



SAMPLE ASSESSMENT TASK

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

MON AVENIR (MY FUTURE)

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.

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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 10

Title of task	<i>Mon avenir</i> (My future)
Description of task	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to studies, work and future plans.</p> <p>In Part A, they demonstrate their skills in comprehending spoken texts by completing responses in English to a series of questions.</p> <p>In Part B, they demonstrate their skills in speaking in French by participating in an interview about future plans.</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 comprehend spoken text and convey this information to others in a variety of ways. It also establishes their ability to write and speak in French to exchange ideas, thoughts and opinions.
Assessment strategy	Short response – listen for information in spoken text Extended response – participate in an interview
Evidence to be collected	Part A – completed task sheet Part B – Recording of interview
Suggested time	Part A – 30 minutes Part B – 40 minutes preparation and 5 minutes interview

Content description

Content from the Western Australian Curriculum

Communicating

Initiate and participate in sustained interactions with others orally and in writing to exchange ideas, opinions, experiences and thoughts about making choices for today and in the future, including health and physical activity, having a part-time job, learning a language and my future

Identify information and ideas from a range of texts related to aspects of their personal and social worlds, and establish how culture and context influence the presentation of ideas

Convey information, ideas, and experiences, and compare diverse perspectives on texts related to aspects of their personal and social worlds, using different modes of presentation that take account of context, purpose and audience

Understanding

Increase control of regular and irregular elements of the French sound system, building fluency and accuracy in pronunciation of more complex syllable combinations, pitch, stress and rhythm

Generate language for a range of purposes in spoken and written texts, by continuing to extend understanding and use of context-related vocabulary and elements of the French grammatical system, including:

- using simple and compound sentences to structure arguments, and explain or justify a position in relation to personal and social issues, such as *les études, le sport et la nourriture, l'environnement, l'avenir, les passe-temps*
- using connectives, for example, *parce que, à cause de, puisque* and *en plus*
- using *le présent, le futur, le futur proche, le passé composé* and *l'imparfait*
- understanding and using infinitive verb forms and phrasal verbs, such as *avoir besoin de faire quelque chose; commencer à faire ...*
- understanding and using *le futur* in simple constructions, for example, *L'année prochaine, j'étudierai le français.*
- recognising *le conditionnel*, for example, *J'aimerais voyager après mes études.*
- extending knowledge of additional negative forms, such as *ne ... plus, ne ... rien, ne ... jamais, ne ... que, ne ... personne*
- exploring how choices of words, such as nouns and adjectives can indicate values and attitudes, for example, *C'est un bon à rien.; C'est un brave jeune homme.*
- understanding the function of impersonal expressions, for example, *il faut, il est impossible de, il s'agit de.*

Task preparation

Prior learning

Students have prior knowledge of and exposure to:

- a variety of texts related to studies, work and future plans
- context-related vocabulary
- grammatical items, including the present, the near future, the future, the perfect, the imperfect and the conditional tenses, connectives, impersonal expression *il faut*, infinitive verb forms and the phrasal verb *avoir besoin de faire quelque chose* and *commencer à faire*, negative forms such as *ne ... plus*, *ne ... rien*, *ne ... jamais*, *ne ... que*
- the textual conventions of an interview.

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

Part A is to be completed by students working individually.

Part B is to be completed by students working either in pairs or individually.

Resources

- Task sheets
- Script – recording or read aloud
- Recording device
- Bilingual dictionary

Instructions for teacher

Before administering the task, students will need to be:

- exposed to a variety of texts related to studies, work and future plans to practise skills related to Part A and Part B of this task
- taught context-related vocabulary and expressions, taught grammatical items, including the present, near future and future tenses, phrases in the past and conditional tense, connectives, impersonal expression *il faut*, infinitive verb forms and the phrasal verb *avoir besoin de faire quelque chose* and *commencer à faire*, negative forms such as *ne ... plus*, *ne ... rien*, *ne ... jamais*, and *ne ... que*
- taught the textual conventions of an interview and given the opportunities to practise them.

