



Sample assessment task	
Year level	6
Learning area	Languages
Subject	French: Second Language
Title of task	<i>Mes passe-temps</i> (My hobbies)
Task details	
Description of task	Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to free time. They also demonstrate their skills in comprehending three spoken texts in French, and conveying this information in a variety of ways to others.
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 spoken texts and gather, compare and respond to information and supporting details from those texts.
Assessment strategy	Short response – listen for information in spoken text
Evidence to be collected	Completed student task sheets
Suggested time	30 minutes
Content description	
Content from the Western Australian Curriculum	<p>Communicating Initiate interactions with others, using descriptive and expressive language to exchange information and relate experiences about free time Gather, compare and respond to information and supporting details from a range of written, spoken, digital and multimodal texts related to their personal and social worlds Convey information, ideas and opinions related to their personal and social worlds, selecting appropriate written, spoken, digital and multimodal texts to suit specific audiences and contexts</p> <p>Understanding 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"> • using <i>je/tu/il/elle/on/nous/vous/ils/elles</i> + present tense of regular <i>-er</i>, <i>-ir</i> and <i>-re</i> verbs and of high-frequency irregular verbs such as <i>avoir</i>, <i>être</i>, <i>aller</i> and <i>faire</i> • using the indicative plus the infinitive, for example, <i>J'aime jouer au tennis</i>; <i>ils vont faire du surf</i>, and <i>le futur proche</i>, for example, <i>je vais partir</i>. <p>Understand that the French language is used differently in different contexts and situations</p>
Task preparation	
Prior learning	Students have prior knowledge of and exposure to: <ul style="list-style-type: none"> • a variety of texts related to free-time activities • context-related vocabulary and structures used to offer simple opinions and personal preferences

	<ul style="list-style-type: none"> grammatical structures, including: using <i>je/tu/il/elle/on/nous/vous/ils/elles</i> + present tense of regular <i>-er, -ir</i> and <i>-re</i> verbs and of high-frequency irregular verbs such as <i>avoir, être, aller</i> and <i>faire</i>; using the indicative plus the infinitive, for example, <i>J'aime jouer au tennis; Ils vont faire du surf</i>, and <i>le futur proche</i>, for example, <i>je vais partir</i>.
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 sheet</p> <p>Transcript of spoken text</p> <p>French/English – English/French dictionary.</p>

Instructions for teacher

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

- exposed to a variety of texts related to free-time activities
- taught context-related vocabulary and structures
- taught grammatical structures, including:
 - understand the use of *je/tu/il/elle/on/nous/vous/ils/elles* + present tense of regular *-er, -ir* and *-re* verbs and of high-frequency irregular verbs such as *avoir, être, aller* and *faire*
 - understand the use of the indicative plus the infinitive, for example, *J'aime jouer au tennis; Ils vont faire du surf*, and *le futur proche*, for example, *je vais partir*

Task

Mes passe-temps

Provide students with the task sheet.

Task administration script

Text 1: Éloïse

READ ALOUD

Moi, c'est Éloïse. J'ai treize ans et j'adore le sport. A mon avis, le sport est très amusant. *(Pause here for 5 seconds)*

Mon sport préféré, c'est le basket. Je joue au basket avec mes amis Sarah et Emma tous les samedis.

Read the text a second time.

Leave a pause for students to write their responses.

Text 2: Dominique

READ ALOUD

Je m'appelle Dominique et j'ai onze ans. Je suis assez timide. *(Pause here for 5 seconds)*

Je ne suis pas sportif. Je pense que le sport est trop fatigant. *(Pause here for 5 seconds)*

Moi, je préfère les films et je vais souvent au cinéma avec mon frère.

Read the text a second time.

Leave a pause for students to write their responses.

Text 3: Sophie

READ ALOUD

Frédéric : Tu t'appelles comment ?

Sophie : Je m'appelle Sophie.

Frédéric : Tu as quel âge ?

Sophie : J'ai douze ans. *(Pause here for 5 seconds)*

Frédéric : Qu'est-ce que tu aimes comme sport ?

Sophie : Alors moi, je déteste le sport mais j'aime nager. À mon avis la natation est relaxante. *(Pause here for 5 seconds)*

Frédéric : Moi aussi, j'aime la natation. Qu'est-ce que tu fais d'habitude après l'école ?

Sophie : J'adore la musique et je joue de la guitare. La musique est plus intéressante que le sport !

Frédéric : Désolé, mais je ne suis pas d'accord !

Read the text a second time.

Leave a pause for students to write their responses.

Instructions to students

Mes passe-temps

Listen to the three texts about Éloïse’s, Dominique’s and Sophie’s free time activities. You will hear each text twice. Answer the questions that follow in English.

Text 1: Éloïse

Question 1

Listen to the monologue. Place a tick [✓] in the table below to show whether the information is true or false.

(6 marks)

		True	False
Name:	Éloïse		
Age:	16		
Enjoys sport because:	It’s healthy		
Favourite sport:	Basketball		
Plays with:	Friends: Sarah and Emma		
When:	Tuesdays and Saturdays		

Text 2: Dominique

Question 2

Listen to the monologue. Complete the profile in English by either choosing the correct information or writing the missing information in the spaces provided.

(6 marks)

Name:	<input type="checkbox"/> Dominique <input type="checkbox"/> Frédéric <input type="checkbox"/> Véronique	
Age:	_____	
Likes sport:	<input type="checkbox"/> Yes <input type="checkbox"/> No	Why: It’s _____
Preferred activity:	_____	Who with: <input type="checkbox"/> Friend <input type="checkbox"/> Brother <input type="checkbox"/> Alone

Text 3: Sophie

Listen to the conversation. Answer the questions in English.

Question 3

Who is being interviewed?

(1 mark)

Question 4

How old is she?

(1 mark)

Question 5

Complete the following statement.

(2 marks)

The girl doesn't like _____ but she does like _____.

Question 6

Tick [✓] the correct response.

(1 mark)

What does the girl think is more interesting?

- Playing the guitar
- Music
- Sport

Question 7

(1 mark)

Tick [✓] the correct response.

Does the interviewer agree with her?

- Yes
- No

Sample marking key

Mes passe-temps	
Description	Marks
Question 1	
Name: Eloise. True	1
Age: 16. False	1
Enjoys sport because: it's healthy. False	1
Favourite sport: Basketball. True	1
Plays with: Friends; Sarah and Emma. True	1
When: Tuesdays and Saturdays. False	1
Subtotal	6
Question 2	
Name: Dominique	1
Age: 11	1
Likes sport: No	1
Why: It's tiring	1
Preferred activity: films/cinema	1
Who with: Brother	1
Subtotal	6
Question 3	
Sophie	1
Subtotal	1
Question 4	
12	1
Subtotal	1
Question 5	
Sport	1
Swimming	1
Subtotal	2
Question 6	
Music	1
Subtotal	1
Question 7	
No	1
Subtotal	1
Total	18