



## **SAMPLE ASSESSMENT TASK**

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

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***PARLONS DE L'ÉCOLE ! (LET'S TALK ABOUT SCHOOL!)***

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## Sample assessment task

### French: Second Language – Year 8

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<b>Title of task</b>	<b><i>Parlons de l'école ! (Let's talk about school!)</i></b>
<b>Description of task</b>	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to school life.</p> <p>In Part A, students demonstrate their skills in identifying information in spoken texts by completing responses to questions in English.</p> <p>In Part B, students demonstrate their skills in writing by composing an email.</p>
<b>Type of assessment</b>	Summative
<b>Purpose of assessment</b>	This task aims to determine student learning at the time of the assessment. It establishes the students' ability to identify information in spoken text. It also establishes their ability to write in French using simple language.
<b>Assessment strategy</b>	Short response – listen for information in spoken texts Extended response – write an email
<b>Evidence to be collected</b>	Completed task sheets
<b>Suggested time</b>	Part A – 15 minutes Part B – 30 minutes

## Content description

Content from the Western Australian Curriculum

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### Communicating

Maintain interactions with peers and known adults orally and in writing to exchange information and discuss aspects of home, school and social life, compare routines, interests and leisure activities

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

### 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
- 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*
- becoming familiar with using emphatic pronouns *moi, toi, lui, elle, soi, nous, vous, eux*
- using the negative *ne ... pas* in simple statements, questions and commands, including the use of *de* after a negative verb form
- using time phrases

## Task preparation

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### Prior learning

Students have prior knowledge of and exposure to:

- a variety of texts related to school, social life and routines
- context-related vocabulary
- grammatical items, including the present tense, reflexive verbs and comparatives
- the textual conventions of an email.

### 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

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### Assessment conditions

Task is to be completed by students working individually.

### Resources

- Task sheet
- Bilingual dictionary
- Audio recording of *Les emplois du temps*

## Instructions for teacher

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

- a variety of texts related to school, social life and routines
- context-related vocabulary, including vocabulary relating to
  - school timetables, such as days of the week, times, school starting and finishing times, school subjects and opinions about them
  - daily routines and leisure activities
- listening to and reading descriptions of school life
- grammatical items, including
  - the present tense of a variety of verbs such *être, avoir, aller, faire, finir* and verbs to express opinions
  - comparatives
  - the negative *ne ... pas* in simple statements and questions
  - time phrases
- the textual conventions of an email, and provided with opportunities to practise them
- the use of a bilingual dictionary.

## Task

### Part A : *Les emplois du temps*

Students are required to listen to a conversation between French student Aurélie, and Australian student Matilda, about their respective school timetables. The conversation is divided into two texts – *L'emploi du temps de Matilda* and *L'emploi du temps d'Aurélie*. Each text is read twice.

Students have 15 minutes to respond to the questions in English to complete Part A.

### Task administration scripts

#### Text 1: *L'emploi du temps de Matilda*

Text 1 will be read twice, with a pause for 30 seconds after the first reading. After the second reading, students will be given one minute to complete respond to Question 1.

Aurélie *Salut Matilda. Comment ça va ?*

Matilda *Salut Aurélie. Ça ne va pas super. L'école recommence !*

Aurélie *Courage ! Tu vas être en vacances dans seulement dix semaines. Tu aimes ton nouvel emploi du temps ?*

Matilda *Il n'est pas trop mal. Je déteste le lundi parce que j'ai les pires matières ! J'ai science à dix heures du matin et maths à une heure de l'après-midi.*

Aurélie *Moi, j'aime bien les maths !*

Matilda *Quelle horreur ! Le mardi, j'ai mes matières préférées : l'anglais à une heure et le français à deux heures. Je vais apprendre un peu plus de français pour pouvoir mieux te parler.*

Aurélie *Super ! Et le mercredi ?*

Matilda *C'est super. J'ai français ! Mais j'ai aussi histoire-géo à onze heures vingt et ça ne m'intéresse pas.*

Aurélie *Moi non plus ! Tu as informatique cette année ?*

Matilda *Oui, le jeudi, j'ai art dramatique à neuf heures et informatique à dix heures. Super matinée ! L'après-midi par contre, j'ai histoire-géo à une heure et maths à deux heures. Quelle barbe !*

Aurélie *Et tu fais du sport aussi à l'école ?*

Matilda *Oui, j'ai E.P.S. le mercredi à une heure de l'après-midi et le vendredi à neuf heures du matin. Je n'aime pas beaucoup le sport mais ça va.*

**Text 2: L'emploi du temps d'Aurélie**

Text 2 will be read twice, with a pause for one minute after the first reading. After the second reading, students will be given two minutes to complete Questions 2 to 6.

