



Sample assessment task	
Year level	4
Learning area	Languages
Subject	French: Second Language
Title of task	<i>Qu'est-ce que tu aimes faire ?</i> (What do you like to do?)
Task details	
Description of task	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to likes and dislikes.</p> <p>In Part A they also demonstrate their skills in comprehending written text in a postcard about <i>Carnaval de Québec</i>, and respond to questions in English.</p> <p>In Part B they demonstrate their skills in creating an imaginative rap song about their likes and dislikes, in response to a song they hear.</p> <p>In Part C they demonstrate their skills in speaking French, in a short interview about their favourite holiday activities.</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 and convey simple statements in spoken texts. It also establishes information on their ability to create and perform an imaginative text, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal world, including their likes and dislikes.
Assessment strategy	<p>Short response – read for information in written text</p> <p>Extended response – write a rap song</p> <p>Oral performance – participate in an interview</p>
Evidence to be collected	<p>Completed task sheet</p> <p>Rap song lyrics</p> <p>Audio visual recording of rap and interview</p>
Suggested time	<p>Part A – 30 minutes</p> <p>Part B – 40 minutes to write and 5 minutes to perform the rap song</p> <p>Part C – 30 minutes to prepare and 5 minutes to participate in interview</p>
Content description	
Content from the Western Australian Curriculum	<p>Communicating</p> <p>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their interests</p> <p>Contribute collaboratively to class experiences, activities and transactions that involve asking for help, clarification and permission, solving problems and sharing decisions such as creating a display or conducting a role play or scenario, science experiments, cooking or craft activities</p> <p>Locate and process factual information in a range of written, spoken, digital and multimodal texts, related to their personal and social worlds</p> <p>Gather and convey factual information, simple statements and short descriptions from familiar texts related to their personal and social worlds</p>

	<p>Create and perform short imaginative texts that allow for exploration and enjoyment of language, cultural expression and performance, using familiar expressions, simple statements and modelled language</p> <p>Use visual, print or online dictionaries, word lists and pictures to translate simple familiar texts such as labels or captions</p> <p>Understanding</p> <p>Write high-frequency words and expressions in familiar contexts</p> <p>Notice and use context-related vocabulary and apply elements of grammar 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</i> + present tense of verbs associated with familiar actions and environments, for example, <i>Il se lève à sept heures; Je vais à l'école à huit heures; Tu aimes le français; Elle est en classe; On commence à 8h30</i> expressing negation in simple sentence structures and colloquial expressions, for example, <i>Je ne sais pas; Elle ne mange pas; Tu ne viens pas ? Pas du tout !</i> using an increasing range of adjectives including additional gender forms, for example, <i>blanc/blanche, gros/grosse, petit/petite, grand/grande</i> using some adverbs to elaborate on simple verb statements, for example, <i>Elle mange lentement; Je chante doucement; Il parle très vite</i> <p>Notice differences in familiar texts such as personal, informative and imaginative texts and explain how particular features of such texts help to achieve their purpose</p> <p>Understand that French is an important global language used by communities in many countries around the world and that it has connections with several other languages.</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 that relate to holidays, activities and cultural festivals, such as <i>Carnaval de Québec</i> and <i>Mardi Gras De Nice</i> context-related vocabulary, including: using a range of expressions relating to interests and being familiar with expressing wants and likes and dislikes, for example, <i>Je veux...; Je peux...; J'aime... ; Je n'aime pas...</i> grammatical structures, including: <i>Je/Tu Il/Elle</i>+ present tense the textual conventions of a rap song.
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 to be completed by students working individually.
Resources	<p>Task sheet</p> <p>Song: <i>Tu aimes faire quoi ?</i> John De Mado- www.songsforteaching.com/french/Boutique Magique</p> <p>Festivals: https://carnaval.qc.ca/home and http://www.nicecarnaval.com</p> <p>Transcript of spoken text</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:

- taught context-related vocabulary, including: using a range of expressions relating to interests and being familiar with expressing wants and likes and dislikes, for example, *Je veux...; Je peux...; J'aime...; Je n'aime pas...*
- taught grammatical elements, including:
 - understanding and using the present tense; observing the relationship between subject pronouns and verb endings
 - using *je/tu/il/elle/on* + present tense of verbs associated with familiar actions and environments, for example, *Il se lève à sept heures; Je vais à l'école à huit heures; Tu aimes le français; Elle est en classe; On commence à 8h30*
- taught how to gather and convey factual information, simple statements and short descriptions from familiar texts related to personal and social worlds
- exposed to the textual conventions of a postcard, rap song and interview, and provided with opportunities to practise them.

Task

Part A: Carte postale

Provide students with the task sheet and read the instructions to them.

Students are to read the postcard from Sylvie, and respond in English. to questions that follow the text.

You may also wish to read the postcard to students to gauge understanding.

Ask students to highlight words unfamiliar to them, and then use a dictionary to find the meaning of the words.

Allow the students approximately 30 minutes to complete this part of the task.

Part B: Qu'est-ce que tu aimes faire ?