Activities to scaffold the task

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

- learning about the French school system
 - *Français avec Pierre – Le système éducatif français*
https://www.youtube.com/watch?v=9LWAjeG_dKs
Note: English subtitles
- learning about future tense
 - ifMaroc – *Cours de français (A2 et +): parler de ses projets*
<https://www.youtube.com/watch?v=czBf7lzh04w>
Note: this is a lesson based on the video from TV5MONDE – *Projets* (16/16)
<https://enseigner.tv5monde.com/fiches-pedagogiques-fle/projets-1616>
 - *Le point du FLE – Le futur*
<https://www.lepointdufle.net/penseigner/futur-fiches-pedagogiques.htm>
 - Podcast *Français Facile*
 - *Futur simple – parler de ses projets – avoir l’intention de*
<https://www.podcastfrancaisfacile.com/dialogue/futur-simple.html>
 - *Parler de ses projets au futur*
<https://www.podcastfrancaisfacile.com/texte/projets-au-futur.html>
 - *ProfMichelle*
<https://www.profmichelle.com/2015/03/le-futur.html>
 - Learn French with Alexa – French Made Easy: *Le Futur Simple*
<https://www.youtube.com/watch?v=2cYzfeySVA>
 - Lingo Learner – How to form and use the *futur simple* in French: easy animated video explanation w practice work
<https://www.youtube.com/watch?v=L732xukgkWw>
 - Languages Online – The Future Tense
<https://www.languagesonline.org.uk/French/Grammar/Future/index.htm#gsc.tab=0>
 - Teachit – French translation: simple future tense
<https://www.teachit.co.uk/resources/french/french-translation-simple-future-tense>
- practising expressing opinions
 - Null – *Donner son opinion en français – Comment on dit #25*
<https://www.youtube.com/watch?v=HeTTBDNiMOU&t=258s>

- using more complex ways to express points of view such as *Il me semble que ...*, *Pour ...*, *il faut* + infinitive/*il faut que* + phrase in the subjunctive, *il est important/essentiel de ...*
- *Regard sur le Français – Des formulations pour donner son opinion*
<https://regardsurlefrancais.com/2021/11/15/des-formulations-pour-donner-son-opinion/>
- listening to podcasts
 - Podcast *Français Facile – parler des vacances*
 - <https://www.podcastfrancaisfacile.com/podcast/parler-de-ses-vacances-3.html>
 Note: this podcast includes a listening activity that can be used as practice, along with the transcript in which students will find useful phrases in the past tense to talk about a past holiday
- talking about past holidays
 - HelloFrench – *Parler de ses vacances en français*
<https://www.hellofrench.com/lecons-apprentissage-francais/parler-de-ses-vacances-en-francais/>
 Note: this website includes a video and the transcript about a past holiday. There are useful phrases in the past tense, referring to travelling and activities, that can be adapted. There is also a quiz that can be used for practice/revision/reinforcement
- talking about the future
 - Enseigner le français TV5MONDE – *Mon avenir*
<https://enseigner.tv5monde.com/fiches-pedagogiques-fle/mon-avenir>
 - *Au Bonheur du FLE – Parler de l'avenir et de ses projets*
<https://sites.google.com/view/aubonheurdufle/lexique-et-communication/parler-de-ses-projets>
 Note: this site contains a variety of activities about future tense and future plans from a range of websites
 - BBC Bitesize – Education post-16 in French
<https://www.bbc.co.uk/bitesize/guides/zf8mvk7/revision/1>
 - BBC Bitesize – Jobs that use Modern Languages
<https://www.bbc.co.uk/bitesize/groups/c44r0vv4498t>
- visiting a variety of sites to reinforce vocabulary, phrases and tenses, such as
 - Education Perfect
<https://www.educationperfect.com/>
 - Quizlet
<https://quizlet.com/>
 - Kahoot!
<https://kahoot.com/schools-u/>
 - Wordwall
<https://wordwall.net/>
 - *Le point du FLE*
https://www.lepointdufle.net/penseigner/enseigner_le_francais.htm
 - *Podcast Français Facile*
<https://www.podcastfrancaisfacile.com/podcast/liste-des-exercices-grammaire>
 - Languages Online
<https://www.languagesonline.org.uk/Hotpotatoes/frenchindex.html#Grammar>
 Note: site to practise grammar.

