



SAMPLE ASSESSMENT TASK

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

JE ME PRÉSENTE... (LET ME INTRODUCE MYSELF...)

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.

Copyright

© School Curriculum and Standards Authority, 2024

This document – apart from any third-party copyright material contained in it – may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that the School Curriculum and Standards Authority (the Authority) is acknowledged as the copyright owner, and that the Authority’s moral rights are not infringed.

Copying or communication for any other purpose can be done only within the terms of the *Copyright Act 1968* or with prior written permission of the Authority. Copying or communication of any third-party copyright material can be done only within the terms of the *Copyright Act 1968* or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the [Creative Commons Attribution 4.0 International licence](#).

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 7

Title of task	<i>Je me présente...</i> (Let me introduce myself ...)
Description of task	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to themselves, their family, friends and interests.</p> <p>In Part A students demonstrate their skills in identifying information in spoken and written texts by completing responses to questions in English.</p> <p>In Part B students demonstrate their skills in conveying information by writing the script of a conversation between themselves and a person from Part A.</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 identify information in spoken and written texts and convey this information to others in a variety of ways. It also establishes information on their ability to write French, using well-rehearsed language.
Assessment strategy	<p>Short response – listen and read for information in a spoken and a written text</p> <p>Extended response – write the script of a conversation</p>
Evidence to be collected	<p>Part A – Completed task sheet</p> <p>Part B – Script of conversation</p>
Suggested time	<p>Part A – Approximately 25 minutes</p> <p>Part B – 30 minutes</p>

Content description

Content from the Western Australian curriculum

Communicating

Interact with peers and known adults orally and in writing to exchange information about self, family and friends and interests

Identify topic, gist and specific points of information from a range of spoken and written texts related to aspects of their personal and social worlds, and use the information in new ways

Convey information and ideas from a range of texts related to aspects of their personal and social worlds, using different modes of presentation

Understanding

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

- using definite and indefinite articles *le, la, l' and les; un, une and des*
- using singular and plural forms of nouns
- understanding that subject pronouns *je, tu, il, elle, on, nous, vous, ils and elles* determine verb conjugations and substitute for noun subjects
- using regular *-er* verbs, and irregular conjugations of high-frequency verbs *être, avoir, aller and faire* in *le présent*
- forming and using cardinal numbers to 100
- becoming aware of three ways of forming a question, including a simple sentence with rising intonation, inverting the verb and subject, and using *Est-ce que ... ?*

Task preparation

Prior learning

Students have prior knowledge of, and exposure to:

- a variety of texts related to self, family and friends, and interests
- context-related vocabulary
- grammatical items, including the present tense and numbers
- the sounds of the French alphabet
- the textual conventions of an email, an identity card and a conversation.

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 sheet
- Bilingual dictionary
- Audio recording of *Ma copine*

Instructions for teacher

Prior to administering the task, students require knowledge of, and exposure to:

- a variety of texts related to self, family and friends, and interests
- context-related vocabulary, including:
 - numbers to 50
 - months of the year
 - languages and nationalities
 - interests
- grammatical items, including:
 - subject pronouns
 - the present tense of *-er* verbs, *être*, *avoir* and *faire*
 - adjectives of nationality
- the sounds of the French alphabet
- the textual conventions of an email, an identity card and a conversation.

Task

Part A: *Les personnages*

Students read Raphaëlle's email (Text 1) to her exchange student and answer the questions in English. Allow students 15 minutes to complete Text 1.

Students then listen to a recording of Raphaëlle introducing one of her friends (Text 2) and answer the questions in English. Allow approximately 10 minutes to complete Text 2.

Text 2: *Ma copine* – Script – First Listening

Bonjour! J'ai une copine qui s'appelle Camille Boucher. Camille, ça s'écrit « Say-Ah-Emm-Ee-Ell-Ell-Euh ». Elle a treize ans et son anniversaire c'est le 27 septembre. Elle est française mais elle vient de l'île de la Réunion. Elle habite loin de moi ! Son adresse, c'est le numéro 36, rue Philibert à Saint-Denis. Elle parle seulement français. Elle adore la plage et le cinéma mais elle déteste le sport.

Allow time for students to answer Questions 6 and 7.

Text 2: *Ma copine* – Script – Second Listening

Bonjour! J'ai une copine qui s'appelle Camille Boucher. Camille, ça s'écrit « Say-Ah-Emm-Ee-Ell-Ell-Euh ». Elle a treize ans et son anniversaire c'est le 27 septembre. Elle est française mais elle vient de l'île de la Réunion. Elle habite loin de moi ! Son adresse, c'est le numéro 36, rue Philibert à Saint-Denis. Elle parle seulement français. Elle adore la plage et le cinéma mais elle déteste le sport.

Allow time for students to complete their answers.

Part B: *Une conversation*

Teachers should mark and return Part A to students before they attempt Part B.

Students write a dialogue in French between themselves and either Raphaëlle or Camille, the person they are meeting for the first time.

Support: Teachers may choose to provide a glossary or dictionary to support students in their writing.

Allow students 30 minutes to complete Part B.

Instructions to students

Je me présente...

