



SAMPLE ASSESSMENT TASK

**FRENCH: SECOND LANGUAGE
YEAR 9 (YEARS 7–10 SEQUENCE)**

ALLONS À PARIS (LET'S GO TO PARIS)

Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

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Disclaimer

Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course. Teachers must exercise their professional judgement as to the appropriateness of any they may wish to use.

Sample assessment task

French: Second Language – Year 9

Title of task	<i>Allons à Paris (Let's go to Paris)</i>
Description of task	<p>Students demonstrate their knowledge and understanding of vocabulary and systems of language when discussing and comparing events of significance in the lives of young people, including holidays, special events and travel.</p> <p>In Part A, students demonstrate their skills in comprehending a text spoken in French by responding to a series of questions in English.</p> <p>In Part B, students demonstrate their skills in writing in French by composing a blog post about a tourist destination that they have visited.</p>
Type of assessment	Summative
Purpose of assessment	This task aims to determine student learning at the time of the assessment. It establishes the students' ability to comprehend spoken text and convey this information to others in a variety of ways. It also establishes their ability to comprehend spoken French and write in French, using context-related vocabulary and rehearsed language.
Assessment strategy	Short response – listen for information in spoken text Extended response – write a blog post
Evidence to be collected	Part A – completed task sheet Part B – written blog post
Suggested time	Part A – 15 minutes Part B – 50 minutes (one session)

Content description

Content from the Western Australian Curriculum

Communicating

Initiate and maintain interactions with others orally and in writing to discuss and compare events of significance in the lives of young people, including holidays, special events and travel

Identify information and ideas from a range of texts related to aspects of their personal and social worlds, state opinions, compare reviews and present information in different formats to inform or interest others

Understanding

Increase control of regular and irregular elements of the French sound system, including using liaison in unfamiliar contexts, building fluency and accuracy in pronunciation of more complex syllable combinations, pitch, stress and rhythm

Generate language for a range of purposes in spoken and written texts, by extending understanding and use of context-related vocabulary and elements of the French grammatical system, including:

- using *le passé composé*, to recount events that occurred in the past with *avoir*, for example, *Elle a fait du shopping.*
- recognising verbs conjugated with *être* as the auxiliary in *le passé composé* have agreement between subject and past participle, for example, *Madeleine est allée en France pour rendre visite à sa famille française.*
- understanding the forms and functions of reflexive verbs, and the use of *être* and agreements in *le passé composé*, for example, *Je me suis levée à sept heures pendant les vacances.; Elle s'est entraînée ...*
- becoming familiar with *l'imparfait* when encountered in familiar expressions and scaffolded language contexts, for example, *C'était ...; J'ai joué au foot avec mes amis hier après-midi. C'était amusant.*
- understanding the differences in use between *le passé composé* and *l'imparfait*, for example, *Il faisait beau.; Je suis allé au Louvre.*
- using relative pronouns *qui, que*
- using emphatic pronouns *moi, toi, lui, elle, soi, nous, vous, eux*
- using negatives with *le passé composé*, for example, *Nous n'avons pas encore fini l'histoire.*
- understanding additional negative forms, such as *ne ... plus, ne ... rien, ne ... jamais.*

Task preparation

Prior learning

Students have prior knowledge of and exposure to:

- a variety of texts related to discussing and comparing events of significance in the lives of young people, including holidays, special events and travel
- context-related vocabulary
- grammatical structures including the perfect tense, reflexive verbs, imperfect tense, relative pronouns, emphatic pronouns, negative statements and comparative and superlative adverbs and adjectives
- the textual conventions of an advertisement and a blog post.

Assessment differentiation

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.

Where appropriate, teachers may either scaffold or extend the scope of the assessment tasks.

Assessment task

Assessment conditions

Part A and Part B are to be completed by students working individually.

