



Sample assessment task	
Year level	10
Learning area	Languages
Subject	French: Second Language
Title of task	<i>Une lettre à moi-même</i> (Letter to myself)
Task details	
Description of task	Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to young people’s experiences and interest in the contemporary social issue <i>les responsabilités maintenant et dans le futur</i> . Students also demonstrate their skills in comprehending written text by reading a letter of advice written by Isabelle to her younger self and responding in English to a series of questions related to aspects of the text.
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 comprehend written texts, analyse, synthesise and evaluate information in the text and convey this information to others.
Assessment strategy	Short response – read for information in written text
Evidence to be collected	Completed task sheet
Suggested time	30 minutes
Content description	
Content from the Western Australian Curriculum	<p>Communicating Analyse, synthesise and evaluate ideas and information from a range of perspectives on texts related to aspects of their personal, natural and social worlds such as regional news headlines and local community announcements and advertisements and identify how context and culture affect how information is presented Convey information, comments, perspectives and experiences on texts related to aspects of their personal, natural and social worlds, using different modes of presentation to suit different audiences or to achieve different purposes</p> <p>Understanding 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"> • using <i>le présent, l’impératif, le futur proche, le passé composé</i> and <i>l’imparfait</i> • understanding and using in simple constructions <i>le future</i> and <i>le conditionnel</i> <p>Analyse and explain how and why language is used differently in a range of texts, considering features such as dialects and register 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 items, including the present, perfect and future tenses as well as the imperative mood.
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>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 text types, allowing them to view, read and analyse information pertaining to young people's experiences and interest in contemporary culture and social issues
- taught context-related vocabulary
- exposed to grammatical items, including:
 - understanding the use of the present, perfect and future tenses
 - understanding the use of the imperative.

Task

Provide students with the text and the questions associated with the text.

Ask that they read the text before attempting to respond in English to questions which follow the texts.

Students may access a bilingual dictionary to look up any unfamiliar vocabulary in the text.

Advise students that they have 30 minutes in which to complete the task.

Instructions to students

Une lettre à moi-même

Isabelle is about to turn 30. While reflecting on past years and what may have been, she decides to write a letter of advice to her 15 year old self in her journal.

Read her letter and answer the questions that follow in English.

Nantes, le 11 juin 2016

Chère moi-même de 15 ans,

Où est passé le temps ? ! Demain, tu fêteras déjà tes seize ans avec ta famille. Mémé et pépé viendront de loin et pour une fois, ton frère sera gentil avec toi, pendant toute la journée. Il y aura sans doute un grand gâteau fait par maman et tu recevras ton cadeau de rêve – ton propre téléphone portable. Mais, à seize ans, il y aura aussi de nouvelles responsabilités. Je sais que tu t'inquiètes un peu de commencer le lycée et je t'écris pour te donner quelques petits conseils pour tes dernières années à l'école.

D'abord, écoute tes profs et tes parents de temps en temps. Tu crois qu'ils ne savent rien et qu'ils ne te comprennent pas mais, tes parents en particulier, te connaissent mieux que tu le penses. Ils sont là pour te protéger et ils t'aiment quoiqu'il arrive. Partage avec eux tes soucis et tes bonheurs. Tes profs seront prêts à t'aider avec tes devoirs si tu leur demandes de l'aide.

Deuxième conseil ; sois organisé ! Prends le temps pendant les vacances d'été de vraiment ranger et nettoyer ta chambre. Sinon, tu passeras beaucoup de temps à chercher tes manuels, crayons, cahiers ... tu peux bien me croire, j'ai de l'expérience ! Un calendrier avec toutes les tâches que tu dois rendre serait aussi utile. Cela évitera de te faire gronder par le professeur de maths pour ne pas avoir rendu ton devoir ... encore une fois ! Il est aussi important de te débarrasser des distractions – comme ton nouveau portable ! Dans une chambre bien ordonnée sans distractions, tu auras l'esprit clair pour bien réviser tes leçons.

