



SAMPLE ASSESSMENT TASK

**FRENCH: SECOND LANGUAGE
YEAR 8 (YEARS 7–10 SEQUENCE)**

LA ROUTINE ET LE TEMPS LIBRE (ROUTINE AND FREE TIME)

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 8

| | |
|---------------------------------|--|
| Title of task | <i>La routine et le temps libre (Routine and free time)</i> |
| Description of task | <p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical elements related to aspects of home, routines, interests and leisure activities.</p> <p>In Part A, students demonstrate their skills in identifying key information and supporting details in a written French text by responding to questions in English.</p> <p>In Part B, students demonstrate their skills in writing in French about an Australian teenager’s weekend.</p> |
| Type of assessment | Summative |
| Purpose of assessment | This task aims to determine student learning at the time of the assessment. It establishes the students’ ability to identify information in written texts and to write texts in French, creating moods and effects. |
| Assessment strategy | Short response – read for information in written text Extended response – create a comic strip in French |
| Evidence to be collected | Completed task sheets |
| Suggested time | Part A – 50 minutes Part B – 60 minutes |

Content description

Content from the Western Australian Curriculum

Communicating

Identify key information and supporting details 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 that take account of context and audience

Respond to imaginative texts by describing and discussing aspects, such as characters, events and/or ideas

Create own or shared imaginative texts by experimenting with different modes and formats, and creating moods and effects suitable for different audiences

Understanding

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

- using *parce que* in compound sentences
- forming and using adverbs
- recognising comparatives
- identifying the forms and functions of reflexive verbs
- increasing control of regular *-er*, *-re* and *-ir* verbs, *être*, *avoir*, *aller*, *faire*, *devoir*, *vouloir*, *savoir* in *le présent*
- using *le futur proche* to describe immediate future events
- becoming familiar with using the emphatic pronouns *moi*, *toi*, *lui*, *elle*, *soi*, *nous*, *vous*, *eux*, *elles*
- using the negative *ne ... pas* in simple statements, questions and commands, including the use of *de* after a negative verb form
- using *l'impératif*
- using time phrases

Task preparation

Prior learning

Students have prior knowledge of and exposure to:

- a variety of texts related to aspects of home, routines, interests and leisure activities
- context-related vocabulary
- grammatical elements, including the present tense, reflexive verbs, the near future and comparatives
- the textual conventions of a story and a comic strip.

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

Task is to be completed by students working individually.

Resources

- Task sheet
- Bilingual dictionary
- Blank paper or electronic device (for students who wish to design their own comic strip template)

Instructions for teacher

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

- a variety of texts related to aspects of home, interests and leisure activities
- context-related vocabulary, including
 - (daily) chores at home
 - daily routines
 - leisure activities
 - time phrases
- grammatical elements, including
 - the present tense of reflexive, *-er*, *-re* and *-ir* verbs and *être*, *avoir*, *aller*, *faire*, *devoir* and *vouloir*
 - the near future
 - the imperative
 - negation
 - agreement of adjectives and
 - adverb formation
- the textual conventions of a comic strip, that is, a sequence of drawings arranged to show a story with text in speech and/or thought bubbles and captions
- how to use a bilingual dictionary
- the concept of *colonies de vacances*.

Activities to scaffold the task

Provide opportunities for students to engage in language practice and writing activities to help them internalise the language and skills they need for this task, such as:

- discussing the details of *bande dessinées* via the Wikipedia article, showing examples of some comic books and briefly discussing their popularity and/or historical references. Teachers might discuss specific BDs, such as
 - Wikipedia – *Astérix*
<https://en.wikipedia.org/wiki/Asterix>
 - Wikipedia – *Les aventures de Tintin*
https://en.wikipedia.org/wiki/The_Adventures_of_Tintin
 - Wikipedia – *Gaston Lagaffe*
[https://en.wikipedia.org/wiki/Gaston_\(comics\)#Gaston_Lagaffe](https://en.wikipedia.org/wiki/Gaston_(comics)#Gaston_Lagaffe)
 - Wikipedia – *Lucky Luke*
https://en.wikipedia.org/wiki/Lucky_Luke
- teaching the conventions of a comic strip. Instruct students on
 - the role and shape of speech and thought bubbles and how to organise them if more than one person is involved in an exchange in one panel
 - the use of captions – these provide information on the setting, time of day or other things that may not be able to be conveyed via speech and/or thought bubbles, or drawings
 - the use of colour in many comic strips
 - the fact that comic strips relate a story, which has a beginning, a middle and an ending
- giving students the opportunity to practise developing a comic strip prior to the assessment. This could be done by giving them a text in French that they ‘convert’ to a comic strip