Resources

- Task sheets
- Audio recording
- Computer/electronic device
- Bilingual dictionary

Instructions for teacher

Prior to administering the task, the students will need to have prior knowledge of and exposure to:

- a variety of texts related to discussing and comparing events of significance in the lives of young people, including holidays, special events and travel
- context-related vocabulary and expressions, such as
 - building names
 - tourist sites
 - numbers (price and time)
 - means of transport
 - days of the week/months of the year
 - giving an opinion
- taught grammatical structures including the perfect tense, reflexive verbs, imperfect tense, relative pronouns, emphatic pronouns, negative statements and comparative and superlative adverbs and adjectives
- taught textual conventions of an advertisement and a blog post and given the opportunity to practise them.

Activities to scaffold the task

Provide opportunities for students to engage in language practice activities aimed to help them internalise the language and cultural knowledge they need for this task, such as:

- learning vocabulary to discuss tourist sites
- learning about Paris and its famous monuments
 - *La prof Elisabeth – Découvrir Paris: monuments, quartiers et moyens de transports. Niveau A1 de FLE – English subtitles*
<https://www.youtube.com/watch?v=rW5J7O0GTz0>
 - *Flemotion: apprendre le français – 5 famous monuments of Paris in French with French & English subtitles – culture 1*
<https://www.youtube.com/watch?v=xqNytda9BBE>
- participating in research work
 - in a group
 - students research online tourist sites discussed in class and create a poster in French to talk about one Parisian tourist site, including price of entry, opening hours, means of transport to get there and what to see once they are there. The posters are to be displayed in class. Teachers may choose to make some annotations and/or mark this work
 - individually
 - students are instructed to:
 - make notes about other sites they have not worked on in group work
 - do an internet search confirming details of the conventions of a blog post.

Before administering Part B, teachers may introduce phrases in the past tense using the following:

- Podcast *Français Facile*
<https://www.podcastfrancaisfacile.com/podcast/parler-de-ses-vacances-3.html>

This podcast includes a listening activity that can be used as practice, along with the transcript in which students will find useful phrases in the past tense to talk about a past holiday

- HelloFrench – *Parler de ses vacances en français*
<https://www.hellofrench.com/lecons-apprentissage-francais/parler-de-ses-vacances-en-francais/>
This website includes a video and the transcript about a past holiday. There are useful phrases in the past tense referring to travelling and activities that can be adapted. There is also a quiz that can be used for practice/revision/reinforcement
- a variety of sites to reinforce vocabulary and phrases, such as
 - Education Perfect
<https://www.educationperfect.com/>
 - Quizlet
<https://quizlet.com/>
 - Kahoot
<https://kahoot.com/schools-u/>

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Part A: *Le Louvre* (The Louvre)

Students listen to a radio advertisement in French about the Louvre in Paris. They answer questions in English to demonstrate their understanding.

Task administration script

Listen to the following advertisement about the famous tourist site in Paris, *Le Louvre*.

Answer the questions that follow in English. Write in note form, but include all relevant information. You may use a bilingual dictionary to look up any unfamiliar vocabulary.

The advertisement will be read once in its entirety, then divided into parts. Each part will be read twice, with a pause between each part.

Text in its entirety

Connaissez-vous Le Louvre et ses merveilles cachées à l'intérieur ? Situé dans la rue de Rivoli dans le premier arrondissement de Paris, on décrit Le Louvre comme le plus grand musée d'art, non seulement de France, mais du monde entier. Il est accessible avec les lignes du métro numéros 1 et 7.

Ouvert toute la semaine, sauf le mardi, on entre dans Le Louvre par une pyramide en verre majestueuse. Une fois à l'intérieur, on ne trouve pas seulement des sculptures et tableaux célèbres comme la Joconde, mais on peut aussi assister à des concerts, des projections de films et des spectacles en direct. Pour des renseignements sur les événements et expositions actuels, visitez le site web www.louvre.fr

Avec un tarif d'entrée de 17€ et des tarifs réduits pour les jeunes, qu'est-ce que vous attendez ?