Prior to administering Part B, students will need to acquire information on the following:

- qualities for a good salesperson
 - CNFCE – *7 qualités d'un bon vendeur en magasin*
<https://www.cnfce.com/dossier/7-qualites-bon-vendeur-magasin>
 - Uptoo – *Les 10 commandements pour devenir un bon vendeur/commercial !*
<https://uptoo.fr/blog/les-10-commandements-pour-devenir-un-top-vendeur/>
- reasons to learn a language
 - GTSquared – *Why Learn a Foreign Language? | Foreign Language Training Online*
<https://www.youtube.com/watch?v=u0cUNFPN4YU&t=116s>
 - OuinoLanguages – *Is it Still Relevant to Learn Languages in 2022? (5 reasons why)*
<https://www.youtube.com/watch?v=ZXzSYtikcRM>
 - Blue Stamp Travel – *Classroom Resources*
<https://www.bluestamptravel.com/classroom-resources/>
Note: scroll down to download the poster '10 Reasons to Study Languages'
- how to relax when studying
 - Get Schooled – *3 Ways to De-Stress While Studying*
<https://www.youtube.com/watch?v=TqYjb9EBzbs>
 - Student Job Blog – *Comment concilier études et détente ?*
<https://www.studentjob.fr/blog/1277-comment-concilier-etudes-et-detente>
- expressions of advice
 - *Coursfrançaisfacile – Une liste des expressions pour donner des recommandations*
<https://www.coursfrançaisfacile.com/2020/03/une-liste-des-expressions-pour-donner.html>
- how to use a green screen to create videos
 - By collaborating with other departments in your school (Media/Photography)
 - Edutopia – *Green Screen Videos Bring Content to Life*
<https://www.youtube.com/watch?v=5IIAZoHmW20>
 - Amanda Werner – *How to Use a Green Screen in your Class*
<https://www.youtube.com/watch?v=6Yfx8Cf5bDY>
 - Andy and Suzanna – *Easy DIY Green Screen at Home – Family Movies Kids Do It Yourself Tutorial | Andy and Suzanna*
<https://www.youtube.com/watch?v=nXwJKLL4HOU>

Task

Part A: *L'avenir des jeunes* (Young people's future)

Students listen to three responses to an interview by French teenagers about their plans for the future and respond to questions that follow in English.

Text 1 will be read twice.

Texts 2 and 3 will be read in their entirety once, then divided into parts. Each part will be read twice.

Students may look up any unfamiliar vocabulary in a bilingual dictionary.

Students will have 30 minutes to complete Part A.

Task administration script

Interviewer

Bonjour à tous et bienvenue sur la radio « Jeunes Ados » .

Aujourd'hui, nous avons interrogés trois jeunes, Amandine, Elodie et Maxence. Nous leur avons posé la question suivante : « Parlez-nous de vos études? » Voici ce qu'ils ont répondu :

Text 1: Amandine

Text 1 – First reading:

Pour moi, les études ne sont pas importantes. Je n'ai aucune intention d'aller à la FAC. L'université ce n'est pas pour moi. J'ai déjà passé toutes ces années à l'école, donc non merci. Dès que je finis le lycée, je veux travailler à plein temps pour gagner de l'argent tout de suite et devenir indépendante. Comme ça, je pourrai enfin quitter la maison et aller habiter avec toutes mes copines. Cela sera super génial ! J'ai hâte. J'aimerais bien trouver un poste dans une boutique de vêtements ou un magasin de chaussures, parce que je connais la mode et je pourrai bien conseiller les clients.

[Pause for 20 seconds.]

