



Sample assessment task

Year level	10
Learning area	Languages
Subject	French: Second Language
Title of task	<i>De bonnes raisons d'apprendre le français</i> (Good reasons to learn French)

Task details

Description of task	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to young people's experiences and interest in the contemporary cultural issue <i>apprendre les langues</i>.</p> <p>Students also demonstrate their skills in designing an information poster that informs Year 10 students of the benefits of learning a language and attempts to persuade their audience with reasons as to why they should continue to study French in Years 11 and 12.</p>
Type of assessment	Summative
Purpose of assessment	This assessment aims to determine student learning at the time of the assessment. It establishes the students' ability to write texts that convey information, persuade, express feelings and justify opinions to others.
Assessment strategy	Extended response – write a response to a statement in the form of an information poster
Evidence to be collected	Information poster
Suggested time	120 minutes

Content description

Content from the Western Australian Curriculum	<p>Communicating</p> <p>Initiate and participate in sustained interactions, using descriptive and expressive language in formal and informal exchanges to discuss young people's experiences and interest in contemporary culture and social issues, for example, <i>apprendre les langues</i></p> <p>Reflect on the experience of learning and using French, considering how intercultural communication involves taking responsibility for contributing to mutual understanding, by modifying language and behaviours in relation to cultural perspectives</p> <p>Understanding</p> <p>Increase control of context-related vocabulary and analyse how grammatical elements impact on the making of meaning in texts, including:</p> <ul style="list-style-type: none"> noticing how grammatical choices can shade meaning, determine perspective and establish relationship, for example, an imperative verb mood can indicate authority or enthusiasm such as <i>Arrêtez !; Allons-y !; Donnez-moi votre billet, Mademoiselle</i>; shifting from the use of <i>vous</i> to <i>tu</i> can signal a more informal, friendly relationship
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	<ul style="list-style-type: none"> exploring how choices of words such as nouns and adjectives can indicate values and attitudes, for example, <i>C'est un bon à rien/C'est un brave jeune homme; Ce sont des illégaux/Ce sont des réfugiés</i> <p>Explain how French language and culture have evolved and how they continue to change over time and understand that language use has the power to influence social and cultural relationships and practices</p> <p>Understand that French language and culture are interrelated and that they shape and are shaped by each other in a given moment and over time</p>
Task preparation	
Prior learning	<p>Students have prior knowledge of and exposure to:</p> <ul style="list-style-type: none"> a variety of texts related to young people's experiences, interests and social issues context-related vocabulary grammatical structures, including the present, perfect and future tenses and the imperative the structure of a persuasive text the textual conventions of an info poster.
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>Paper or access to a computer to develop the information poster</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 young people's experiences, interests and social issues
- exposed to context-related vocabulary
- taught grammatical items, including:
 - the present, perfect and future tenses and the imperative
- taught how to write a persuasive text
- taught the conventions of an info poster, and provided with opportunities to practise them.

Task

Students design and write the text for an information poster that informs of the benefits of learning a language and attempts to persuade Year 10 students with reasons as to why they should continue to study French in Years 11 and 12.

The information poster must include four reasons why students should continue with the study of French. Students should base their reasons on some of the following benefits of learning a language:

- enjoyment
- brain training
- profession
- travel
- culture
- entertainment
- international relations
- intercultural understanding
- world peace.

Students should aim to write approximately 120–150 words in French.

Students may use a bilingual dictionary.

The information poster may be either handwritten and drawn or created with the use of computer applications.

Instructions to students

De bonnes raisons d'apprendre le français

It is subject selection time for the Year 10 students going into Year 11 at your school.

After having learnt about and experienced some of the positive benefits of learning a second language, you decide to share your ideas with your peers.

Design and write the text for an information poster that will aim to persuade your classmates to continue with their French learning journey into Year 11.

In your information poster, you must include four reasons why students should continue with the study of French. Base your reasons on some of the following benefits of learning a language:

- enjoyment
- brain training
- profession
- travel
- culture
- entertainment
- international relations
- intercultural understanding
- world peace.

You should aim to write about 120–150 words in French. You may use a bilingual dictionary.

Your final information poster can either be handwritten and drawn or created with the use of a computer.

Information poster Draft

Sample marking key

De bonnes raisons d'apprendre le français

Description	Marks
Response	
Persuades classmates to continue with their French learning journey in Year 11 by designing an information poster addressing four of the following nine reasons: enjoyment, brain training, profession, travel, culture, entertainment, international relations, intercultural understanding, world peace. Uses details to elaborate.	5
Provides most of the required content and includes some details to elaborate.	4
Provides generally relevant content and some details.	3
Provides superficial content and limited detail.	2
Provides content with little relevance.	1
Subtotal	5
Description	Marks
Grammar	
Demonstrates an extensive knowledge of grammar (including the imperative and the future tense) and syntax. Uses a wide range of complex structures correctly. Makes minor errors occasionally, but inaccuracies do not affect meaning or flow.	5
Demonstrates a thorough knowledge of grammar (including the imperative and the future tense) and syntax. Uses a range of complex structures with some errors. Makes errors occasionally, but inaccuracies do not affect meaning or flow.	4
Demonstrates a sound knowledge of grammar (including the imperative and the future tense) and syntax. Uses a range of structures with some errors. Makes errors, but inaccuracies do not always affect meaning or flow.	3
Demonstrates an inadequate knowledge of grammar and syntax. Uses a limited range of structures. Relies on the syntax of another language. Makes errors that impede understanding.	2
Demonstrates poor knowledge of grammar and syntax. Uses a limited range of structures. Relies heavily on the syntax of another language. Makes frequent errors that impede meaning.	1
Subtotal	5
Description	Marks
Vocabulary	
Uses context-related vocabulary and a wide range of expressions. Includes vocabulary to attempt to persuade and engage the audience. Applies the rules of spelling and punctuation with a very high level of accuracy.	5
Uses context-related vocabulary and a range of expressions. Includes vocabulary to attempt to persuade and engage the audience. Applies the rules of spelling and punctuation with a high level of accuracy.	4
Uses mostly context-related vocabulary and expressions. Includes some vocabulary to attempt to persuade and engage the audience. Applies the rules of spelling and punctuation with a satisfactory level of accuracy.	3

Uses repetitive, basic vocabulary and expressions. Includes limited vocabulary to attempt to persuade and engage the audience. Applies the rules of spelling and punctuation with a limited level of accuracy.	2
Uses limited vocabulary. Applies rules of spelling and punctuation with a limited level of accuracy.	1
Subtotal	5
Description	Marks
Text type and sequencing	
Uses all the key conventions of an information poster, including information about why classmates should continue learning French in Year 11, using pictures, images and photographs. Uses the French language in an informal register appropriate to peers. Sequences information cohesively and coherently.	3
Uses most of the key conventions of the text type. Generally uses the informal register. Sequences information to some extent.	2
Uses few of the key conventions of the text type. Shows some consideration of the audience. Limited organisation of the information impedes the flow and understanding.	1
Subtotal	3
Total	18