



## Sample assessment task

<b>Year level</b>	5
<b>Learning area</b>	Languages
<b>Subject</b>	French: Second Language
<b>Title of task</b>	<i>Je me présente</i> (Let me introduce myself)

## Task details

<b>Description of task</b>	<p>Students demonstrate knowledge and understanding of vocabulary, language structures and grammatical items related to their home, neighbourhood and local community.</p> <p>In Part A they also demonstrate their skills in comprehending written French text by reading and responding to questions from a French e-pal.</p> <p>In Part B they demonstrate their skills in writing by composing an informative and descriptive email to their French e-pal.</p>
<b>Type of assessment</b>	Summative
<b>Purpose of assessment</b>	This assessment aims to determine student learning at the time of the assessment. It establishes information on the students' ability to comprehend written texts, gathering and comparing information and supporting details, and conveying this information to others. It also establishes information on their ability to interact in written form, exchanging information with others.
<b>Assessment strategy</b>	<p>Short response – read for information in written text</p> <p>Short response – complete an email response</p>
<b>Evidence to be collected</b>	Completed task sheets
<b>Suggested time</b>	<p>Part A – 30 minutes</p> <p>Part B – 25 minutes</p>

## Content description

<b>Content from the Western Australian Curriculum</b>	<p><b>Communicating</b></p> <p>Initiate interactions with the teacher and peers, using descriptive and expressive language to exchange information about their home, neighbourhood and local community</p> <p>Gather and compare information and supporting details from a range of written, spoken, digital and multimodal texts related to their personal and social worlds</p> <p>Gather and convey information and ideas in different formats from a range of texts related to their personal and social worlds</p> <p><b>Understanding</b></p> <p>Use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> <li>observing the relationship between subject pronouns and verb endings, using <i>je/tu/il/elle/on/vous</i> + present tense of verbs associated with familiar actions and environments, <i>-er</i>, <i>-ir</i> and <i>-re</i> verbs and common irregular verbs such as <i>avoir</i>, <i>être</i>, <i>aller</i> and <i>faire</i></li> </ul>
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	<ul style="list-style-type: none"> <li>• formulating questions using <i>Est-ce que... ?</i>, and recognising the inverted form of the verb, or changed intonation, for example, <i>Est-ce que tu as une piscine chez-toi ?</i>; <i>As-tu une piscine chez-toi ?</i>; <i>Tu as une piscine chez-toi ?</i></li> <li>• understanding the function of verb moods, recognising and knowing how to use imperatives, for example <i>Commence !</i>; <i>Écoutez !</i>; <i>Allons-y !</i></li> <li>• using additional prepositions to indicate direction or location, for example, <i>à gauche</i>, <i>à droite</i>, <i>à côté de...</i></li> </ul> <p>Recognise that spoken, written and multimodal French texts have certain conventions and can take different forms depending on the context in which they are produced.</p>
<b>Task preparation</b>	
<b>Prior learning</b>	<p>Students have prior knowledge of and exposure to:</p> <ul style="list-style-type: none"> <li>• a variety of texts related to home, neighbourhood and local community</li> <li>• context-related vocabulary</li> <li>• grammatical structures, including: relationship between subject pronouns and verb endings, using <i>je/tu/il/elle/on/vous</i> + present tense of verbs associated with familiar actions and environments <i>-er</i>, <i>-ir</i> and <i>-re</i> verbs and common irregular verbs such as <i>avoir</i>, <i>être</i>, <i>aller</i> and <i>faire</i>; formulating questions using <i>Est-ce que... ?</i>, and recognising the inverted form of the verb, or changed intonation, for example, <i>Est-ce que tu as une piscine chez-toi ?</i>; <i>As-tu une piscine chez-toi ?</i>; <i>Tu as une piscine chez-toi ?</i>; the function of verb moods; how to use additional prepositions to indicate direction or location, for example, <i>à gauche</i>, <i>à droite</i>, <i>à côté de...</i></li> <li>• the textual conventions of an email.</li> </ul>
<b>Assessment differentiation</b>	<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>
<b>Assessment task</b>	
<b>Assessment conditions</b>	Task is to be completed by students working individually.
<b>Resources</b>	<p>Task sheets</p> <p>French/English – English/French dictionary</p>

