nobody should miss seeing it.

You have 20 minutes to choose a film, make notes and develop a plan for writing.

You will then have 40 minutes to write a film review in French of approximately 200 words. You can use your notes when writing the review.

Marking key for sample assessment task 4 – Unit 3

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 the review of a French film for a French teenagers' magazine in which they: <ul style="list-style-type: none"> provide a summary of the film's plot explain why, in their opinion, nobody should miss it. Uses effective and relevant details to elaborate.	6
Provides most of the required content and relates it to the question. Uses relevant details to elaborate.	5
Provides mostly relevant content and relates it mostly to the question. Uses details to elaborate.	4
Provides generally relevant content and relates it somewhat to the question. Uses limited details to elaborate.	3
Provides some content that has superficial relevance to the question.	2
Provides content with little relevance to the question.	1
Provides content with no relevance to the question.	0
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, conjugation, tense and mood) and syntax mostly 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 agreements, tense and mood) and syntax with a satisfactory level of accuracy and consistency. Uses a range of simple structures correctly. Makes errors, but inaccuracies do not affect meaning.	4
Demonstrates the rules of grammar (including agreements, tense and mood) and syntax with a satisfactory level of accuracy. Uses simple structures correctly most of the time. Makes errors, with inaccuracies occasionally affecting meaning.	3
Demonstrates the rules of grammar (including agreements, tense and mood) and syntax inadequately and inconsistently. Uses a limited range of structures. Relies on syntax of another language. Makes errors, and inaccuracies impede understanding.	2
Demonstrates the rules of grammar (including agreements, tense and mood) and syntax inaccurately. Uses a limited range of structures. Relies heavily on syntax of another language. Makes frequent errors.	1
Does not observe the rules of grammar.	0
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
Uses limited vocabulary. Relies on cognates.	0
Text type and sequencing	/3
Uses all the key conventions of the text type, including appropriate register. Writes the review of a French film for a French teenagers' magazine which includes a title, formal language, evaluative comments and a personal opinion, a range of tenses, including the present and the past tense. Sequences information cohesively and coherently.	3
Uses most of the key conventions of the text type. 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 of writing. Limited organisation of information impedes the flow and understanding.	1
Does not observe the conventions of the text type and does not sequence ideas.	0
Total	/20

Sample assessment task

French: Second Language – ATAR Year 12

Task 9 – Unit 4

Assessment type: Oral communication

Conditions

Time for the task: Preparation 10 minutes

Interview 8–10 minutes

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

Task weighting

4.5% of the school mark for this pair of units

Task 9: Planning my future

(20 marks)

Participate in an interview in French with your teacher (or other speaker of French) about your plans for the future.

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 Planning my future.

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 plans for the future.

Below are some questions which may be helpful.

- Quels sont vos projets d'avenir ?*
- Que souhaiteriez-vous faire l'année prochaine ?*
- Voulez-vous aller à l'université ? Vous voulez étudier quoi ?*
- Quel est le métier de vos rêves ? Pensez-vous pouvoir l'exercer ?*
- Prendrez-vous une année sabbatique ?*
- Voudriez-vous faire du volontariat ?*
- Comment voyez-vous votre avenir dans 10 ans ?*
- Où avez-vous l'intention d'habiter – à Perth, à l'étranger ? Pourquoi ?*
- Vous avez des projets de voyage ?*

Marking key for sample assessment task 9 – Unit 4

Criteria	Marks
Comprehension	/3
Comprehends most or all questions and comments related to the topics. Makes few or no requests for clarification.	3
Comprehends some familiar questions and comments related to the topics. Makes some requests for clarification.	2
Comprehends few questions and comments related to the topics. Requests clarification frequently, relying heavily on marker support.	1
Does not comprehend questions and comments.	0
Response (relevance and depth of information)	/6
Engages in a detailed and comprehensive interview. Provides a wide range of relevant information, ideas and opinions related to the topic. Observes all conventions of an interview, using appropriate register and body language.	6
Engages in a detailed interview. Provides a good range of relevant information, ideas and opinions related to the topic. Observes all conventions of an interview, using appropriate register and body language.	5
Participates in a detailed interview. Provides a satisfactory range of relevant information, ideas and opinions related to the topic. Sometimes uses memorised text, but is able to incorporate it into the conversation. Observes most conventions of an interview, using appropriate register and body language.	4
Participates in an interview. Frequently uses memorised text to provide some relevant information, ideas and opinions related to the topic. Observes some conventions of an interview using appropriate register and body language.	3
Participates in a fragmented interview. Observes few conventions of an interview, relying instead on memorised text in order to provide some information, ideas and opinions related to the topic.	2
Participates in a fragmented interview. Relies heavily on memorised text and/or provides limited information and few ideas or opinions related to the topic.	1
Fails to respond or uses another language in responses. Provides inadequate information related to the topic.	0
Language accuracy (grammar)	/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 structures which do not affect meaning.	3
Applies the rules of grammar (including agreements, tense and mood) and syntax with some accuracy and reasonable consistency. Makes errors which sometimes impede meaning.	2
Applies the rules of grammar (including agreements, tense and mood) and syntax with little accuracy or consistency.	1
Fails to apply rules of grammar and syntax with any accuracy or consistency.	0
Language range (vocabulary and grammar)	/4
Uses a broad range and variety of contextually relevant vocabulary, expressions, grammar and sentence structure.	4
Uses a range and variety of contextually relevant vocabulary, expressions, grammar and sentence structure.	3
Uses a satisfactory range of relevant vocabulary, grammar and sentence structure.	2
Uses basic and repetitive vocabulary, grammar and sentence structure.	1
Does not demonstrate a range of vocabulary, grammar and sentence structure.	0
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. Articulates mostly clearly with acceptable intonation and pronunciation.	2
Speaks with frequent hesitation and/or repetition. Articulation is often unclear with inaccurate intonation and pronunciation.	1
Unable to converse effectively. Articulation and pronunciation are unintelligible.	0
Total	/20