Text 1 – Second reading:

Pour moi, les études ne sont pas importantes. Je n'ai aucune intention d'aller à la FAC. L'université ce n'est pas pour moi. J'ai déjà passé toutes ces années à l'école, donc non merci. Dès que je finis le lycée, je veux travailler à plein temps pour gagner de l'argent tout de suite et devenir indépendante. Comme ça, je pourrai enfin quitter la maison et aller habiter avec toutes mes copines. Cela sera super génial ! J'ai hâte. J'aimerais bien trouver un poste dans une boutique de vêtements ou un magasin de chaussures, parce que je connais la mode et je pourrai bien conseiller les clients.

Text 2: Élodie

Text 2 in its entirety:

Je suis en terminale, donc cette année je passe mon Bac. C'est très stressant parce que je veux réussir avec au moins une mention. Je travaille dur, je révise mes cours tous les jours, surtout l'allemand. Ça peut être difficile d'apprendre une langue, surtout si on n'est pas doué ! Il faut constamment apprendre du vocabulaire et bien réviser la grammaire. Il faut aussi la pratiquer quotidiennement si on veut la maîtriser un jour.

L'année dernière, je suis partie en échange scolaire à Berlin et j'ai beaucoup amélioré mon allemand. Personne ne parlait français en Allemagne alors j'étais obligée de converser en allemand avec tout le monde à la maison et à l'école. J'ai plus confiance en moi quand je le parle maintenant. Mais c'est vrai, l'immersion c'est la meilleure façon d'apprendre une langue.

[Pause for 10 seconds.]

Text 2 Part 1 – first reading:

Je suis en terminale, donc cette année je passe mon Bac. C'est très stressant parce que je veux réussir avec au moins une mention. Je travaille dur, je révise mes cours tous les jours, surtout l'allemand. Ça peut être difficile d'apprendre une langue, surtout si on n'est pas doué ! Il faut constamment apprendre du vocabulaire et bien réviser la grammaire. Il faut aussi la pratiquer quotidiennement si on veut la maîtriser un jour.

[Pause for 20 seconds.]

Text 2 Part 1 – second reading:

Je suis en terminale, donc cette année je passe mon Bac. C'est très stressant parce que je veux réussir avec au moins une mention. Je travaille dur, je révise mes cours tous les jours, surtout l'allemand. Ça peut être difficile d'apprendre une langue, surtout si on n'est pas doué ! Il faut constamment apprendre du vocabulaire et bien réviser la grammaire. Il faut aussi la pratiquer quotidiennement si on veut la maîtriser un jour.

[Pause for 20 seconds.]

Text 2 Part 2 – first reading:

L'année dernière, je suis partie en échange scolaire à Berlin et j'ai beaucoup amélioré mon allemand. Personne ne parlait français en Allemagne alors j'étais obligée de converser en allemand avec tout le monde à la maison et à l'école. J'ai plus confiance en moi quand je le parle maintenant. Mais c'est vrai, l'immersion c'est la meilleure façon d'apprendre une langue.

[Pause for 20 seconds.]

Text 2 Part 2 – second reading:

L'année dernière, je suis partie en échange scolaire à Berlin et j'ai beaucoup amélioré mon allemand. Personne ne parlait français en Allemagne alors j'étais obligée de converser en allemand avec tout le monde à la maison et à l'école. J'ai plus confiance en moi quand je le parle maintenant. Mais c'est vrai, l'immersion c'est la meilleure façon d'apprendre une langue.

Text 3: Maxence

Text 3 in its entirety:

Moi, j'adore les sciences, l'aventure et le contact avec les gens. Je suis bon en biologie, en physique et en chimie. Par contre, je suis nul en langue et mon anglais est terrible. Mon rêve, c'est de travailler pour Médecins Sans Frontières pour pouvoir aider les défavorisés du Tiers-Monde. Pour cela, je dois faire un diplôme universitaire en médecine. Les études sont très longues et coûtent assez chères. Cela prend minimum 9 ans pour devenir docteur et coûte environ 15000 euros. Le salaire moyen d'un médecin est de 4500 euros par mois. C'est bien payé à mon avis, mais un médecin spécialisé gagne plus. Si je deviens chirurgien, j'aurai un meilleur salaire.