## Instructions for teacher

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

- provided with a variety of texts related to people and places in their neighbourhood and local community
- taught context-related vocabulary
- taught grammatical structures, including:
  - the relationship between subject pronouns and verb endings, using *je/tu/il/elle/on/vous* + present tense of verbs associated with familiar actions and environments, *-er, -ir* and *-re* verbs and common irregular verbs such as *avoir, être, aller* and *faire*
  - formulating questions using *Est-ce que... ?*, and recognising the inverted form of the verb, or changed intonation, for example, *Est-ce que tu as une piscine chez-toi ?; As-tu une piscine chez-toi ?; Tu as une piscine chez-toi ?*
  - the function of verb moods
  - how to use additional prepositions to indicate direction or location, for example, *à gauche, à droite, à côté de...*
- taught the textual conventions of an email, and provided with opportunities to practise them.

## Task

### Part A: Cher Bryan, Chère Lucy...

Provide students with the text *Cher Bryan, Chère Lucy...* and the questions associated with the text.

Ask that they read to themselves the text for a period of five minutes, after which you will read the text to them.

Ask students to use the information in the text to respond in English to questions which follow.

Students may look up any unfamiliar words in a bilingual dictionary.

Advise students that they have 20 minutes to complete the task.

### Part B: Cher...

Provide students with the writing task *Cher...* and ask them to complete the email to their e-pal, conveying information about themselves, family, home and leisure activities.

Students may look up any unfamiliar words in a dictionary.

Advise students that they have 25 minutes to complete the task.

## Instructions to students

### Je me présente

#### Part A: Cher Bryan, Chère Lucy...

You have received an email from your French e-pal living in France. You have 5 minutes to read it silently before the teacher will read it out aloud to you. You then have 20 minutes to answer the questions below in English.

*Le Mans, le 10 septembre*

*Cher Bryan, Chère Lucy,*

*Salut, comment ça va ?*

*Je m'appelle Clément et j'habite au Mans, dans le nord-ouest de la France, à côté de Paris. J'ai douze ans et j'ai une sœur, Camille, et un frère, Julien. Mon chien s'appelle Milou et mon chat s'appelle Rififi. J'adore les chats !*

*J'habite dans une grande maison à côté de la rivière. Le matin, je vais à l'école en tramway et à vélo. Je vais au collège Saint-Exupéry, je suis en sixième. J'aime beaucoup aller au collège. J'adore l'école.*

*Le week-end, avec mes amis, on adore aller au café ou au restaurant. En été, on va à la piscine découverte du Mans. Elle s'appelle les Atlantides. En hiver, on fait des activités d'intérieur. Par exemple, on va au cinéma. Le cinéma est vraiment grand et génial.*

*Souvent, le dimanche, je vais au marché avec ma grand-mère. Le marché du Mans est très joli. C'est tous les dimanches, place des Jacobins, devant la cathédrale Saint-Julien.*

*Donne-moi vite de tes nouvelles !*

*Bisous,*

*Clément.*

Answer all questions that follow in English.

**Question 1**

Where in France does Clément live?

(3 marks)

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**Question 2**

How old is he?

(1 mark)

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**Question 3**

How many brothers and sisters does he have?

(2 marks)

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**Question 4**

What pets does Clément have?

(2 marks)

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**Question 5**

Where in town does he live? Describe his house.

(2 marks)

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**Question 6**

Indicate with a tick [✓] whether the statements below are True or False.

(7 marks)

	True	False
Clément rides his bike or takes the tram to school.		
He is in year 7 at St Exupéry College.		
He loves school.		
On weekends he loves to go to a café, or to a restaurant with his friends.		
In summer they go surfing at Le Mans.		
In winter they stay indoors.		
On Sundays he goes to the markets in front of the cathedral, with his mother.		