Sample assessment task

French: Second Language – ATAR Year 12

Task 10 – Unit 4

Assessment type: Response: Viewing and reading

Conditions

Time for the task: 45 minutes

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

Task weighting

5.25% of the school mark for this pair of units

Task 10: Migrant experiences

(58 marks)

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

Text 1 *Les causes de la migration*

(35 marks)

Les causes de la migration

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Savez-vous qu'en 2018, la France a accepté plus de 7,4 millions d'immigrés sur son territoire ? Pour quelles raisons les gens migrent-ils en France ? Économiques, ou environnementales, ou liées à la sécurité ; mais elles peuvent aussi être d'ordre familial.

Publié par Marie à [16:50](#) [4 commentaires](#)



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Vous me demandez « Pourquoi la France ? » Mes parents ont quitté l'Afrique du Nord dans l'espoir de trouver ailleurs de meilleures conditions de vie. En France il y a l'accès à l'éducation et aux soins de santé universels...

Publié par Pablo à [01:25](#) [0 commentaires](#)



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À mon avis les gens ont différentes raisons pour venir s'implanter en France. Pour moi, c'était à l'occasion de vacances à Nice que j'ai décidé d'immigrer en France - nombreuses activités culturelles disponibles, changer de vie, tenter une nouvelle expérience professionnelle....

Publié par Sarai à [08: 07](#) [0 commentaires](#)



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Il y a des personnes de toutes les nationalités qui veulent étudier ou approfondir leurs connaissances dans une université étrangère. C'est le cas notamment de mes frères qui sont partis pour la France dans l'espoir d'une vie meilleure et une éducation supérieure. Malgré que pour eux, la migration est douloureuse car elle représente un arrachement à leur pays, à leur langue, à leurs proches, pour mes frères cette migration est valorisée car elle permet la découverte d'autres cultures et l'enrichissement personnel. C'est très différent la France. Aussi, le paysage, les odeurs. Ils ne sont pas chez eux.

Publié par Auguste à [11: 23](#) [0 commentaires](#)



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J'ai dû quitter mon pays à cause du régime politique au pouvoir. Moi, je suis journaliste pour un journal de mon pays, Sierra Leone. J'avais très peur. Alors, je suis devenue un réfugié politique. Je pense qu'en France je pourrai trouver un travail. Pour moi la France est un refuge où je peux dire ce que je crois. Ici je peux donner mon avis sans mourir. Plus tard, j'espère retourner

chez moi. Ma famille et mes amis me manquent.

Publié par Adèle à [14: 20](#) [0 commentaires](#)

Question 1

According to Marie, what occurred in France in 2018? (2 marks)

Question 2

What **four** reasons does Marie give for people migrating? (4 marks)

1.

2.

3.

4.

Question 3

What question is asked of Pablo? (1 mark)

Question 4

What reasons does Pablo give for his family migrating to France? (2 marks)

Question 5

What **two** differences has Pablo found in France? (2 marks)

1.

2.

Question 6

When did Sarai decide to migrate to France? (2 marks)

Question 7

What reasons does Sarai give for migrating to France?

(3 marks)

Question 8

What reasons does Auguste give for his brothers migrating to France?

(3 marks)

Question 9

Why is migrating to France described as *douloureuse* for Auguste's brothers?

(6 marks)

Question 10

Why do Auguste's brothers value their experience in France?

(2 marks)

Question 11

Why did Adèle have to flee Sierra Leone? (2 marks)

Question 12

On what grounds did Adèle enter France? (1 mark)

Question 13

What **three** positive comments does Adèle make about France? (3 marks)

1.

2.

3.

Question 14

What does Adèle miss? (2 marks)

Text 2 Le voyage de cent pas**(23 marks)**

Le voyage de cent pas par Richard C. Morais.

Hassan Haji, jeune gourmet improbable, raconte dans ce roman charmant écrit en français les joies et les peines de sa vie d'immigré.

Né au-dessus du petit restaurant de son grand-père à Bombay, Hassan grandit dans les senteurs de curry, entre les promenades dans les marchés aux épices et les sorties gourmandes au restaurant en compagnie de sa mère. Mais une tragédie pousse les siens vers l'exil.