- discussing the French institution of *colonies de vacances* prior to this task. Discussion could include:
 - any Australian equivalents, such as the Australian Camps Association <https://auscamps.asn.au/camps-activities/holiday-activity-programs>
 - the benefit of *colonies de vacances* for children and/or their parents
 - the sorts of activities in which children may take part
 - vocabulary that may be associated with *colos*; for example, *les dortoirs*
 - would the students themselves like to go to a *colo*?
- reading more information about *colonies de vacances*
French *Entrée* – *Les Colonies De Vacances: Holiday or Summer Camps for Children in France*
<https://www.frenchentree.com/living-in-france/education/les-colonies-de-vacances/>.

Task

Part A: *La colonie de vacances*

Students read the short story *La colonie de vacances* and answer questions in English.

Allow students 50 minutes to complete Part A individually.

A list of vocabulary that would be unfamiliar to most students has been included. It is for teachers to decide whether students are permitted to use bilingual dictionaries.

Part B: *Ma bande dessinée*

Mark and return Part A to students before they attempt Part B.

In Part B, students create a comic strip about a typical weekend of an Australian teenager. They may use the comic strip template given to them or create their own.

There are various ways to conduct Part B of the assessment. Teachers might allow:

- an 'open book' assessment
- students to read the task sheet in advance, prepare their response and then complete a 'closed book' assessment in the time provided
- a lesson for students to draft their comic strip with access to support, then a lesson to complete the final copy.

Teachers are advised to alter the student task sheet accordingly. They should remind students that colour is usually an aspect of comic strips and therefore to come prepared for the assessment.

Teachers may extend the time allocation for Part B to allow students to work on the comic strip graphics.

Students are permitted to use bilingual dictionaries.

Instructions to students

La routine et le temps libre

Part A: La colonie de vacances

(27 marks)

Read the short story and answer the questions that follow in English. You have 50 minutes to complete Part A.

On the next page, there are some words to help you.

La colonie de vacances

Pauline, Érica et Alice sont en colonie de vacances à Nice. Il est sept heures et les trois amies sont toujours endormies dans le dortoir. Elles n'ont pas entendu le réveil. Madame Dupuis entre dans le dortoir et voit les filles toutes endormies. Elle annonce :

« Réveillez-vous ! Il est l'heure de commencer notre journée ! »

Érica baille et demande : « Je suis fatiguée ! Une grasse matinée, s'il vous plaît ! »

« J'ai faim ! », dit Alice.

« Dépêchez-vous et soyez prêtes pour le petit déjeuner à sept heures trente ! », encourage Madame Dupuis.

Les filles prennent leur douche, s'habillent, et partent pour la cantine où la responsable attend :

« La première activité commence à dix heures. Vous allez faire de la planche à voile ce matin. Après une pause déjeuner de deux heures, vous allez faire de la peinture à quatorze heures et puis une balle au prisonnier cet après-midi à seize heures. »

« Super ! », se réjouit Pauline. « On va bien s'amuser. »

« Oui, mais attention ! », informe Madame Dupuis. « Vous devez être de retour dans le dortoir à huit heures trente pour un peu de ménage. Avant la première activité, vous devez faire votre lit, nettoyer les toilettes et la salle de bains, passer l'aspirateur dans tout le dortoir et faire la vaisselle d'hier soir. »

« Quoi ? », demande Érica, horrifiée. « C'est de la torture. »

« Oh là là ! », s'exclame Alice. « Quelle galère ! »

Les filles retournent au dortoir. Érica et Alice discutent pendant que Pauline fait son lit.

« Je vais nettoyer la salle de bains », dit Pauline aux autres filles.

« Quelle barbe, Pauline ! Relaxe-toi ! » dit Érica. « C'est les vacances. »

« Elle fait tout parce que c'est le chouchou du responsable », se moque Alice.

Pauline veut s'amuser mais sait qu'elle doit d'abord travailler. Elle nettoie donc la salle de bains et les toilettes. Elle passe aussi l'aspirateur dans tout le dortoir. Ses amis discutent et font la vaisselle lentement.

