



Sample assessment task	
Year level	7
Learning area	Languages
Subject	French: Second Language
Title of task	<i>Une journée abominable !</i> (A horrible day!)
Task details	
Description of task	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to school experiences.</p> <p>In Part A students also demonstrate their skills in comprehending written texts by completing responses to a series of questions.</p> <p>In Part B students demonstrate their skills in writing the script of a role play about an imaginative school experience, and their speaking skills as they perform it for the class.</p>
Type of assessment	Summative
Purpose of assessment	This assessment aims to determine student learning at the time of the assessment. It establishes information on the students' ability to comprehend written text and convey this information to others in a variety of ways. It also establishes information on their ability to write and speak in French, using rehearsed descriptive and expressive language.
Assessment strategy	<p>Short response – read for information in written text</p> <p>Extended writing – write the script of a role play</p> <p>Oral performance – perform in a role play</p>
Evidence to be collected	<p>Completed task sheet</p> <p>Audio visual recording of role play</p>
Suggested time	<p>Part A – 30 minutes</p> <p>Part B – 40 minutes for script writing and rehearsing and 2–3 minutes for performance</p>
Content description	
Content from the Western Australian Curriculum	<p>Communicating</p> <p>Initiate and participate in spoken and written interactions with peers and known adults, using rehearsed descriptive and expressive language to talk about, give opinions, share thoughts and feelings on people, social events and school experiences</p> <p>Access and summarise key information and supporting details from texts related to aspects of their personal and social worlds</p> <p>Organise and present information and ideas on texts related to aspects of their personal and social worlds, using descriptive and expressive language and modes of presentation to suit different audiences and contexts</p> <p>Understanding</p> <p>Recognise individual elements of spoken and written words, phrases and non-verbal forms of expression and notice how they reinforce spoken language, for example, hand gestures to express <i>C'est nul; Ça suffit !; Quoi encore;</i> or sounds and facial expressions such as <i>Oh là là !; Aïe !; T'as fait quoi ?</i></p>

	<p>Extend knowledge of context-related vocabulary and additional elements of grammar, including:</p> <ul style="list-style-type: none"> • increasing control of the conjugation of regular verbs in <i>le présent</i> and of high-frequency irregular verbs such as <i>avoir, être, faire, devoir, vouloir, savoir, aller</i> • using <i>le passé composé</i> and becoming familiar with <i>l'imparfait</i> when encountered in familiar expressions and scaffolded language contexts, for example, <i>Il était une fois...; C'était...; Je suis allé au cinéma. C'était amusant.</i>
Task preparation	
Prior learning	<p>Students have prior knowledge of and exposure to:</p> <ul style="list-style-type: none"> • a variety of texts related to school experiences • context-related vocabulary • grammatical items, including: the present, perfect and imperfect tenses • textual conventions of a role play.
Assessment differentiation	<p>Teachers should differentiate their teaching and assessment to meet the specific learning needs of their students, based on their level of readiness to learn and their need to be challenged.</p> <p>Where appropriate, teachers may either scaffold or extend the scope of the assessment tasks.</p>
Assessment task	
Assessment conditions	<p>Part A is to be completed by students working individually.</p> <p>Part B is to be completed by students working in small groups of 2–3.</p>
Resources	<p>Task sheet</p> <p>French/English – English/French dictionary</p> <p>Recording device</p>

Instructions for teacher

Prior to administering the tasks, the students will need to be:

- exposed to a variety of texts related to school experiences
- taught context-related vocabulary
- taught grammatical items, including:
 - understanding and using the perfect, present and imperfect tenses
- exposed to the textual conventions of writing and performing a role play, and provided with opportunities to practise them.

Task

Part A: Hier, c'était horrible

Students read the email text *Une journée abominable: Hier c'était horrible* and respond to questions in English.

They look up in a dictionary any unfamiliar vocabulary.

Allow students 30 minutes to complete Part A.