Matilda *Et toi, tu as sport cette année ?*

Aurélie *Oui, j'ai trois heures d'E.P.S., le mardi à huit heures pour deux heures d'affilée et le jeudi à onze heures et demie.*

Matilda *Quoi ? Tu commences à huit heures ?! C'est très tôt. Tu fais quoi comme langues ?*

Aurélie *Cette année, je fais anglais et allemand. Comme toi, j'adore les langues alors le lundi, c'est super parce que j'ai anglais à neuf heures et allemand à onze heures et demie. J'aime aussi le mercredi parce que j'ai arts plastiques à dix heures et demie et je finis plus tôt le mercredi. Je n'ai pas cours l'après-midi !*

Matilda *Ah bon ? Vraiment ? Tu as de la chance ! Et tu fais histoire-géo ?*

Aurélie *Oui, et j'ai éducation civique le jeudi à neuf heures. J'ai aussi technologie le jeudi à trois heures et demie pour une heure et demie. Ce n'est pas trop mal.*

Matilda *Et tu aimes ton vendredi ?*

Aurélie *Non, le vendredi c'est la pire des journées. Je ne suis vraiment pas musicale et j'ai musique à deux heures de l'après-midi.*

Matilda *Moi aussi, je déteste la musique. Je suis contente de ne pas faire de musique cette année !*

Aurélie *Je vais manger, Matilda.*

Matilda *Oui. Pas de problème. Bisous Aurélie.*

Aurélie *À plus !*



**Part B : *Ma routine journalière en Australie***

Students write an email to Matilda to find out more about her school routine in Australia. In approximately 100 words in French, they:

- ask what time Matilda starts and finishes school
- mention two activities that they do before and after school and their opinion on two subjects they study
- ask Matilda about her activities outside of school and her opinion on two subjects she studies.

They may use a bilingual dictionary.

They have 30 minutes to complete Part B.

## Instructions to students

### *Parlons de l'école !*

#### **Part A: Les emplois du temps**

**(23 marks)**

Listen to a conversation between French student, Aurélie, and Australian student, Matilda, talking about their respective school timetables.

#### **Part 1 : L'emploi du temps de Matilda**

Text 1 will be read twice, with a pause for 30 seconds after the first reading to allow you to respond to Question 1 in English. After the second reading, you will be given one minute to complete your response to Question 1.

#### **Question 1**

**(9 marks)**

Complete Matilda's timetable with the missing subjects. Write your responses in English.

	Monday	Tuesday	Wednesday	Thursday	Friday
9 am – 10 am	English	HASS	Science	_____	_____
10 am – 11 am	_____	Maths	French	_____	English
11 am – 11:20 am	Recess				
11:20 am – 12:20 pm	Drama	Science	_____	English	Maths
12:20 pm – 12:30 pm	Form				
12:30 pm – 1 pm	Lunch Break				
1 pm – 2 pm	_____	_____	_____	HASS	Science
2 pm – 3 pm	Cooking	_____	Health	Maths	HASS

**Part 2 : L'emploi du temps d'Aurélie**

**Question 2**

**(6 marks)**

Text 2 will be read twice, with a pause for one minute after the first reading to allow you to respond to Questions 2 to 6 in English. After the second reading, you will be given two minutes to complete your responses to Questions 2 to 6.

a). State the number of hours of Physical Education Aurélie has each week. (1 mark)

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b). List the days of the week that Aurelie has Physical Education and give details about the class for each day. (5 marks)

Days of the week	Details
_____ (1)	_____ (1)
_____ (1)	_____ (1)
_____ (1)	_____ (1)

**Question 3**

**(1 mark)**

What does Matilda say about Aurélie's starting time?

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**Question 4**

**(4 marks)**

Tick [✓] whether the following statements are true or false.

	True	False
Aurélie studies English and Spanish.		
Aurélie and Matilda both hate Languages.		
Aurélie finishes late on Wednesday.		
Matilda thinks Aurélie is lucky.		

**Question 5**

**(2 marks)**

What subject does Aurélie have on Thursdays, at the times listed below?

9 am: \_\_\_\_\_

3.30 pm: \_\_\_\_\_

**Question 6**

**(3 marks)**

What does Aurélie think about Fridays? Why?

