



## Sample assessment task

<b>Year level</b>	9
<b>Learning area</b>	Languages
<b>Subject</b>	French: Second Language
<b>Title of task</b>	<i>Prends le temps d'être un enfant car ce n'est pas marrant d'être grand !</i> (Don't be so eager to grow up!)

## Task details

<b>Description of task</b>	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to aspects of their childhood, teenage life and relationships.</p> <p>Students also demonstrate their skills in writing in French by writing the lyrics of a song, or stanzas of a poem, outlining the negative aspects of being a teenager in order to persuade a younger sibling not to grow up too fast, but rather to enjoy being a primary school student.</p>
<b>Type of assessment</b>	Summative
<b>Purpose of assessment</b>	This assessment aims to determine student learning at the time of the assessment. It establishes the students' ability to write imaginative texts that are informative or descriptive and that demonstrate their ability to share, compare and justify personal opinions on a given topic.
<b>Assessment strategy</b>	Extended response – write the lyrics of a song or stanzas of a poem
<b>Evidence to be collected</b>	Song or poem
<b>Suggested time</b>	90 minutes

## Content description

<b>Content from the Western Australian Curriculum</b>	<p><b>Communicating</b></p> <p>Initiate and participate in sustained interactions, using informative and descriptive language to share, compare and justify personal opinions about aspects of childhood, teenage life and relationships</p> <p>Discuss how imaginative texts reflect French cultural values or experiences through structure, language and mood, to build action, develop character and position the reader/audience</p> <p><b>Understanding</b></p> <p>Increase control of regular and irregular elements of spoken and written French, using elements such as pitch, pace and gestures to maintain momentum, liaisons and accents</p>
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	<p>Increase control of context-related vocabulary and extend knowledge of grammatical elements, including:</p> <ul style="list-style-type: none"> <li>• understanding the function of verb tenses to situate events in time, for example, <i>Ils vont partir demain matin; Je suis allée en France quand j'avais six ans</i> and to express intention or desire, for example, <i>Je voudrais bien aller à Tunis avec toi l'année prochaine !</i></li> <li>• consolidating the use of <i>le passé composé</i>, using verbs conjugated with <i>être</i> as the auxiliary that involves agreement between subject and past participle, for example, <i>Elles sont parties hier matin</i></li> <li>• using <i>l'imparfait</i> to distinguish between a completed and a continuing action in the past, for example, <i>Nous étions déjà au lit quand Papa a téléphoné</i></li> </ul> <p>Examine the interrelationship between different text types, language choices, audience, context and purpose</p>
<b>Task preparation</b>	
<b>Prior learning</b>	<p>Students have prior knowledge of and exposure to:</p> <ul style="list-style-type: none"> <li>• a variety of texts, including imaginative texts, related to teenage life, relationships and childhood</li> <li>• examples of creative writing and the textual conventions of songs and poetry with a variety of examples</li> <li>• imaginative texts that reflect French cultural values or experiences through structure, language and mood, to build action, develop character and position the reader/audience</li> <li>• context-related vocabulary</li> <li>• grammatical items, including the comparative, the present, imperative, perfect and imperfect tenses.</li> </ul>
<b>Assessment differentiation</b>	<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>
<b>Assessment task</b>	
<b>Assessment conditions</b>	Task is to be completed by students working individually.
<b>Resources</b>	<p>Task sheet</p> <p>French/English – English/French dictionary</p>

## Instructions for teacher

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

- provided with opportunities to view, read, analyse and discuss a variety of texts related to teenage life, relationships and childhood
- taught how imaginative texts reflect French cultural values or experiences through structure, language and mood, to build action, develop character and position the reader/audience
- exposed to context-related vocabulary
- exposed to grammatical items, including:
  - the comparative
  - the present, imperative, perfect and imperfect tenses
- exposed to creative writing and the textual conventions of songs and poetry, and provided with opportunities to practise them.

## Task

Students will write the lyrics of a song or the stanzas of a poem in French, outlining the negative aspects of teenage life in order to convince a younger sibling not to grow up too fast, but rather to enjoy being a primary school student.

The lyrics of their song or stanzas of their poem will express feelings and justify opinions using informal register, the comparative to compare past and present experiences, the present, imperative, perfect and imperfect tenses.

Students are required to use the title *Prends le temps d'être un enfant car ce n'est pas marrant d'être grand !* in their writing.

Students should include at least two of the following themes in their writing:

- school pressure
- peer pressure
- lack of free time
- relationships with parents, friends, teachers
- more rights come with more responsibilities.

Students should aim to write approximately 75–100 words, and may use a bilingual dictionary to look up any unfamiliar vocabulary. They have 90 minutes to complete the task.