Part A: Les personnages

(19 marks)

Text 1: Raphaëlle

Read Raphaëlle's email to her exchange student and answer the questions that follow in **English**. You have 15 minutes to complete Text 1.

À:	joannasmith@smail.com
De:	raphaëllelaurent@yahoo.fr
Objet:	Je me présente
Salut Joanna ! Ça va ? Moi, ça va très bien ! Je m'appelle Raphaëlle Laurent et je suis ta nouvelle correspondante. J'ai quatorze ans et mon anniversaire est le quinze janvier. J'ai une double nationalité. Je suis française et aussi italienne. Ma mère vient de Florence en Italie. J'habite à Rouen en France avec mes parents, au quarante-deux, rue Saint-Romain. Je parle français, bien sûr, mais aussi italien. J'adore l'école. Je sais... c'est bizarre ! J'aime aussi beaucoup le sport et la musique, mais je déteste la lecture. Et toi, qu'est-ce que tu aimes ? À plus ! Raphaëlle	

Question 1

(3 marks)

Tick whether the following statements are true or false.

- a. Raphaëlle is not feeling too well. True False
- b. Joanna and Raphaëlle have known each other for a while. True False
- c. Raphaëlle is 14 years old. True False

Question 2

(2 marks)

When is Raphaëlle's birthday?

Question 3

(3 marks)

What is Raphaëlle's nationality? Explain your answer.

Question 4

(1 mark)

What is strange about Raphaëlle’s interest?

Question 5

(1 mark)

What question does Raphaëlle ask Joanna at the end of the email?

Text 2: *Ma copine*

Listen to Raphaëlle introducing one of her friends to Joanna and answer the questions that follow in **English**. You will hear the recording twice.

Question 6

(6 marks)

Complete the following student identity card in **English**. You may write numbers in figures.

Carte d'étudiant	
Name	_____ BOUCHER
Age	
Birthday	
Address	_____ rue Philibert, Saint-Denis, Réunion Island
Language(s) spoken	

Question 7

(3 marks)

Complete the following sentence with the missing words.

She loves the _____ and the _____ but she hates _____.

Part B: *Une conversation*

(18 marks)

You meet either Raphaëlle or Camille from Part A for the first time. Pick one person and write the script of a conversation between the two of you in **French**. Include the following:

- greetings and farewells
- your names
- your age
- your interests.

Write in full sentences and include questions and answers.

Write approximately 70 words in French. You have 30 minutes to complete Part B.

Sample marking key

Part A: *Les personnages*

Description	Marks
Question 1	
1. Raphaëlle is not feeling too well.	FALSE 1
2. Joanna and Raphaëlle have known each other for a while.	FALSE 1
3. Raphaëlle is 14 years old.	TRUE 1
Question 2	
15 th	1
of January	1
Question 3	
She is French	1
and Italian.	1
Her mother is from (Florence in) Italy.	1
Question 4	
She loves school.	1
Question 5	
What do you like?	1
Question 6	
Camille	1
13 (years)	1
27 th	1
September	1
36	1
French	1
Question 7	
beach	1
cinema	1
sport	1
Part A total	/19

Part B: *Une conversation*

Description	Marks
Content	
Writes the script of a conversation including: <ul style="list-style-type: none"> greetings 	1
<ul style="list-style-type: none"> each person asking the other their name (<i>Et toi ?</i> might be used instead of repetition) 	1
<ul style="list-style-type: none"> each person saying their name 	1
<ul style="list-style-type: none"> each person asking how old the other is (<i>Et toi ?</i> might be used instead of repetition) 	1
<ul style="list-style-type: none"> each person saying how old they are 	1
<ul style="list-style-type: none"> each person asking what the other likes (<i>Et toi ?</i> might be used instead of repetition) 	1
<ul style="list-style-type: none"> each person telling the other their interests 	1
<ul style="list-style-type: none"> farewells. 	1
Subtotal	/8
Grammatical elements	
Writes well-rehearsed and little-rehearsed grammatical elements in full sentences. Uses the present tense accurately. Makes occasional minor errors, but inaccuracies do not affect meaning.	4
Writes well-rehearsed grammatical elements, including using the present tense fairly accurately. Uses mostly full sentences. Makes some errors, but inaccuracies do not affect meaning.	3
Writes well-rehearsed grammatical elements, including using the present tense fairly accurately. Makes some errors, which may affect understanding.	2
Makes frequent grammatical errors that impede understanding.	1
Subtotal	/4
Vocabulary	
Uses well-rehearsed and little-rehearsed vocabulary accurately.	3
Uses well-rehearsed vocabulary accurately. Makes some errors, which occasionally affect understanding.	2
Makes frequent errors that impede understanding.	1
Subtotal	/3
Text type and punctuation	
Writes the script of an informal conversation between two people. Layout indicates who is speaking, or a dash on a new line. Punctuation includes capitals at the beginning and full stops or question marks at the end of each sentence.	3
Writes an informal conversation between two people. Layout indicates who is speaking, or a dash on a new line. Punctuation is not consistent.	2
Writes an informal conversation between two people. Layout and/or punctuation do not conform to the text type.	1
Subtotal	/3
Part B total	/18

Description	Marks
Total	/37