Madame Dupuis arrive dans le dortoir à neuf heures trente. Elle voit Pauline travailler et les autres bavarder comme des pies autour de l'évier. Madame Dupuis s'exclame :

« Et bien ! Ce travail n'est pas bien réparti ! Érica et Alice, votre lit n'est même pas fait ! La semaine prochaine, vous allez faire toutes les tâches ménagères. Pauline, tu vas pouvoir te reposer et même passer du temps sur ton téléphone. »

« Mais ... », commence Alice.

« Pas de mais ! Excusez-vous auprès de Pauline. »

« Pardon », disent Érica et Alice à l'unisson.

« Ce n'est pas grave », rougit Pauline. « Je vais quand même vous aider la semaine prochaine, mais à une condition. Je veux la moitié de vos chocolats à la chasse au trésor de demain. »

« Oh ... Mais moi, j'adore ... », répond Érica.

« Marché conclu ! », interrompt Alice.

« C'est un bon compromis », conclut Madame Dupuis.

« Youpi ! », répond Pauline.

| | | | |
|--------------------------------------|--------------------------|--|--|
| <i>bailler</i> | to yawn | <i>d'abord</i> | firstly |
| <i>faire la grasse matinée</i> | to stay in bed very late | <i>se moquer</i> | to make fun of |
| <i>faire une balle au prisonnier</i> | to play dodge ball | <i>bavarder comme des pies autour de l'évier</i> | to chat like magpies around the kitchen sink |
| <i>Quelle galère !</i> | What a hassle! | <i>la moitié</i> | the half |
| <i>Quelle barbe !</i> | What a bore! | <i>la chasse au trésor</i> | the treasure hunt |
| <i>le chouchou</i> | the pet/favourite | <i>Marché conclu !</i> | It's a deal! |

Question 1

(3 marks)

What are Érica and Alice's complaints when they are woken up?

Question 2

(7 marks)

Complete the following activity plan from the camp.

| Time | Activity |
|----------|---|
| | Wake up |
| 7.30 am | |
| | Return to the dormitory and complete chores |
| 10.00 am | |
| | Lunch |
| 2.00 pm | |
| | Dodge ball |

Question 3**(6 marks)**

Write down what chores must be completed and tick the one/s done by Érica and those done by Alice.

| | |
|--|--------------------------|
| | Érica and Alice |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |

Question 4**(6 marks)**

Write whether the following statements are true (T) or false (F).

| | | |
|---|--|--|
| A | Érica and Alice make fun of Pauline. | |
| B | Pauline is playing on her phone while the others are doing chores. | |
| C | Madame Dupuis is glad to see them all working. | |
| D | Érica and Alice apologise to Pauline. | |
| E | Pauline is not going to help next week, but will be eating half the chocolate. | |
| F | Madame Dupuis agrees with the solution the girls decide on. | |

Question 5**(1 mark)**

What do you think is the point or moral of the story?

Question 6**(4 marks)**

Describe Pauline's character using two adjectives or phrases and give evidence from the text to support your choice.

Part B: *Ma bande dessinée*

(20 marks)

Create a comic strip about a typical weekend of an Australian teenager. The comic strip should demonstrate your ability to use a variety of verbs, including reflexive verbs, in the present tense. Use other tenses if appropriate.

Use the comic strip template below or create your own. Each panel of your comic strip must include a caption about what is happening and/or a thought or speech bubble relevant to what each character is thinking/saying.

Include:

- a title
- two chores the teenager does
- two leisure or daily routine activities the teenager does
- the teenager's opinions of each of the chores and the leisure or daily routine activities.

Remember that you are not being assessed on your artistic ability, but on your ability to communicate a story in a French comic strip. Include any additional details that improve your comic strip.

You have 60 minutes to complete Part B. You may use a bilingual dictionary.