[Pause for 10 seconds]

Part 1 – first reading

Connaissez-vous Le Louvre et ses merveilles cachées à l'intérieur ? Situé dans la rue de Rivoli dans le premier arrondissement de Paris, on décrit Le Louvre comme le plus grand musée d'art, non seulement de France, mais du monde entier. Il est accessible avec les lignes du métro numéros 1 et 7.

[Pause for 20 seconds]

Part 1 – second reading

Connaissez-vous Le Louvre et ses merveilles cachées à l'intérieur ? Situé dans la rue de Rivoli dans le premier arrondissement de Paris, on décrit Le Louvre comme le plus grand musée d'art, non seulement de France, mais du monde entier. Il est accessible avec les lignes du métro numéros 1 et 7.

[Pause for 20 seconds]

Part 2 – first reading

Ouvert toute la semaine, sauf le mardi, on entre dans Le Louvre par une pyramide en verre majestueuse. Une fois à l'intérieur, on ne trouve pas seulement des sculptures et tableaux célèbres comme la Joconde, mais on peut aussi assister à des concerts, des projections de films et des spectacles en direct. Pour des renseignements sur les événements et expositions actuels, visitez le site web www.louvre.fr.

[Pause for 20 seconds]

Part 2 – second reading

Ouvert toute la semaine, sauf le mardi, on entre dans Le Louvre par une pyramide en verre majestueuse. Une fois à l'intérieur, on ne trouve pas seulement des sculptures et tableaux célèbres comme la Joconde, mais on peut aussi assister à des concerts, des projections de films et des spectacles en direct. Pour des renseignements sur les événements et expositions actuels, visitez le site web www.louvre.fr.

[Give students 2 minutes to finalise their answers]

Part B: *Ma visite à Paris* (My visit to Paris)

Students imagine that they have recently visited Paris and write a blog post reviewing the city and recounting their experience.

Using their research, students should include:

- the names of at least two sites they visited, other than *Le Louvre*
- two details about each site they visited
- how they got to each site
- who they went with
- their opinion about the city of Paris.

Students write approximately 100 words in French. They may use a bilingual dictionary to look up any unfamiliar vocabulary.

Students have 50 minutes to complete Part B.

Instructions to students

Allons à Paris (Let's go to Paris)

Part A: *Le Louvre* (The Louvre)

(15 marks)

Listen to the following advertisement about the famous tourist site in Paris, *Le Louvre*.

Answer the questions that follow in English. Write in note form but include all relevant information.

You may use a bilingual dictionary to look up any unfamiliar vocabulary.

The advertisement will be read once in its entirety, then divided in its parts. Each part will be read twice, with a pause between each part.

Part 1

Question 1

(1 mark)

What is the main purpose of the text? Tick [✓] the correct answer.

✓

To warn people that the tourist site is closed for renovations.	
To advertise a special event at the tourist site.	
To convince people to visit the tourist site.	
All of the above.	

Question 2

(5 marks)

Complete the table below with details about *Le Louvre*.

Type of attraction	(1 mark)
Two details about <i>Le Louvre</i> 1) 2)	(2 marks)
Where in Paris is <i>Le Louvre</i> located? • •	(2 marks)

Part 2

Question 3

(3 marks)

Indicate whether the following statements are true (T) or false (F).

Statements	True/False
You can get to <i>Le Louvre</i> by public transport.	
<i>Le Louvre</i> is open every day.	
You can enter <i>Le Louvre</i> via the pyramid only on Tuesdays.	

Question 4

(3 marks)

Based on the advertisement, name three activities that visitors can do in *Le Louvre*.

1. _____
2. _____
3. _____

Question 5

(1 mark)

What are the listeners encouraged to do?

Question 6

(2 marks)

State two details given about the cost of entry.

1. _____
2. _____

Part B: *Ma visite à Paris* (My visit to Paris) (22 marks)

Part B: *Ma visite à Paris* (My visit to Paris) (22 marks)

You have recently visited Paris. Write a blog post reviewing the location and recounting your experience.