Par la force des choses, ils arrivent en France dans un petit village du Jura dans lequel la famille Haji ouvre son restaurant indien décontracté, en face d'un respectable restaurant à deux étoiles, celui de Mme Mallory, chef émérite. Une guerre culturelle et culinaire s'ensuit.

Déjà choquée par l'invasion de cette famille bruyante, Mme Mallory est fâchée de se trouver en concurrence pour les meilleurs produits du marché. Son mépris est absolu jusqu'au jour où elle goûte un plat préparé par le jeune Hassan. Bouleversée et admiratrice malgré elle, elle le prend sous son aile, en disant :

« Cet adolescent maigrelet possède ce mystérieux « je ne sais quoi » qui ne se présente qu'une fois dans la vie. »

Ainsi débute l'ascension d'Hassan qui finira par emprunter un chemin qui le mènera à Paris, vers de nouvelles aventures...

Cent pas, c'est la courte distance qui sépare le restaurant familial de l'établissement deux étoiles mais qui représente le gouffre des cultures. La vie entière d'Hassan ne sera pas de trop pour le franchir.

**Question 15**

What is the theme of the novel, *Le voyage de cent pas*?

(3 marks)

Question 16

Describe Hassan Haji's life before he migrated with his family to France. (4 marks)

Question 17

What did the Haji family do once they arrived in France? Where did this occur? (5 marks)

Question 18

Why did Madame Mallory have negative thoughts about the Haji family? (4 marks)

Question 19

Why did Madame Mallory decide to mentor Hassan after tasting a dish he had made? (2 marks)

Question 20

What is the significance of the novel's title, *Le voyage de cent pas*?

(5 marks)

ACKNOWLEDGEMENTS

Text 2 Image from, and text adapted from: *Le voyage de cent pas: Richard C. Morais: Littérature étrangère*. (2011). Retrieved April, 2015, from <http://calmann-levy.fr/livres/le-voyage-de-cent-pas/>

Marking key for sample assessment task 10 – Unit 4

Text 1 *Les causes de la migration*

(35 marks)

Response	Marks
Question 1	/2
<ul style="list-style-type: none"> France accepted more than 7.4 million people into its territory 	1 1
Question 2	/4
<ul style="list-style-type: none"> 1. economic reasons 2. environmental 3. related to security 4. for family reasons 	1 1 1 1
Question 3	/1
<ul style="list-style-type: none"> (He is asked) Why France?/Why he chose to migrate to France 	1
Question 4	/2
<ul style="list-style-type: none"> they hoped to find better living conditions 	1 1
Question 5	/2
<ul style="list-style-type: none"> 1. access to education 2. universal health care 	1 1
Question 6	/2
<ul style="list-style-type: none"> while she was on holiday in Nice 	1 1
Question 7	/3
<ul style="list-style-type: none"> many cultural activities available change of life/life change try a new professional experience 	1 1 1
Question 8	/3
<ul style="list-style-type: none"> in the hope of a better life and a better education 	1 1 1
Question 9	/6
<ul style="list-style-type: none"> they are torn/wrenched away/uprooted from their country their language their relatives (those close to them) the sights and smells (are not the same) they are not at home 	1 1 1 1 1 1
Question 10	/2
<ul style="list-style-type: none"> they have discovered other cultures it has brought them personal enrichment 	1 1
Question 11	/2
<ul style="list-style-type: none"> because of the political regime in power 	1 1
Question 12	/1
<ul style="list-style-type: none"> as a political refugee 	1

Question 13	/3
<ul style="list-style-type: none"> Any three of the following: she can find a job France is a refuge she can say what she thinks she can give her opinion (without having to do it) 	1–3
Question 14	/2
<ul style="list-style-type: none"> her family her friends 	1 1
Total	/35

Text 2 *Le voyage de cent pas***(23 marks)**

Response	Marks
Question 15	/3
<ul style="list-style-type: none"> the joys and problems/sorrows/pains of his life as/being an immigrant 	1 1 1
Question 16	/4
<ul style="list-style-type: none"> he was born above grandfather's restaurant in Mumbai he grew up with the smell of curry, with walks in the spice markets, and gourmet dining out with his mother 	1 1 1 1
Question 17	/5
<ul style="list-style-type: none"> they open a casual Indian restaurant across the road from the two star restaurant of Madame Mallory, expert chef 	1 1 1 1 1
Question 18	/4
<ul style="list-style-type: none"> they were noisy/rowdy she had to compete with them for the best market produce 	1 1 1 1
Question 19	/2
<ul style="list-style-type: none"> Any two of the following: he showed a (mysterious) ability/quality/was talented/had potential (that appears) once in a lifetime (she was) blown away/deeply moved admiring 	1–2
Question 20	/5
<ul style="list-style-type: none"> (100 steps) it is the (actual) distance which separates the Hajjis' restaurant from Madame Mallory's /the two restaurants but it represents the gulf/abyss between the two cultures 	1 1 1 1 1
Total	/23