J'aimerais aussi prendre une année sabbatique pendant mes études, pour partir faire du volontariat, avec une association caritative, en Afrique de l'Ouest. Cette partie du continent africain parle français, donc je n'aurai pas besoin de l'anglais. C'est formidable !

[Pause for 10 seconds.]

Text 3 Part 1 – first reading:

Moi, j'adore les sciences, l'aventure et le contact avec les gens. Je suis bon en biologie, en physique et en chimie. Par contre, je suis nul en langue et mon anglais est terrible. Mon rêve, c'est de travailler pour Médecins Sans Frontières pour pouvoir aider les défavorisés du Tiers-Monde. Pour cela, je dois faire un diplôme universitaire en médecine. Les études sont très longues et coutent assez chères. Cela prend minimum 9 ans pour devenir docteur et coûte environ 15000 euros par an. Le salaire moyen d'un médecin est de 4500 euros par mois. C'est bien payé à mon avis, mais un médecin spécialisé gagne plus. Si je deviens chirurgien, j'aurai un meilleur salaire.

[Pause for 20 seconds.]

Text 3 Part 1 – second reading:

Moi, j'adore les sciences, l'aventure et le contact avec les gens. Je suis bon en biologie, en physique et en chimie. Par contre, je suis nul en langue et mon anglais est terrible. Mon rêve, c'est de travailler pour Médecins Sans Frontières pour pouvoir aider les défavorisés du Tiers-Monde. Pour cela, je dois faire un diplôme universitaire en médecine. Les études sont très longues et coutent assez chères. Cela prend minimum 9 ans pour devenir docteur et coûte environ 15000 euros. Le salaire moyen d'un médecin est de 6000 euros par mois. C'est bien payé à mon avis, mais un médecin spécialisé gagne plus. Si je deviens chirurgien, j'aurai un meilleur salaire.

[Pause for 20 seconds.]

Text 3 Part 2 – first reading:

J'aimerais aussi prendre une année sabbatique pendant mes études, pour partir faire du volontariat, avec une association caritative, en Afrique de l'Ouest. Cette partie du continent africain parle français, donc je n'aurai pas besoin de l'anglais. C'est formidable !

[Pause for 20 seconds.]

Text 3 Part 2 – second reading:

J'aimerais aussi prendre une année sabbatique pendant mes études, pour partir faire du volontariat, avec une association caritative, en Afrique de l'Ouest. Cette partie du continent africain parle français, donc je n'aurai pas besoin de l'anglais. C'est formidable !

Part B: *Mon opinion de ces entretiens* (My opinion about these interviews)

After listening to Amandine, Elodie and Maxence talk about their plans for the future, students give their opinion on either Amandine, Elodie or Maxence's response, in an interview with their teacher.

In giving their opinion, students are to include:

- which of the three interviews in Part A they prefer and why. They are to mention only one of the three
- if choosing
 - Amandine, which skills one needs to be a successful retail assistant. Refer to two skills
 - Elodie, the benefits of learning a language. Give two benefits
 - Maxence, the difficulty one can encounter when studying for many years and how one can tackle it
- two pieces of information about how to relax when studying.

The following questions may be used by the interviewer:

1. *Lequel des trois entretiens préférez-vous et pourquoi ?*
2. *Vous préférez :*
 - a. *Amandine : Selon vous, quelles sont les compétences requises pour être un bon vendeur ?*
 - b. *Elodie : A votre avis, quelles sont les avantages d'apprendre une seconde langue ?*
 - c. *Maxence : Quelles sont les difficultés qu'un étudiant, qui fait de longues études, peut rencontrer ?*
3. *Vous êtes stressé pendant vos études, quels conseils donneriez-vous pour se détendre ?*

Students have 40 minutes to prepare their interview in French. They need the script from Part A to refer to and may use a bilingual dictionary to look up any unfamiliar vocabulary and make notes for the interview.

The interview will be recorded.

During the interview, students must not read from their notes.

