



Sample assessment task

Year level	8
Learning area	Languages
Subject	French: Second Language
Title of task	<i>Venez fêter avec nous !</i> (Come celebrate with us!)

Task details

Description of task	Students demonstrate knowledge and understanding of vocabulary, language structures and grammatical items related to ideas, views, opinions and experiences of special holidays. They also demonstrate their skills in speaking French to present an informative and persuasive oral presentation promoting a French cultural event happening in Australia, and to respond to questions from the radio host.
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 use both rehearsed and spontaneous spoken language to publicise a cultural event celebrating <i>La Francophonie</i> in Australia.
Assessment strategy	Oral performance – participate in an interview and present information on a radio show segment
Evidence to be collected	Audio recording of a simulated radio presentation
Suggested time	50 minutes (includes preparation, presentation and additional feedback teaching time)

Content description

Content from the Western Australian Curriculum	<p>Communicating</p> <p>Initiate and maintain spoken and written interactions with peers and known adults using both rehearsed and spontaneous language to discuss and share ideas, views, opinions and experiences of special holidays and travel</p> <p>Organise and present information and ideas to raise awareness of and inform others about texts related to aspects of their personal and social worlds, using descriptive and expressive language to compare perspectives and experiences</p> <p>Participate in intercultural interactions with members of the French-speaking community to discuss cultural practices, demonstrating awareness of the importance of shared understanding and reflecting on adjustments made as a result of reactions and responses</p> <p>Understanding</p> <p>Continue to 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>, <i>le passé composé</i>, <i>l'imparfait</i> and of high-frequency irregular verbs such as <i>avoir</i>, <i>être</i>, <i>faire</i>, <i>devoir</i>, <i>vouloir</i>, <i>savoir</i>, <i>aller</i>, for example, <i>Je suis allée en France pour rendre visite à ma famille française</i> using <i>le passé composé</i>, recognising verbs conjugated with <i>être</i> as the auxiliary that involve agreement between subject and past participle, for example, <i>Elles sont parties hier matin</i>
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	<ul style="list-style-type: none"> • understanding the form and function of reflexive verbs, for example, <i>Il se lève très tard; Nous nous promenons chaque soir; Je veux m'asseoir à côté de toi</i> • recognising and using idiomatic expressions such as those using <i>avoir</i>, for example, <i>avoir soif, avoir sommeil, avoir peur</i> • extending use of <i>l'impératif</i> and <i>le futur proche</i> • extending knowledge of negative constructions such as <i>ne...plus, ne...rien, ne...jamais, ne...que</i> • understanding how to use modal verb forms to express possibility, obligation and ability, for example, <i>Je peux m'imaginer...; Il doit partir demain...</i> and impersonal expressions such as <i>il faut...</i> and <i>on...</i> • learning to use direct object pronouns in conjunction with the present tense, for example, <i>Je t'écoute, elle les mange tous les jours !</i> <p>Examine how elements of communication such as gestures, facial expressions and choice of language vary according to context and situation.</p>
Task preparation	
Prior learning	<p>Students have prior knowledge of and exposure to:</p> <ul style="list-style-type: none"> • different cultural events in the French-speaking world, and information such as time, date, significance, opinions • context-related vocabulary • tasks and activities that involve the planning of experiences and activities • grammatical elements, including: understanding and using the present, imperative, near future, perfect and imperfect tenses • the textual conventions of a radio presentation and advertisement.
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>The interview in Part B will take place between the teacher (or another speaker of French) and the student.</p>
Resources	<p>Task sheet</p> <p>Task administration script</p> <p>French/English – English/French dictionary</p> <p>Recording device</p>

Instructions for teacher

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

- exposed to different cultural events in the French-speaking world, including information such as time, date, significance, opinions
- taught context-related vocabulary
- provided with opportunities to engage in tasks and activities that involve the planning of experiences and activities
- taught grammatical items, including:
 - understanding and using the present, imperative, near future, perfect and imperfect tenses
- taught the textual conventions of a radio presentation and advertisement, and provided with opportunities to practise them.

Task

Students prepare and present a one minute promotional presentation (advertisement) in French as a guest on a multicultural radio station.

In their presentation, students are to promote a French cultural event happening in Australia.

Provide students with the task administration script so that they are aware of the procedure that the interview will take.

Allow students 45 minutes, with the use of a dictionary if required, to write the notes for their presentation. They are to work independently to prepare for the presentation.

Task administration script

Teacher: Bienvenue sur Radio Francophone, c'est l'heure des jeunes et aujourd'hui nous avons dans le studio un invité spécial qui va nous parler d'un événement qui va se dérouler bientôt.

Bonjour (*student's name*). Merci d'être venu. Alors quel est cet événement dont vous voulez nous parler aujourd'hui ?

Student: *Student to respond, advertising French cultural event.*

Teacher: Merci pour toutes ces informations. Est-ce que vous avez déjà assisté à un tel événement et comment c'était ?

Student: *Student to respond to question.*

Teacher: Merci. C'est tout le temps qu'on a aujourd'hui. Au revoir.

Instructions to students

Venez fêter avec nous !

As a guest on the weekly cultural segment of a multicultural radio programme, you have been asked to promote a French cultural event. You are to present to the listeners a one minute (approximately) presentation you have prepared in French.

Your teacher will play the role of the radio presenter and will introduce you.

Your teacher will ask you the following questions:

- *Alors quel est cet événement dont vous voulez nous parler aujourd'hui ?*
- *Est-ce que vous avez déjà assisté à un tel événement et comment c'était ?*

In your promotional presentation, include:

- the name of the event
- when the event is happening (date and time)
- where the event will take place
- who is invited to attend
- whether any costs are involved
- what participants can expect, for example, what the event is about, entertainment, similarities to Australian festivals/cultural events.

Your presentation should be interesting to listen to and should attempt to persuade people to attend.

Look up in a dictionary any unfamiliar vocabulary.

Choose one of the following cultural events or another event you have heard or read about in class:

- Le 14 juillet
- Noël
- Le poisson d'avril
- Pâques
- Mardi Gras.

Preparation

Sample marking key

Venez fêter avec nous !

Description	Marks
Content	
Creates and presents a simple persuasive text to engage listeners. Uses rehearsed descriptive and expressive language to share 6 pieces of information about a French cultural event. Includes: <ul style="list-style-type: none"> the name of the event (1) when the event is happening (date and time) (1) where the event will take place (1) who is invited to attend (1) whether any costs are involved (1) what participants can expect, for example, what the event is about, entertainment, similarities to Australian festivals/cultural events (1). 	6
Creates and presents a simple text to engage listeners. Uses rehearsed descriptive language to share 5 pieces of information about a French cultural event.	5
Creates and presents a simple text to engage listeners. Uses rehearsed descriptive language to share 4 pieces of information about a French cultural event.	4
Creates and presents a simple text to engage listeners. Uses rehearsed language to share 3 pieces of information about a French cultural event.	3
Creates and presents a simple text to engage listeners. Uses rehearsed language to share 2 pieces of information about a French cultural event.	2
Requires significant support to create and present information about a cultural event.	1
Subtotal	6
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	
Uses clear and accurate pronunciation and intonation.	3
Uses acceptable pronunciation and intonation.	2
Inaccurate pronunciation makes meaning unclear at times.	1
Subtotal	3
Description	Marks
Interaction and fluency	
Speaks confidently and speech flows well.	3
Speaks with some confidence though hesitant at times.	2
Hesitates and pauses frequently.	1
Subtotal	3
Total	15