Provide students with lyrics of the song *Tu aimes faire quoi ?* by John De Mado and play the song twice. ([www.songsforteaching.com/french/Boutique Magique](http://www.songsforteaching.com/french/Boutique_Magique))

Read the instructions on the task sheet to students. Students are to create a rap song based on what they have heard and read. The rap song is to be about what they, and their best, friend like and dislike. The rap song is to start with the lines *Qu'est-ce que tu aimes faire ? Qu'est-ce que tu aimes faire ?, Qu'est-ce que tu aimes faire au Carnaval mon ami !* (John De Mado – *Tu aimes faire quoi ?*). The subsequent lines are to start with *Je* and *Tu* in alternating lines:

Qu'est-ce que tu aimes faire ?

Qu'est-ce que tu aimes faire ?

Qu'est-ce que tu aimes faire au Carnaval mon ami ?

J'aime écouter de la musique.

Tu aimes jouer au hockey.

J'aime manger des crêpes.

Tu aimes boire du chocolat.

J'aime beaucoup les couleurs.

Et toi mon ami, tu aimes les fleurs ?

Bien dit !

Students may be given a template, sample phrases from their classwork and some rhyming words to help with the writing of the rap song.

Part C: Qu'est-ce que tu aimes faire ?

Students respond in French to a series of questions about what they are interested in doing on the weekend or at school, their food or drink likes and dislikes, as well as a question to elicit whether they understood some information contained in the postcard they read in Part A.

Questions

1. *Qu'est-ce que tu aimes faire le weekend ?*
2. *Qu'est-ce que tu aimes faire à l'école ?*
3. *Qu'est-ce que tu aimes manger ?*
4. *Qu'est-ce que tu aimes boire ?*
5. *Qu'est-ce que tu n'aimes pas manger ?*
6. *Qu'est-ce que tu n'aimes pas boire ?*
7. *Est-ce qu'il fait froid ou chaud au Carnaval de Québec ?*
8. *Est-ce que le Carnaval de Nice est en France ou au Canada ?*

Provide students with the questions so that they are aware of the procedure that the interview will take. They will not know beforehand which questions they will be asked.

Allow students 30 minutes, with the use of a dictionary if required, to write the notes for their interview. They are to work independently to prepare for the performance.



Record the interview with students.

Instructions to students

Qu'est- ce que tu aimes faire ?

Part A: Carte postale

You have just received a post card from Sylvie who is in Québec. You have 5 minutes to read through it silently and highlight any words you do not understand. The teacher will then read it to you once, and you will have 30 minutes to answer the questions that follow in English.

<p>mardi le 8 février</p> <p>Coucou maman</p> <p>Je suis au Canada au Québec pour le Carnaval de Neige ! C'est fantastique !</p> <p>Je reste avec grand-mère et grand-père et j'aime beaucoup leur maison ; elle est très grande et belle !</p> <p>Il fait froid ! J'aime la neige et les sculptures, mais je n'aime pas le froid !</p> <p>J'aime les activités ici – Je peux faire du ski et regarder les joueurs de hockey !</p> <p>J'adore le Canada maman, et je veux revenir !</p> <p>Bisous</p> <p>Sylvie xxx</p> 	 <p><i>M. et Mme. Christian, 11. Rue de la Rivière, 75020, Paris</i></p>
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[Snowman image: JayNick. (2015). *Drawing snowman*. Retrieved March, 2016, from <https://openclipart.org/detail/233966/drawing-snowman>
Flag image: *Flag of Canada*. (n.d.). Retrieved March, 2016, from https://en.wikipedia.org/wiki/Flag_of_Canada]

Question 1

To whom is Sylvie writing the postcard?

(1 mark)

Question 2

When was the postcard written?

(2 marks)

Question 3

With whom is Sylvie staying while in Canada?

(1 mark)

Question 4

Why does Sylvie like the house she is staying in?

(2 marks)

Question 5

What is the weather like? Does she like it?

(2 marks)

Question 6

What activities does Sylvie say she can do there?

(2 marks)

Question 7

Does Sylvie say she likes Canada? How do you know?

(2 marks)

Question 8

Which sentence says what Sylvie likes?

(2 marks)

Question 9

Write one sentence about one thing you would like doing at the *Carnaval*.

Start with the phrase *J'aime.....*

(1 mark)

Question 10

Write one sentence about one thing you would not like doing at the *Carnaval*.

Start with the phrase *Je n'aime pas.....*

(1 mark)

Part B: Qu'est-ce que tu aimes faire ?

Write your own rap song!

First, listen carefully to the song *Tu aimes faire quoi ?* by John De Mado. You will hear the song played twice.

Now, based on what you've heard, write a rap song about what you and your best friend like and dislike.

Your rap song is to start with the lines *Qu'est-ce que tu aimes faire ? Qu'est-ce que tu aimes faire ?, Qu'est-ce que tu aimes faire au Carnaval mon ami ?*

Write a phrase about yourself and then one about your friend using *J'aime* and *Tu aimes*. Repeat this until you have about three things you each like to do. Use phrases you know about likes and dislikes.

Use your notes and the resources in the classroom to help you with your phrases.