The interview is to be no more than five minutes in length.

Instructions to students

Mon avenir (My future)

Part A – L'avenir des jeunes (Young people's future)

(27 marks)

Listen to three French teenagers responding to a question about their plans for the future and respond to the questions that follow in English. You may look up any unfamiliar vocabulary in a bilingual dictionary.

Text 1 will be read twice.

Texts 2 and 3 will each be read in their entirety once, then twice in their parts.

You will have 30 minutes to complete Part A.

Text 1: Amandine

Question 1

(5 marks)

This text will be read twice in its entirety.

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

Statement	T/F
Amandine intended to go to university but has changed her mind.	
Amandine wants to work full-time and leave high school.	
Amandine wants to earn money to become independent and pay her parents rent.	
Amandine is looking forward to living with her girlfriends.	
Amandine wants a job in a clothing or shoe store because she loves fashion and could advise customers.	

Text 2: Élodie

(14 marks)

Text 2 will first be read in its entirety, then it will be played in its parts. You will hear each part twice.

Text 2 – Part 1

Question 2

(2 marks)

List two things Élodie does to help her succeed during her last year of high school.

1. _____

2. _____

Question 3

(2 marks)

What comment does Élodie make about learning a foreign language?

Question 4

(3 marks)

According to Elodie, what should one do to be successful in learning a language?

Text 2 – Part 2

Question 5

(7 marks)

Complete the table below with details about Elodie’s time in Berlin.

When		(1 mark)
What type of trip		(1 mark)
Her experience of the language	Two details • •	(2 marks)
	One reason •	(1 mark)
Élodie’s opinion on immersion		(1 mark)
The benefit of immersion		(1 mark)

Text 3: Maxence

(8 marks)

Text 3 will first be read in its entirety, then it will be played in its parts. You will hear each part twice.

Text 3 – Part 1

Question 6

(3 marks)

Tick [✓] the two correct statements.

Statements	
Maxence loves science, adventure and contacting people.	
His dream is to work with <i>Médecins Sans Frontières</i> .	
He wants to help underprivileged people around the world.	
It takes nine years of study to become a doctor in France and costs €15000 per year.	
The average salary of a French doctor is €4500 a month.	

Question 7

(2 marks)

How could Maxence earn a better salary?

Text 3 – Part 2

Question 8

(1 mark)

For what reason does Maxence want to take a gap year during his studies?

Question 9

(2 marks)

Why is West Africa a great destination for Maxence?

Part B: *Mon opinion de ces entretiens* (My opinion about these interviews) (17 marks)

After listening to Amandine, Elodie and Maxence talk about their plans for the future, give your opinion on one of their responses in an interview with your teacher.

In giving your opinion, you are to include:

- which of the three interviews in Part A you prefer and why. Mention only one of the three
- if choosing
 - Amandine, which skills one needs to be a successful retail assistant. Refer to two skills
 - Elodie, the benefits of learning a language. Give two benefits
 - Maxence, what difficulty one can encounter when studying for many years and how one can tackle it
- two pieces of information about how to relax when studying.

The following questions may be used by the interviewer:

1. *Lequel des trois entretiens préférez-vous et pourquoi ?*
2. *Vous préférez :*
 - a. *Amandine – selon vous, quelles sont les compétences requises pour être un bon vendeur ?*
 - b. *Elodie – à votre avis, quelles sont les avantages d'apprendre une seconde langue ?*
 - c. *Maxence – quelles sont les difficultés qu'un étudiant, qui fait de longues études, peut rencontrer ?*
3. *Vous êtes stressé pendant vos études, quels conseils donneriez-vous pour se détendre ?*

You have 40 minutes to prepare your interview in French. You will need to refer to the script from Part A. You may use a bilingual dictionary to look up any unfamiliar vocabulary and make notes for the interview.

The interview will be recorded.

During the interview, you must not read from your notes.

The interview is to be no more than five minutes in length.