## Instructions to students

### **Prends le temps d'être un enfant car ce n'est pas marrant d'être grand !**

Imagine that you have a younger sibling who is still in primary school. He or she is often jealous of you having more freedom now that you are in secondary school. He or she wants to grow up too fast and be a teenager like you.

Write the lyrics of a song or the stanzas of a poem comparing your childhood to your teenage life now, explaining why your sibling should slow down and enjoy life as a primary school student.

You must use the title *Prends le temps d'être un enfant car ce n'est pas marrant d'être grand !* as your catch phrase in your creative piece of writing.

In your writing, explore at least two of the following themes:

- school pressure
- peer pressure
- lack of free time
- relationships with parents, friends, teachers
- more freedom comes with more responsibilities.

In your song or poem:

- use the informal register  
express feelings and justify opinions
- use the comparative to compare past and present experiences
- use the present, imperative, perfect and imperfect tenses.

You should aim to write approximately 75–100 words. You may use a bilingual dictionary to look up any unfamiliar vocabulary. You have approximately 90 minutes to complete this task.



## Sample marking key

### Prends le temps d'être un enfant car ce n'est pas marrant d'être grand !

Description	Marks
<b>Content</b>	
<p>Writes the lyrics of a song or the stanzas of a poem outlining the negative aspects of teenage life in order to convince a younger sibling not to grow up too fast, but to enjoy being a primary school student.</p> <p>Explores at least two of the themes in their writing: school pressure, peer pressure, lack of free time, relationships with parents, friends and teachers, more freedom comes with more responsibilities.</p> <p>Uses the title <i>Prends le temps d'être un enfant car ce n'est pas marrant d'être grand !</i> as the catch phrase.</p> <p>Uses details to elaborate.</p>	4
<p>Writes the lyrics of a song or the stanzas of a poem outlining the negative aspects of teenage life in order to convince a younger sibling not to grow up too fast, but to enjoy being a primary school student.</p> <p>Explores only one of the themes, or two of the themes superficially, in their writing.</p> <p>Uses the title <i>Prends le temps d'être un enfant car ce n'est pas marrant d'être grand !</i> as the catch phrase.</p> <p>Uses some details to elaborate.</p>	3
<p>Writes the lyrics of a song or the stanzas of a poem outlining the negative aspects of teenage life.</p> <p>Expresses opinions and explores one of the themes in their writing.</p> <p>Uses the title <i>Prends le temps d'être un enfant car ce n'est pas marrant d'être grand !</i> in their writing.</p>	2
<p>Makes a limited attempt at writing a song or poem about teenage life, relationships and childhood.</p>	1
<b>Subtotal</b>	<b>4</b>
Description	Marks
<b>Grammar</b>	
<p>Uses a range of structures and applies grammatical items accurately. Handles simple and compound sentences confidently. Includes some complex structures with occasional errors that do not impede meaning. Uses present and perfect tenses successfully and attempts at using the imperfect tense are mostly successful.</p>	4
<p>Uses a range of structures and applies grammatical items accurately. Handles simple sentences and most compound sentences confidently. Attempts some complex structures. Uses present and perfect tenses successfully; however, use of the imperfect tense is sometimes unsuccessful.</p>	3
<p>Uses a satisfactory range of structures and applies grammatical items. Uses mostly simple sentences. Attempts some compound sentences. Uses present and past tenses sometimes unsuccessfully, though the intended meaning is clear.</p>	2
<p>Uses a limited range, and shows inconsistent control, of structures and application of grammatical items. Frequent errors make meaning unclear.</p>	1
<b>Subtotal</b>	<b>4</b>

Description	Marks
<b>Vocabulary</b>	
Uses a range of context-related vocabulary, expressions and structures. Spelling and punctuation is mostly correct, including the use of accents.	3
Uses a satisfactory range of context-related vocabulary, expressions and structures. Spelling and punctuation is mostly correct, including the use of accents.	2
Uses a limited range of context-related vocabulary, expressions and structures. Poor spelling and inconsistent or incorrect use of punctuation often makes meaning unclear.	1
<b>Subtotal</b>	<b>3</b>
Description	Marks
<b>Text type and sequencing</b>	
Writes the lyrics of a song or the stanzas of a poem using the informal register for a younger sibling. Sequences information cohesively and coherently. Includes stylistic techniques, for example, effective use of word sounds/rhyming, descriptive language and/or repetition.	3
Uses most of the key conventions of a song or poem. Generally uses the informal register. Sequences information to some extent and includes some stylistic techniques.	2
Uses few of the key conventions of the text type. Shows some consideration of the audience. Limited organisation of information impedes the flow and understanding. Makes limited or inconsistent use of stylistic techniques.	1
<b>Subtotal</b>	<b>3</b>
<b>Total</b>	<b>14</b>