Part B: Jeu de rôle – la journée de Sophie

Students re-read the text in Part A and in small groups of 2–3, prepare a 2–4 minute role play re-enacting a part of the narrator's day.

Allow students 40 minutes to complete the writing component of Part B.

As they work, students are to ensure that each member of their group has the opportunity to contribute equally to the writing of the script and presentation of the role play.

Each group will be allowed 2–3 minutes to present their role play.

Instructions to students

Une journée abominable !






Part A: Hier, c'était horrible

Read the email that Sophie has written to her older sister, and respond to questions which follow in English.

Look up any unfamiliar vocabulary in a dictionary.

E-mail

Fichier Edition Affichage Insertion Format Outils Message ?

 Envoyer  Couper  Coller  Annuler  Priorité

De: SophieD03@orange.fr

À: _____

Objet: Tu me manques !!

Salut Mireille !

Hier, j'ai passé une journée abominable. Heureusement que c'était mercredi !

Alors, pour commencer, je me suis levée trop tard. Je n'ai pas pris mon petit déjeuner et j'ai raté mon bus. Puis, il a commencé à pleuvoir et j'étais trempée. Enfin, quand je suis arrivée en retard à l'école, ma prof n'était pas contente. Elle m'a grondée parce que j'étais en retard et j'avais les pieds mouillés.

Le premier cours, c'était l'anglais. J'ai horreur de l'anglais, car je suis nul ! De plus, hier j'ai oublié mes devoirs à la maison. Ma prof m'a envoyée dans le bureau du proviseur avec Bertrand. Lui, c'est un mauvais élève. Il n'a pas fait ses devoirs. On a dû recopier cent fois la phrase « *Je vais être plus organisée.* » J'ai essayé de finir aussi vite que possible, mais Bertrand a pris mon stylo.

A la récréation, Lucie, Cécile et moi, on a sauté à la corde. Je suis tombée par terre et je me suis fait mal au genou. J'ai crié ! Je suis allée voir l'infirmière qui m'a mis un pansement.

Heureusement hier c'était mercredi. Donc je suis rentrée à la maison à midi.

Based on the text above, answer the following questions in English. Write in note form but give as much detail as possible in your response.

Question 1

What day of the week did Sophie experience her horrible day? (1 mark)

Question 2

Tick [✓] to indicate if the following sentences are **true** or **false**. (4 marks)

	True	False
Sophie got up late.		
She ate a big breakfast.		
She was just in time to catch her bus.		
It started to rain and Sophie did not have her umbrella.		

Question 3

Was Sophie's teacher happy to see her? Why or why not? (3 marks)

Question 4

Why does Sophie hate English? (1 mark)

Question 5

Why was Sophie sent to the Principal's office? (1 mark)

Question 6

Who went with her to the Principal's office? Why?

(2 marks)

Question 7

What is the meaning of the statement « *Je vais être plus organisée.* »?

(2 marks)

Question 8

What slowed down Sophie in finishing her lines?

(2 marks)

Question 9

Read and tick [✓] to indicate if the following sentences are **true**, **false** or **not mentioned** in the story.

(5 marks)

	True	False	Not mentioned
Sophie spent recess with her cousins.			
They were skipping at recess.			
Sophie fell and hurt her ankle.			
The nurse gave her a lolly.			
Her mum picked her up early.			

Part B: Jeu de rôle – la journée de Sophie

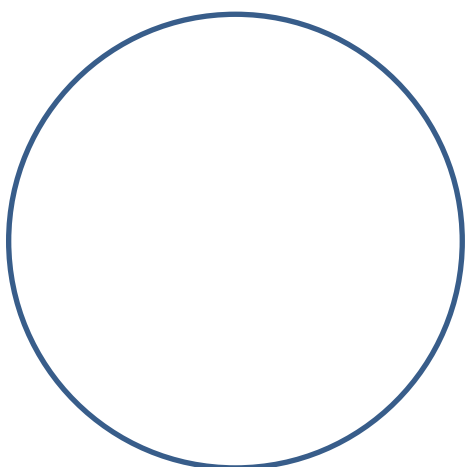
Re-read the text *Une journée abominable*. In small groups of 2–3, prepare a 2 to 3-minute role play re-enacting a part of Sophie’s day. In the script of your role play show your understanding of the present, imperfect and near future tenses.