Sample marking key

Part A: *Les projets des jeunes* (Young people's future plans)

Description		Marks
Text 1 – Amandine		
Question 1		
Amandine intended to go to university but has changed her mind.	F	1
Amandine wants to work full-time and leave high school.	F	1
Amandine wants to earn money to become independent and pay her parents rent.	F	1
Amandine is looking forward to living with her girlfriends.	T	1
Amandine wants a job in a clothing or shoe store because she loves fashion and is a well-known customer.	T	1
	Subtotal	/5
Text 2 – Élodie		
Question 2		
Works hard		1
Revises everyday		1
	Subtotal	/2
Question 3		
It can be difficult		1
When one is not gifted/not good at it		1
	Subtotal	/2
Question 4		
Learn vocabulary		1
Revise grammar		1
Practise everyday		1
	Subtotal	/3
Question 5		
When: Last year (1) What type of trip: school exchange (1)		2
Two details • Speak to everyone in German (1) • At home and at school (1) One reason • Because no one spoke French (1)		3
Élodie's opinion on immersion: best way to learn a language		1
The benefit of immersion: she is now more confident to speak the language/German		1
	Subtotal	/7

Description	Marks
Text 3 – Maxence	
Question 6	
Maxence loves science, adventure and contacting people.	
His dream is to work with <i>Médecins Sans Frontières</i> .	✓ 1
He wants to help underprivileged people around the world.	
It takes nine years of study to become a doctor in France and costs €15000 per year.	✓ 1
The average salary of a French doctor is €4500 a month.	✓ 1
Subtotal	/3
Question 7	
To specialise/to be a specialised doctor	1
To become a surgeon	1
Subtotal	/2
Question 8	
To do volunteer work	1
Subtotal	/1
Question 9	
They speak French	1
He will not have to speak English	1
Subtotal	/2
Part A total	/27

Part B: *Mon opinion de ces entretiens* (My opinion about these interviews)

Description	Marks
Content	
Responds to questions in an interview and includes:	
<ul style="list-style-type: none"> • which of the three interviews in Part A they prefer and why, mentioning only one of the three • if choosing (only one) <ul style="list-style-type: none"> ▪ Amandine, states two skills one needs to be a successful retail assistant ▪ Elodie, states two benefits of learning a language ▪ Maxence, states a difficulty that one can encounter when studying for many years and how to tackle it • two pieces of information about how to relax when studying. 	2
	2
	2
Subtotal	/6
Grammar and accuracy	
With accuracy, uses a very good range of sentence structures and tenses relevant to the task such as present tense, some conditional and/or subjunctive, future tense and complex expressions of opinions. Makes minor errors that do not impede meaning or flow.	4
With accuracy, uses a good range of sentence structures and tenses relevant to the task. Makes minor errors that do not impede meaning or flow	3
Uses a range of sentence structures and tenses relevant to the task. Makes errors that do not impede meaning or flow.	2
Uses a limited range of sentence structures and tenses relevant to the task. Makes frequent errors which make meaning unclear.	1
Subtotal	/4
Vocabulary	
Uses a wide range of context-related vocabulary and expressions. Includes vocabulary to attempt to persuade and engage the audience. Applies rules of spelling and punctuation with a very high level of accuracy.	4
Uses a good range of context-related vocabulary and expressions. Includes vocabulary to attempt to persuade and engage the audience. Applies rules of spelling and punctuation with a good level of accuracy.	3
Uses a range of context-related vocabulary and expressions. Includes some vocabulary to attempt to persuade and engage the audience. Applies rules of spelling and punctuation with a satisfactory level of accuracy.	2
Uses a limited range of context-related vocabulary and expressions. Includes limited vocabulary to attempt to persuade and engage the audience. Applies rules of spelling and punctuation with a limited level of accuracy.	1
Subtotal	/4

Description	Marks
Pronunciation and fluency	
Speaks fluently. Uses good pronunciation and intonation.	3
Speaks mostly fluently. Uses satisfactory pronunciation and intonation.	2
Speaks with some hesitation. Inaccurate pronunciation impedes meaning at times.	1
Subtotal	/3
Part B total	/17
Total	/44