Titre : _____

| |
|--|
| |
| |

| |
|--|
| |
| |

| |
|--|
| |
| |

| |
|--|
| |
| |

| |
|--|
| |
| |

| |
|--|
| |
| |

| |
|--|
| |
| |

| |
|--|
| |
| |

| |
|--|
| |
| |

| |
|--|
| |
| |

| |
|--|
| |
| |

| |
|--|
| |
| |

| |
|--|
| |
| |

Sample marking key

Part A: *La colonie de vacances*

| Descriptions | | Marks |
|--|--|-----------|
| Question 1 | | |
| Érica is tired | | 1 |
| and wants to sleep in. | | 1 |
| Alice is hungry. | | 1 |
| Subtotal | | /3 |
| Question 2 | | |
| Time | Activity | |
| 7.00 am | Wake up | 1 |
| 7.30 am | Breakfast | 1 |
| 8.30 am | Return to the dormitory and complete chores | 1 |
| 10.00 am | Windsurfing | 1 |
| 12 pm/midday | Lunch | 1 |
| 2.00 pm | Painting | 1 |
| 4.00 pm | Dodgeball | 1 |
| Subtotal | | /7 |
| Question 3 | | |
| make the beds (1 mark) | Érica and Alice <input type="checkbox"/> | 1 |
| clean the toilets (1 mark) | <input type="checkbox"/> | 1 |
| clean the bathroom (1 mark) | <input type="checkbox"/> | 1 |
| do the vacuuming (in the whole dormitory) (1 mark) | <input type="checkbox"/> | 1 |
| do (last night's) dishes (1 mark) | <input checked="" type="checkbox"/> (1 mark) | 1 |
| Subtotal | | /6 |
| Question 4 | | |
| A - True | | 1 |
| B - False | | 1 |
| C - False | | 1 |
| D - True | | 1 |
| E - False | | 1 |
| F - True | | 1 |
| Subtotal | | /6 |

| Descriptions | Marks |
|---|------------|
| Question 5 | |
| Explanation to the effect that hard work cannot be avoided all the time/hard work must be shared by all people in the group/rewards come to those who work hard | 1 |
| Subtotal | /1 |
| Question 6 | |
| Provides words like 'obedient' or 'cooperative' (1) because she does what Madame Dupuis asks (1) | 2 |
| Provides words like 'has a sense of justice' (1) because she helps the others on the condition of sharing their chocolates (1) | 2 |
| Subtotal | /4 |
| Part A total | /27 |

Part B: *Ma bande dessinée*

| Description | Marks |
|---|------------|
| Content | |
| Creates an imaginative comic strip in French that tells a story about an Australian teenager including: <ul style="list-style-type: none"> a title (1) | 1 |
| <ul style="list-style-type: none"> two chores the teenager does (1 mark each) | 2 |
| <ul style="list-style-type: none"> two leisure or daily routine activities the teenager does (1 mark each) | 2 |
| <ul style="list-style-type: none"> the teenager's opinions of the chores and leisure or daily routine activities. (1 mark each) | 4 |
| Subtotal | /9 |
| Grammatical elements and accuracy | |
| Uses a wide variety of grammatical elements, including <i>-er</i> verbs, high frequency irregular verbs and reflexive verbs in the present tense. Makes occasional minor errors, but inaccuracies do not affect meaning. | 4 |
| Uses a variety of grammatical elements, including <i>-er</i> verbs, high frequency irregular verbs and reflexive verbs in the present tense. Makes occasional errors, but inaccuracies do not affect meaning. | 3 |
| Uses most verbs accurately in the present tense. Makes some errors that occasionally affect meaning. | 2 |
| Makes frequent errors that impede understanding. | 1 |
| Subtotal | /4 |
| Vocabulary and range | |
| Uses a wide variety of vocabulary and expressions. Uses spelling that is mostly correct, including the use of most accents. | 3 |
| Uses relevant vocabulary and expressions. Uses spelling that is more correct than not and able to be understood. | 2 |
| Uses basic vocabulary. Uses poor spelling that often impedes understanding. | 1 |
| Subtotal | /3 |
| Text type and sequencing | |
| Creates a detailed comic strip with a title, images, captions and speech and/or thought bubbles that reflect the action in the story. Sequences the information coherently. Provides an identifiable story line. | 4 |
| Creates a comic strip with titles, images, captions and speech and/or thought bubbles that reflect the action in the story. Sequences the information coherently. | 3 |
| Uses most of the conventions of a comic strip. Sequences information to some extent. | 2 |
| Uses a few conventions of a comic strip. Displays limited organisation, which impedes understanding. | 1 |
| Subtotal | /4 |
| Part B total | /20 |
| Total | /47 |