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## Sample marking key

### Part A: *Les emplois du temps*

Description						Marks
<b>Question 1</b>						
	Monday	Tuesday	Wednesday	Thursday	Friday	
9 am – 10 am	English	HASS	Science	<b>Drama (1)</b>	<b>Sport/PE (1)</b>	2
10 am – 11 am	<b>Science (1)</b>	Maths	French	<b>Computing (1)</b>	English	2
11 am – 11:20 am	<b>Recess</b>					
11:20 am – 12:20 pm	Drama	Science	<b>HASS</b>	English	Maths	1
12:20 pm – 12:30 pm	Form					
12:30 pm – 1 pm	Lunch Break					
1 pm – 2 pm	<b>Maths (1)</b>	<b>English (1)</b>	<b>Sport/PE (1)</b>	HASS	Science	3
2 pm – 3 pm	Cooking	<b>French</b>	Health	Maths	HASS	1
<b>Subtotal</b>						<b>/9</b>
<b>Question 2 a)</b>						
three hours						1
<b>Subtotal</b>						<b>/1</b>
<b>Question 2 b)</b>						
Days of the week		Details				
Tuesday (1)		8 am (1) – for 2 hours/until 10 am (1)				3
Thursday (1)		11.30 am (1)				2
<b>Subtotal</b>						<b>/5</b>
<b>Question 3</b>						
is (very) early						1
<b>Subtotal</b>						<b>/1</b>

Description				Marks
<b>Question 4</b>				
	<b>True</b>	<b>False</b>		
Aurélie studies English and Spanish.		✓		1
Aurélie and Matilda both hate Languages.		✓		1
Aurélie finishes late on Wednesday.		✓		1
Matilda thinks Aurélie is lucky.	✓			1
<b>Subtotal</b>				<b>/4</b>
<b>Question 5</b>				
9 am: Civics/HASS				1
3.30 pm: Technology				1
<b>Subtotal</b>				<b>/2</b>
<b>Question 6</b>				
the worst day				1
because she is not musical				1
and she has music in the afternoon/at 2 pm				1
<b>Subtotal</b>				<b>/3</b>
<b>Part A total</b>				<b>/25</b>

## Part B: *Ma routine journalière en Australie*

Description	Marks
<b>Content</b>	
Writes an email to Matilda and:	
<ul style="list-style-type: none"> <li>asks what time Mathilda starts and finishes school</li> </ul>	2
<ul style="list-style-type: none"> <li>mentions two activities that they do before and after school and their opinion on two subjects they study</li> </ul>	2
<ul style="list-style-type: none"> <li>asks Matilda about her activities outside of school and her opinion on two subjects she studies</li> </ul>	2
<b>Subtotal</b>	<b>/6</b>
<b>Grammatical elements and accuracy</b>	
Uses a wide range of grammatical elements accurately, including <i>-er</i> , <i>-ir</i> and <i>-re</i> verbs, high frequency irregular verbs and reflexive verbs in the present tense. Makes minor errors, but inaccuracies do not affect meaning.	4
Uses a range of grammatical elements, including <i>-er</i> , <i>-ir</i> and <i>-re</i> verbs, high frequency irregular verbs and reflexive verbs mostly accurately in the present tense. Makes some errors, but inaccuracies do not affect meaning.	3
Makes frequent grammatical errors, which occasionally affect understanding.	2
Makes frequent grammatical errors, which impede understanding.	1
<b>Subtotal</b>	<b>/4</b>
<b>Vocabulary and spelling</b>	
Uses a wide range of appropriate vocabulary and expressions. Uses spelling that is consistently correct.	4
Uses a range of vocabulary and expressions. Uses spelling that is mostly correct.	3
Uses relevant vocabulary and expressions. Uses spelling that is more correct than not and is able to be understood.	2
Uses basic vocabulary. Uses poor spelling which often impedes understanding.	1
<b>Subtotal</b>	<b>/4</b>
<b>Text type and sequencing</b>	
Writes an email using:	
<ul style="list-style-type: none"> <li>email addresses in appropriate spaces</li> </ul>	1
<ul style="list-style-type: none"> <li>a suitable subject line</li> </ul>	1
<ul style="list-style-type: none"> <li>a greeting and a farewell.</li> </ul>	1
Sequences the information coherently, including paragraphing as needed.	1
<b>Subtotal</b>	<b>/4</b>
<b>Part B total</b>	<b>/18</b>
<b>Total</b>	<b>/43</b>