**Part B: Cher....**

Write a reply to your e-pal Clément filling in the spaces that have been left blank. Share information about yourself, your family, your home and what you enjoy doing in your neighbourhood.

\_\_\_\_\_ le \_\_\_\_\_

\_\_\_\_\_ Clément

Merci pour ton email. Ça va \_\_\_\_\_. Je m'appelle \_\_\_\_\_  
et j'habite \_\_\_\_\_ dans le \_\_\_\_\_ de l'Australie.

J'ai \_\_\_\_\_ ans et j'ai \_\_\_\_\_ frère/s, \_\_\_\_\_, et \_\_\_\_\_ sœurs  
\_\_\_\_\_.

J'adore/Je n'aime pas les animaux. J'ai \_\_\_\_\_.

J'habite dans \_\_\_\_\_.

Le matin je vais à l'école à/en \_\_\_\_\_.

Mon école s'appelle \_\_\_\_\_. Je suis en \_\_\_\_\_.

Le weekend, avec mes amis j'adore \_\_\_\_\_.

En été j'aime \_\_\_\_\_ et en hiver j'aime  
\_\_\_\_\_.

Amitiés

\_\_\_\_\_

## Sample marking key

### Part A: Cher Bryan, Chère Lucy...

Description	Marks
Question 1	
Le Mans	1
North-West France	1
near/next to Paris	1
<b>Subtotal</b>	<b>3</b>
Description	Marks
Question 2	
12	1
<b>Subtotal</b>	<b>1</b>
Description	Marks
Question 3	
one brother (Julien) and one sister (Camille)	1
	1
<b>Subtotal</b>	<b>2</b>
Description	Marks
Question 4	
one dog	1
one cat	1
<b>Subtotal</b>	<b>2</b>
Description	Marks
Question 5	
near the river	1
big house	1
<b>Subtotal</b>	<b>2</b>
Description	Marks
Question 6	
Clément rides his bike or takes the tram to school. <b>True</b>	1
He is in year 7 at St Exupéry College. <b>False</b>	1
He loves school. <b>True</b>	1
On weekends he loves to go to a café or to a restaurant, with his friends. <b>False</b>	1
In Summer they go surfing at Le Mans. <b>True</b>	1
In Winter they stay indoors. <b>True</b>	1
On Sundays he goes to the markets in front of the cathedral, with his mother. <b>False</b>	1
<b>Subtotal</b>	<b>7</b>
<b>Part A total</b>	<b>17</b>

Part B: Cher....	
Description	Marks
Place of residence	1
Date – number	1
– month	1
<i>Cher</i>	1
<i>Ça va + bien/très bien/pas mal etc.</i>	1
<i>Je m'appelle + the student's name</i>	1
<i>J'habite + suburb/town</i>	1
<i>dans le + location</i> , for example, <i>sud-ouest</i>	1
<i>J'ai + number ans</i>	1
<i>et j'ai + number in words frère(s)</i>	1
<i>et + number in words soeur(s)</i>	1
<i>J'adore/je n'aime pas les animaux – circle one phrase</i>	1
<i>J'ai _____ completed with number + pet/s OR Je n'ai pas d'animaux</i>	[1] + [1]
<i>J'habite dans + big/small house/apartment + location</i> , for example, <i>à côté de, devant...</i>	[1] + [1] + [1]
<i>Je vais à l'école à/en + transport to school</i>	1
<i>Mon école s'appelle + name of school</i>	1
<i>Je suis en + year in school</i>	1
<i>Le weekend, avec mes amis j'adore + activity + verb in infinitive</i>	[1] + [1]
<i>En été j'aime + summer + verb in infinitive</i>	[1] + [1]
<i>En hiver j'aime + winter activity + verb in infinitive</i>	[1] + [1]
<i>Amitiés, + name</i>	1
<b>Part B total</b>	<b>27</b>
<b>Total</b>	<b>44</b>