As you work, ensure each member of your group has the opportunity to contribute equally to the writing and presentation of your skit.

Jeu de rôle – la journée de Sophie Planning

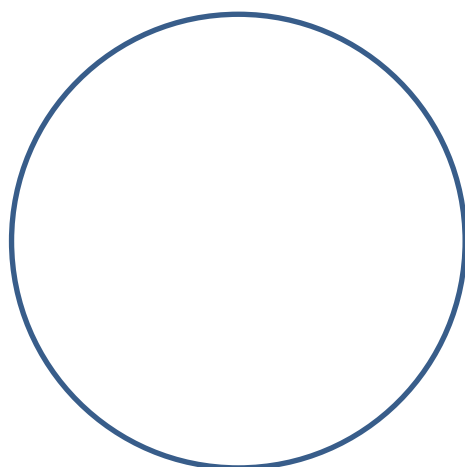
Participation Pie 1

Indicate how much each member of your group has contributed to writing the script of your role play.



Participation Pie 2

Indicate how much each member of your group will have the opportunity to talk when presenting your role play.



Sample marking key

Part A: Hier, c'était horrible

Description	Marks
Question 1	
Wednesday.	1
Subtotal	1
Question 2	
Sophie got up late. True	1
She ate a big breakfast. False	1
She was just in time to catch her bus. False	1
It started to rain and Sophie did not have her umbrella. True	1
Subtotal	4
Question 3	
No	1
She was late.	1
She had wet feet.	1
Subtotal	3
Question 4	
She is bad at it.	1
Subtotal	1
Question 5	
She forgot her homework.	1
Subtotal	1
Question 6	
Bertrand	1
He didn't do his homework.	1
Subtotal	2
Question 7	
I am going to be more organised.	1
Subtotal	2
Question 8	
Bertrand took her pen	1
Subtotal	2
Question 9	
Not mentioned	1
True	1
False	1
False	1
Not mentioned	1
Subtotal	5
Part A total	21

Part B: Jeu de rôle – La journée de Sophie	
Description	Marks
Content	
Confidently writes a simple, shared role play to entertain peers, using rehearsed descriptive and expressive language to share a school experience.	3
Writes a simple, shared role play to entertain peers. Attempts are made to give supporting details and use rehearsed descriptive and expressive language.	2
Significant support is required to write a simple shared role play to entertain peers.	1
Subtotal	3
Description	Marks
Grammar and vocabulary	
Uses a range of vocabulary, grammatical elements and structures to communicate information mostly correctly. Simple and compound sentences are handled with confidence. Uses present, imperative and near future tenses successfully.	4
Uses a range of vocabulary, grammatical elements and structures. Sentences are mostly simple though some compound sentences are attempted. Uses the present, imperative and near future tenses with varying success. Errors are present but language is mostly accurate and meaning is clear.	3
Uses a satisfactory range of vocabulary, grammatical elements and structures. Sentences are mostly simple. Use of the present and near future tenses are usually successful. Shows limited use of the imperative tense.	2
Uses a limited range of vocabulary and simple sentences. Applies the rules of grammar, including tenses, with inaccuracies. Occasional short phrases are used but meaning is not always clear.	1
Subtotal	4
Description	Marks
Pronunciation and intonation	
Uses clear and accurate pronunciation and intonation.	3
Uses acceptable pronunciation and intonation.	2
Inaccurate pronunciation impedes comprehension at times.	1
Subtotal	3
Description	Marks
Interaction and fluency	
Speaks confidently and speech flows well.	3
Speaks with some confidence though often hesitant. Requires some support from the other speaker(s).	2
Hesitates and pauses frequently. Requires considerable support from the other speaker(s).	1
Subtotal	3
Part B total	13
Total	34