



Sample assessment task	
Year level	5
Learning area	Languages
Subject	French: Second Language
Title of task	<i>Ma communauté</i> (My local community)
Task details	
Description of task	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to their neighbourhood and local community. In Part A they also demonstrate their skills in comprehending written text, and convey information through a matching exercise.</p> <p>In Part B they demonstrate their skills in comprehending written text by correctly placing the names of city buildings/places they are provided with, in their design plan of a new city.</p> <p>In Part C they also demonstrate their skills in writing a description of their design plan for a new city, and then their speaking skills, by presenting their plan to 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 French and convey factual information about what they have read. It also establishes information on their ability to write and speak in French, using descriptive language.
Assessment type	Short response – read for information in written text, match places with their function, draw a diagram based on instructions Extended response – write a description Oral performance – present their plan of a new city
Evidence to be collected	Completed task sheet Plan of new city Description of city
Suggested time	Part A – 15 minutes Part B – 40 minutes Part C – 25 minutes to write the description and 3–5 minutes to present their design plan
Content description	
Content from the Western Australian Curriculum	<p>Communicating</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>Participate in guided tasks related to organising displays, planning outings and conducting events such as performances, or activities such as building models</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>Understanding</p> <p>Recognise and apply features of intonation and pronunciation such as using liaisons (<i>joyeux anniversaire</i>), silent letters (<i>h</i>), the <i>aigu –é</i> and conveying meaning with pitch, stress and rhythm</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"> • 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, -ir</i> and <i>-re</i> verbs and common irregular verbs such as <i>avoir, être, 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 ?; As-tu une piscine chez-toi ?; Tu as une piscine chez-toi ?</i> • using additional prepositions to indicate direction or location, for example, <i>à gauche, à droite, à côté de...</i> <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>
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 the neighbourhood and local community • context-related vocabulary • grammatical elements, including: using additional prepositions to indicate direction or location; formulating questions using <i>Est-ce que... ?</i>; 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, -ir</i> and <i>-re</i> verbs and common irregular verbs such as <i>avoir, être, aller</i> and <i>faire</i> • the textual conventions of a plan, a description and a presentation.
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	Task is to be completed by students working individually.
Resources	<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 elements, including:
 - using additional prepositions to indicate direction or location; formulating questions using *Est-ce que... ?*
 - observing 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*
- taught the textual conventions of a plan, a description and a presentation, and provided with opportunities to practise them.

Task

Part A: Ma communauté

Provide students with Part A of the task sheet.

Students are to read the information provided and match the places in the left hand column of the task sheet with what takes place in those places in the right hand column.

Advise students that they have 15 minutes to complete Part A of the task.

Part B: Ma ville

Provide students with Part B of the task sheet.

Students are to draw a plan of a new city for a competition.

They are given a list of buildings that they need to include and label.

Advise students that they have 40 minutes to complete Part B of the task.

Part C: Voici ma ville – class presentation

Provide students with Part C of the task sheet.

Students are to describe their city to their peers using full sentences and prepositions.

Advise students that they have 25 minutes to write the description and when they have completed it their teacher will call them up to make their presentation.

They should be prepared to speak for at least 3 minutes.

Instructions to students

Ma communauté

Part A: Ma communauté

How familiar are you with the places in your local community?

Read the information in the table below and match the places in the left hand column with what takes place in those places in the right hand column.

Write the matching letter in the answer table.

Answers:

1	2	3	4	5	6	7	8	9	10

1	L'école	A	Les animaux vivent ici.
2	La banque	B	Le maire travaille ici.
3	La bibliothèque / Livres	C	Ici vous pouvez nager.
4	Le cinéma	D	Ici vous pouvez acheter du pain.
5	La mairie	E	Les enfants apprennent ici du lundi au vendredi.
6	La piscine	F	Ici vous pouvez acheter beaucoup de choses.
7	La boulangerie	G	Ici vous pouvez regarder le sport en direct.
8	Le stade de football	H	Il y a toujours de l'argent.
9	Le zoo	I	Ici vous pouvez regarder des films et manger le pop-corn.
10	Le grand magasin	J	Ici vous pouvez lire et emprunter des livres.

Part B: Ma ville

Your class is entering this year's **Ma ville** competition in which primary school students are asked to design a new city.

Here is a list of the buildings that you are required to include in your city plan.

le cinéma

la mairie

la boulangerie

la banque

le zoo

la bibliothèque

le grand magasin

l'école

le marché

l'église

la poste

le gratte-ciel

le stade

le théâtre

la piscine

Draw a plan of your city and label the buildings.



Sample marking key

Part A: Ma communauté

Description	Marks
Match the places with the descriptions	
1. E	1
2. H	1
3. J	1
4. I	1
5. B	1
6. C	1
7. D	1
8. G	1
9. A	1
10. F	1
Part A total	10

Part B: Ma ville

Description	Marks
Plan of the city	
<p>Includes all 15 of the following places in the plan of their new city:</p> <ul style="list-style-type: none"> • le cinéma • la mairie • la boulangerie • la banque • le zoo • la bibliothèque • le grand magasin • l'école • le marché • l'église • la poste • le gratte-ciel • le stade • le théâtre • la piscine 	0–15
Part B total	15

Part C: Voici ma ville – class presentation	
Description	Marks
Content	
Writes the notes for a presentation to the class in which they describe in detail the design of their new city. Engages the audience.	3
Writes the notes for a presentation to the class in which they describe the design of their new city. Includes some details to engage the reader.	2
Limited attempts are made at writing the notes for a presentation.	1
Subtotal	3
Description	Marks
Grammar	
Writes with simple and compound sentences and applies grammatical elements mostly accurately.	3
Writes with simple sentences, making an occasional attempt at compound sentences. Applies grammatical elements with some accuracy.	2
Limited use of simple sentences and application of grammatical elements. Frequent errors making meaning unclear.	1
Subtotal	3
Description	Marks
Vocabulary	
Uses an appropriate range of relevant vocabulary. Spelling is mostly correct, including the use of punctuation.	3
Uses some variety of vocabulary that is generally relevant. Some inconsistency with spelling but meaning is clear. Attempts are made at using punctuation correctly.	2
Limited use of relevant vocabulary. Poor spelling often impedes comprehension.	1
Subtotal	3
Description	Marks
Pronunciation and fluency	
Speaks confidently and speech flows well. Uses a high level of correct pronunciation and intonation.	3
Speaks with some confidence though hesitant at times or too fast. Requires some support from the other speaker. Pronunciation and intonation are generally correct.	2
Speaks with lots of pauses or too fast with mostly incorrect pronunciation and intonation. Requires considerable support from the other speaker.	1
Subtotal	3
Part C total	12
Total	37