Ensuite, aie un esprit sain dans un corps sain. Je sais que tu n'aimes pas trop le sport, mais je suggère fortement que tu essaies la natation. Je suis sûre et certaine que cela va te plaire ! Tes profs t'ont peut-être dit, tant bien que mal, que l'exercice est important pour la santé physique et mentale et, hélas, c'est vrai ! Sans doute, tu devras trouver un équilibre entre l'école, les devoirs, le sport, les amis et ton petit boulot le week-end. Tu y arriveras avec l'aide de ton nouvel agenda électronique sur ton portable !

Quatrièmement, choisis des matières qui t'intéressent et dont tu es capable. Il est aussi important que les matières que tu étudies au lycée soient utiles à tes études universitaires. Fais de ton mieux mais, ne te prends pas la tête si tu ne réussis pas avec le plan A – il te reste encore 25 lettres de l'alphabet !

Finalement, je sais que tu es plutôt réservée. Aie confiance en toi - tu es belle, intelligente et douée. Sois gentille et honnête avec tout le monde et tu te feras de longues amitiés insolites. Ne t'en fais pas si on se moque de toi et ne succombe pas à la pression de tes camarades. Restes toujours toi-même !

Bon courage, tout ira bien ☺

♥ Isabelle, de 29 (bientôt 30) ans

Based on the letter by Isabelle, answer the following questions in English.

Question 1

When is Isabelle's birthday? (1 mark)

Question 2

How does Isabelle celebrate her 16th birthday? (5 marks)

Question 3

Why is Isabelle writing to herself? (1 mark)

Question 4

What does young Isabelle believe about her parents and teachers? (2 marks)

Question 5

What should Isabelle share with her parents? (2 marks)

Question 6

Who should Isabelle ask for help with school work? (1 mark)

Question 7

Indicate with a tick (✓) whether the following statements are true or false.

(10 marks)

	True	False
Isabelle advises to be organised and to take the time to relax during the holidays.		
Isabelle could spend a lot of time looking for her textbooks during the school year.		
Writing down all her assignments in her diary would be useful.		
The maths teacher will give her detention for not submitting homework.		
Isabelle tells younger herself to keep sane and healthy.		
Isabelle should try sailing.		
Her parents always tell her that exercise is important for physical and mental health.		
She will have to find a balance between her work and her social life.		
She should choose school subjects that she likes and that are challenging.		
She should do her best. If plan A does not succeed, it's not the end of the world!		

Question 8

Why does Isabelle say she should be confident?

(3 marks)

Question 9

What is Isabelle's last piece of advice to herself?

(1 mark)

Sample marking key

Une lettre à moi-même	
Description	Marks
Question 1	
12 June	1
Subtotal	1
Question 2	
her grandparents come (from far away)	1
her brother is nice to her (all day)	1
her mum bakes her a cake	1
she receives the present of her dreams	1
her own mobile phone	1
Subtotal	5
Question 3	
(She is writing) to give herself advice for her last years at school	1
Subtotal	1
Question 4	
they know nothing	1
they don't understand her	1
Subtotal	2
Question 5	
her doubts/fears/what worries her	1
and her good moments	1
Subtotal	2
Question 6	
her teachers	1
Subtotal	1
Question 7	
Isabelle advises to be organised and to take the time to relax during the holidays. False	1
Isabelle could spend a lot of time looking for her textbooks during the school year. True	1
Writing down all her assignments in her diary would be useful. True	1
The maths teacher will give her detention for not submitting homework. False	1
Isabelle tells herself to keep sane and healthy. False	1
Isabelle should try sailing. False	1
Her parents always tell her that exercise is important to physical and mental health. False	1
She will have to find a balance between her work and her social life. True	1
She should choose school subjects that she likes and that are challenging. False	1
She should do her best. If plan A does not succeed, it's not the end of the world! True	1
Subtotal	10
Question 8	
she is beautiful	1
intelligent	1
talented	1
Subtotal	3
Question 9	
always be yourself	1
Subtotal	1
Total	26