Using your research on Paris tourist sites, you should include:

- the names of at least two sites you visited, other than *Le Louvre*
- two details about each site you visited
- how you got to each site
- who you went with
- your opinion about the city of Paris.

Write approximately 100 words in French. You have 50 minutes to complete Part B.

You may use a bilingual dictionary to look up any unfamiliar vocabulary.

[illegible]

Sample marking key

Part A: *Le Louvre* (The Louvre)

Description	Marks
Question 1	
To convince people to visit the tourist site	1
Subtotal	/1
Question 2	
Type of attraction – art museum	1
Two details about <i>Le Louvre</i> – biggest in France (1) and in the world (1)	2
Where in Paris is <i>Le Louvre</i> situated? Rue de Rivoli (1) – 1 st Arrondissement (1)	2
Subtotal	/5
Question 3	
You can get to <i>Le Louvre</i> by public transport. True	1
<i>Le Louvre</i> is open every day. False	1
You can enter <i>Le Louvre</i> via the pyramid only on Tuesdays. False	1
Subtotal	/3
Question 4	
Any three of the following: <ul style="list-style-type: none"> • view paintings, such as the Mona Lisa • view sculptures • go to live concerts • watch movies • watch live stage performances. 	1–3
Subtotal	/3
Question 5	
Visit the website.	1
Subtotal	/1
Question 6	
1. €17 for a standard ticket.	1
2. Reduced price for young people.	1
Subtotal	/2
Part A Total	/15

Part B: *Ma visite à Paris* (My visit to Paris)

Description	Marks
Content	
Writes a blog post reviewing Paris and recounting their experience. Using their research, student should include: <ul style="list-style-type: none"> at least two sites they visited, other than <i>Le Louvre</i> (2) two details about each site they visited (2 marks per site = 4 marks in total) how they got to each site (2 marks) who they went with (1) their opinion about the city of Paris (2 marks). 	1–11
Subtotal	/11
Grammar and accuracy	
Uses an appropriate range of sentence structures with accuracy. Makes successful attempts at compound sentences, including negative forms. Uses the <i>passé composé</i> successfully and attempts at using the <i>imparfait</i> are mostly successful.	4
Uses sentence structures that satisfy the requirements of the task. Sentences are mostly simple though some compound sentences are attempted. Uses of the <i>passé composé</i> and attempts at using the <i>imparfait</i> are sometimes unsuccessful, though the intended meaning is clear.	3
Uses mostly simple sentences in the <i>passé composé</i> to convey ideas. Some attempts may be made to use the <i>imparfait</i> and intended meaning is somewhat evident.	2
Makes limited use of simple sentences and application of grammatical elements. Frequent errors make meaning unclear.	1
Subtotal	/4
Vocabulary	
Uses a range of contextually-relevant vocabulary. Spelling is mostly correct, including the use of accents.	4
Attempts to use a variety of vocabulary that is generally contextually relevant. Spelling is mostly correct. Attempts are made at using accents correctly.	3
Use mostly well-rehearsed vocabulary with some repetition. Spelling is at times approximate, and accents are missing or incorrect. Overall meaning is easily comprehensible.	2
Uses limited contextually-relevant vocabulary. Poor spelling often impedes comprehension.	1
Subtotal	/4

Description	Marks
Text type and sequencing	
Uses all of the key conventions of a blog post. Uses language to engage to the audience. Sequences information cohesively and coherently.	3
Uses most of the key conventions of a blog post. Shows some consideration of the audience and uses appropriate language register. Sequences information to some extent.	2
Uses few of the key conventions of the text type. Attempts to address the audience are not always successful. Shows limited ability to organise ideas which interrupts the flow and intended meaning.	1
Subtotal	/3
Part B Total	/22
Total	/37

Acknowledgements

Script for Part A

Information from: *Musée du Louvre*. (2022). In *Wikipedia*. Retrieved October, 2022, from https://fr.wikipedia.org/wiki/Mus%C3%A9e_du_Louvre
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