



Sample assessment task	
Year level	7
Learning area	Languages
Subject	French: Second Language
Title of task	<i>Les Calligrammes</i> (Calligram poetry)
Task details	
Description of task	<p>Students demonstrate their knowledge and understanding of vocabulary and systems of language when exchanging information about themselves, their family, friends and interests.</p> <p>In Part A students demonstrate their ability to identify information in a written imaginative text by responding to questions in English about the calligram <i>Mes plus proches</i>.</p> <p>In Part B students create their own calligram by adapting the model <i>Mes plus proches</i>.</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 a written imaginative text and convey this information to others. It also establishes information on their ability to write in French by adapting familiar imaginative texts and modelled structures and language.
Assessment strategies	Short responses in English – read for information in written text Extended writing of an imaginative text – create a calligram
Evidence to be collected	Part A – Completed task sheet Part B – Written poem
Suggested time	Part A – 30 minutes Part B – 90 minutes
Content description	
Content from the Western Australian curriculum	<p>Communicating</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>Respond to imaginative texts by describing aspects, such as characters, events, and/or key ideas</p> <p>Create simple own or shared imaginative texts by reinterpreting or adapting familiar texts and/or using modelled structures and language</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> • recognising substitution of the indefinite article with <i>de</i> in negative sentences • 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> • becoming familiar with regular <i>-ir</i> and <i>-re</i> verbs in <i>le présent</i> • using singular and plural possessive adjectives • using exclamations • using the negative <i>ne ... pas</i> in simple statements, questions and commands • becoming aware of three ways of forming a question, including a simple sentence with rising intonation, inverting the verb and the subject, and using <i>Est-ce que ... ?</i>
Task preparation	
<p>Prior learning</p>	<p>Students have prior knowledge of, and exposure to:</p> <ul style="list-style-type: none"> • a variety of texts related to exchanging personal information and interests about themselves and others • context-related vocabulary • grammatical structures including the present tense using <i>-er</i> verbs and high-frequency irregular verbs, subject pronouns, nouns, adjectives and their agreement, possessive adjectives, definite and indefinite articles, and simple negative statements and questions • the textual conventions of a calligram • adapting and reinterpreting models of text to create their own • bilingual dictionary use.
<p>Assessment differentiation</p>	<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	
<p>Assessment conditions</p>	<p>Part A and Part B are to be complete by students working individually.</p>
<p>Resources</p>	<p>Task sheets Writing/drawing equipment and paper for final copy of calligram Bilingual dictionary</p>

Instructions for teacher

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

- a variety of texts related to exchanging personal information about themselves and others
- context-related vocabulary, including:
 - personal information – name, age, where they live, family members, nationality, interests
 - describing people – physically and their personality
- grammatical structures, including:
 - subject pronouns
 - the present tense of *-er* and high-frequency irregular verbs
 - first, second and third person singular possessive adjectives
 - definite and indefinite articles and
 - simple negative statements and questions
- the textual conventions of a calligram
- using a bilingual dictionary.

Background information

Guillaume Apollinaire was a French writer who published a collection of poems in 1918 called *Calligrammes Poèmes de la Paix et de la Guerre (1913–1916)*. A calligram is an image created with words, either independently, in a phrase or in a poem. The image adds a visual aspect to the meaning of the poem or words. More information about calligrams, in particular those of Apollinaire, can be found on the internet.

When showing samples of poems to students, highlight those written by Guillaume Apollinaire and provide some cultural and historical information. When looking at poems for understanding of text, simple examples in French can be found on the internet.

The texts of Apollinaire's poems can be accessed at Internet Archive:
<https://archive.org/details/calligrammespo00apol/page/74/mode/2up>.

Task

Part A: *Poème*

After exploring the poems of Guillaume Apollinaire and other calligram writers, students demonstrate their ability to understand information about self, family, friends and interests by reading a poem and responding to questions in English.

Students have 30 minutes to complete Part A individually. They may use a bilingual dictionary.

Part B: *Mon calligramme*

Students create their own calligram. They use the model in Part A to write about a family member or a friend.

Teachers may wish to brainstorm ideas about what students could include in their poem as a Think, Pair, Share activity, and have students create the text, which is assessed, before producing the final product. The emphasis is on language use and adaptation of the model given.

Students have 90 minutes to complete Part B individually. They may use a bilingual dictionary.

