



Sample assessment task	
Year level	7
Learning area	Languages
Subject	French: Second Language
Title of task	<i>Je me présente...</i> (Let me introduce myself ...)
Task details	
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 strategies	Short response – listen and read for information in a spoken and a written text Extended response – write the script of a conversation
Evidence to be collected	Part A – Completed task sheet Part B – Script of conversation
Suggested time	Part A – Approximately 25 minutes Part B – 30 minutes
Content description	
Content from the Western Australian curriculum	<p>Communicating</p> <p>Interact with peers and known adults orally and in writing to exchange information about self, family and friends and interests</p> <p>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</p> <p>Convey information and ideas from a range of texts related to aspects of their personal and social worlds, using different modes of presentation</p>

	<p>Understanding</p> <p>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:</p> <ul style="list-style-type: none"> • using definite and indefinite articles <i>le, la, l' and les; un, une and des</i> • using singular and plural forms of nouns • understanding that subject pronouns <i>je, tu, il, elle, on, nous, vous, ils and elles</i> determine verb conjugations and substitute for noun subjects • using regular <i>-er</i> verbs, and irregular conjugations of high-frequency verbs <i>être, avoir, aller and faire</i> in <i>le présent</i> • 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 <i>Est-ce que ... ?</i>
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 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	<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	Part A and Part B are to be completed by students working individually.
Resources	<p>Task sheet</p> <p>Bilingual dictionary</p> <p>Audio recording of <i>Ma copine</i></p>

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@yahoog.fr
Objet:	Je me présente
<p>Salut Joanna !</p> <p>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 ?</p> <p>À plus !</p> <p>Raphaëlle</p>	

Question 1

(3 marks)

Tick whether the following statements are true or false.

- | | | |
|------------------------------------------------------------|----------------------------|-----------------------------|
| a. Raphaëlle is not feeling too well. | <input type="radio"/> True | <input type="radio"/> False |
| b. Joanna and Raphaëlle have known each other for a while. | <input type="radio"/> True | <input type="radio"/> False |
| c. Raphaëlle is 14 years old. | <input type="radio"/> True | <input type="radio"/> 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	
a. Raphaëlle is not feeling too well. FALSE	1
b. Joanna and Raphaëlle have known each other for a while. FALSE	1
c. 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

Sample marking key	
Part B: Une conversation	
Description	Marks
Content	
Writes the script of a conversation including:	1
• greetings	
• each person asking the other their name (<i>Et toi ?</i> might be used instead of repetition)	1
• each person saying their name	1
• each person asking how old the other is (<i>Et toi ?</i> might be used instead of repetition)	1
• each person saying how old they are	1
• each person asking what the other likes (<i>Et toi ?</i> might be used instead of repetition)	1
• each person telling the other their interests	1
• 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
Total	37