You will have 1 lesson to plan and practise. Then your teacher will record you presenting your rap, once you are ready.

Here is an example of a rap song:

*Qu'est-ce que tu aimes faire ?
Qu'est-ce que tu aimes faire ?
Qu'est-ce que tu aimes faire au Carnaval mon ami ?
J'aime écouter de la musique.
Tu aimes jouer au hockey.
J'aime manger des crêpes.
Tu aimes boire du chocolat.
J'aime beaucoup les couleurs.
Et toi mon ami, tu aimes les fleurs ?*

Bien dit !

Rap song draft:

Part C: Qu'est-ce que tu aimes faire mon ami ?

You and your friend will be taking part in an interview. You will ask one another four questions about what you are interested in doing on the weekend or at school, your food or drink likes and dislikes. Finally, you will be asked a question about some information you read in the postcard in Part A.

You will have 30 minutes to write the notes for your interview.

Here are the questions. Your teacher will choose which ones you will ask one another, so you will need to be ready to answer all of them. Also, don't forget to ask *Et toi ?* after responding to your question so that your friend can answer too.

Questions

1. *Qu'est-ce que tu aimes faire le weekend ?*
2. *Qu'est-ce que tu aimes faire à l'école ?*
3. *Qu'est-ce que tu aimes manger ?*
4. *Qu'est-ce que tu aimes boire ?*
5. *Qu'est-ce que tu n'aimes pas manger ?*
6. *Qu'est-ce que tu n'aimes pas boire ?*
7. *Est-ce-qu'il fait froid ou chaud au Carnaval de Québec ?*
8. *Est-ce que le Carnaval de Nice est en France ou au Canada ?*

You may use a dictionary to help you with the unfamiliar words.

You are to work independently to prepare for the performance.

Your teacher will record the interview.

Interview preparation notes:

Sample marking key

Part A: Carte postale	
Description	Marks
Question 1	
her mother or M. et Mme Christian	1
Subtotal	1
Question 2	
Tuesday	1
8 February	1
Subtotal	2
Question 3	
her grandparents	1
Subtotal	1
Question 4	
it's big	1
and beautiful	1
Subtotal	2
Question 5	
it is cold	1
no	1
Subtotal	2
Question 6	
skiing	1
(watch the) hockey players	1
Subtotal	2
Question 7	
she wants to go back again	1
she adores it	1
Subtotal	2
Question 8	
<i>J'aime</i>	1
<i>Les activités ici</i>	1
Subtotal	2
Question 9	
Writes one sentence about one thing they would like to do at the <i>Carnaval</i> , starting with the phrase <i>J'aime.....</i>	1
Subtotal	1
Question 10	
Writes one sentence about one thing they would not like to do at the <i>Carnaval</i> , starting with the phrase <i>Je n'aime pas.....</i>	1
Subtotal	1
Part A total	16

Part B: Qu'est-ce que tu aimes faire ?	
Description	Marks
Content	
Writes a rap song expressing the three activities they like, and the three liked by their friend, with some supporting detail.	3
Writes a rap song expressing the one or two activities they like, and one or two liked by their friend.	2
Limited attempt at writing a rap song with activities liked.	1
Subtotal	3
Description	Marks
Grammar	
Writes with simple sentences and applies grammatical elements mostly accurately.	3
Writes with simple sentences and 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 and relevant vocabulary. Spelling is mostly correct, including the use of accents.	3
Uses some variety of vocabulary that is generally relevant. Some inconsistency with spelling but meaning is clear. Attempts are made at using accents correctly.	2
Limited use of relevant vocabulary. Poor spelling often impedes comprehension.	1
Subtotal	3
Description	Marks
Support	
Effectively uses a bilingual dictionary and/or other resources independently.	3
Requires some support in accessing a bilingual dictionary and other resources. Some teacher support is given.	2
Requires significant support to complete the task.	1
Subtotal	3
Part B total	12

Part C: Qu'est-ce que tu aimes faire mon ami ?	
Description	Marks
Content	
Information is presented with confidence.	3
A satisfactory amount of information is conveyed.	2
Little relevant information is communicated.	1
Subtotal	3
Description	Marks
Grammar and vocabulary	
A good range of vocabulary and grammatical elements are used mostly accurately.	3
A sufficient range of vocabulary is used to communicate information. Errors in grammatical structures are present but responses are mostly accurate, and meaning is clear.	2
A limited range of vocabulary and one word responses often given. Occasional short phrases are offered but meaning is not always clear.	1
Subtotal	3
Description	Marks
Pronunciation	
Uses clear and accurate pronunciation and intonation.	3
Some inconsistency with pronunciation and intonation but meaning is clear.	2
Inaccurate pronunciation impedes comprehension at times.	1
Subtotal	3
Description	Marks
Interaction and fluency	
Largely comprehends second speaker. Readily offers responses, and speech flows well. Some self-correction occurs.	3
Speaks with some confidence though at times is hesitant. Asks for repetition or clarification and requires some support from the second speaker. Attempts at self-correction are made.	2
Hesitates and pauses frequently. Requires considerable support from the second speaker.	1
Subtotal	3
Part C total	12
Total	40