Question 1

What shape does this poem represent and why?

(2 marks)

Question 2

Indicate with a tick [✓] whether the poem uses a rhyming pattern. True False

(1 mark)

Question 3

What is the first and last name of the poem's author?

(2 marks)

Question 4

What piece of information about their father does the author assume you will agree with?

(1 mark)

Question 5

What is special about the author's mother?

(2 marks)

Question 6

Which word from the poem rhymes with the French word meaning 'brother'? Do you think the author uses this word to paint a positive or a negative image of him?

(2 marks)

Question 7

Who is missing in the family? What effect does this have?

(4 marks)

Question 8

What is the dog's name and how is he described?

(2 marks)

Question 9

Where does the author fit into the family?

(1 mark)

Part B: Mon calligramme

19 marks

Adapt the language in the model of the calligram *Mes plus proches* in Part A and write your own calligram in **French** about a family member or friend. In your poem, include a title and information about:

- who the person is in relation to you
- what they look like
- a personality trait
- at least one like and one dislike
- an activity you enjoy together.

Try to add detail and interest to your poem by using connectors (*mais, parce que, et*) and negative statements (*ne ... pas*). Your poem should consist of full sentences, which do not need to rhyme. Write approximately 80 words.

Remember that a calligram takes on a shape to represent it or an aspect of it. Once you have drafted your poem, decide on the shape and create a final copy.

You have 90 minutes to complete Part B. You may use a bilingual dictionary.

Draft

Sample marking key

Part A: <i>Poème</i>	
Description	Marks
Question 1 What shape does this poem represent and why?	
Family/a circle of people	1
(poem) about Eva's family/a family/the relationships in a family	1
Question 2 Indicate with a tick [✓] whether the poem uses a rhyming pattern. <input type="radio"/> True <input type="radio"/> False	
True	1
Question 3 What is the first and last name of the poem's author?	
Eva	1
Benoît	1
Question 4 What piece of information about their father does the author assume you will agree with?	
(he is) handsome	1
Question 5 What is special about the author's mother?	
(She has) a lot of	1
talent	1
Question 6 Which word from the poem rhymes with the French word meaning 'brother'? Does the author use this word to paint a positive or a negative image of him?	
<i>guerre</i>	1
negative	1
Question 7 Who is missing in the family? What effect does this have?	
a sister	1
she is scared	1
at night	1
when she is alone	1
Question 8 What is the dog's name and how is he described?	
Lucien	1
(he is) the best of dogs/the best dog	1
Question 9 Where does the author fit into the family?	
(She is) the youngest	1
Part A total	17

Marking key	
Part B: Mon calligramme	
Description	Marks
Response	
Creates a calligram about a family member or friend, including:	1
• a title	1
• who the person is in relation to them	1
• what they look like	1
• a personality trait	1
• at least one like (1) and one dislike (1)	2
• an activity they enjoy together.	1
Subtotal	7
Grammatical elements	
Writes simple sentences. Makes mostly successful attempts at compound sentences and negative statements. Uses present tense verb conjugations mostly accurately, particularly when using <i>-er</i> verbs and high-frequency irregular verbs.	3
Writes simple sentences. Compound sentences and negative statements are sometimes unsuccessful, though the intended meaning is clear.	2
Grammatical errors generally make meaning unclear.	1
Subtotal	3
Vocabulary and spelling	
Uses an appropriate range of familiar and unfamiliar contextually-relevant vocabulary. Spelling is mostly correct.	4
Uses an appropriate range of familiar contextually-relevant vocabulary. Spelling is mostly correct.	3
Uses a variety of vocabulary that is generally contextually-relevant. Spelling is more correct than not and able to be comprehended.	2
Limited use of contextually-relevant vocabulary. Poor spelling impedes comprehension by reader.	1
Subtotal	4
Text type and sequencing	
Adapts the language or style of the model. Shapes a calligram into an image representing (an aspect of) its meaning. Sequences information coherently.	3
Adapts the language or style of the model. Shapes a calligram into an image representing (an aspect of) its meaning. Sequences information to some extent.	2
Does not adapt the language or style of the model and/or limited sequencing impedes comprehension.	1
Subtotal	3
Support	
Uses a bilingual dictionary with no support or does not require support to create a calligram.	2
Requires support to use a bilingual dictionary.	1
Subtotal	2
Part B total	19
Total	36