



Sample assessment task	
Year level	6
Learning area	Languages
Subject	French: Second Language
Title of task	<i>Pendant mon temps libre</i> (During my free time)
Task details	
Description of task	<p>Students demonstrate knowledge and understanding of vocabulary, language structures and grammatical items related to free time.</p> <p>In Part A they also demonstrate their skills in writing a personal profile, some questions to ask their teacher, and select a person from the profiles supplied by the teacher to respond to some questions.</p> <p>In Part B they demonstrate their skills in speaking by engaging in an interview with their teacher, to share information about themselves, and compare their opinion with one of the profiles viewed in Part A.</p>
Type of assessment	Summative
Purpose of assessment	This assessment aims to determine student learning at the time of the assessment. It establishes information on the students' ability to write and speak in French, using descriptive and expressive language, to exchange information and relate experiences about free time.
Assessment strategy	Short response – write responses in French to questions in a survey Oral performance – participate in an interview
Evidence to be collected	Completed task sheet Audio visual recording of the interview
Suggested time	Part A – 25 minutes Part B – 5 minutes
Content description	
Content from the Western Australian Curriculum	<p><b>Communicating</b></p> <p>Initiate interactions with others, using descriptive and expressive language to exchange information and relate experiences about free time</p> <p>Participate in routine exchanges to express feelings, opinions and personal preferences</p> <p>Gather, compare and respond to information and supporting details from a range of written, spoken, digital and multimodal texts related to their personal and social worlds</p> <p><b>Understanding</b></p> <p>Explain and apply features of intonation, pronunciation and writing conventions used in different contexts and types of texts</p> <p>Use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> <li>• using <i>je/tu/il/elle/on/nous/vous/ils/elles</i> + present tense of regular <i>-er</i>, <i>-ir</i> and <i>-re</i> verbs and of high-frequency irregular verbs such as <i>avoir</i>, <i>être</i>, <i>aller</i> and <i>faire</i></li> <li>• using the indicative plus the infinitive, for example, <i>J'aime jouer au tennis</i>; <i>Ils vont faire du surf</i>, and <i>le futur proche</i>, for example, <i>je vais partir</i></li> </ul>

	<ul style="list-style-type: none"> <li>becoming familiar with <i>le passé composé</i>, for example, <i>J'ai mangé trois biscuits; Elle a dormi sous les étoiles.</i></li> </ul>
<b>Task preparation</b>	
<b>Prior learning</b>	<p>Students have prior knowledge of and exposure to:</p> <ul style="list-style-type: none"> <li>a variety of texts related to free-time activities, simple opinions and personal preferences</li> <li>context-related vocabulary</li> <li>grammatical structures, including: the present and the near future tenses</li> <li>the textual conventions of a conversation or interview.</li> </ul>
<b>Assessment differentiation</b>	<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>
<b>Assessment task</b>	
<b>Assessment conditions</b>	<p>Part A is to be completed by students working individually.</p> <p>The interview in Part B will take place between the teacher (or another speaker of French) and the student.</p>
<b>Resources</b>	<p>Task sheet</p> <p>Stimulus card – profiles</p> <p>Interview script</p> <p>French/English – English/French dictionary</p> <p>Recording device</p>

## Instructions for teacher

Prior to administering the task, the students will need to be:

- a variety of texts related to free-time activities, simple opinions and personal preferences
- taught context-related vocabulary
- taught grammatical elements, including:
  - understanding the use of the present and near future tenses
- exposed to the textual conventions of a conversation or interview, and provided with opportunities to practise them.

## Task

### Part A: Questionnaire: Quels sont tes passe-temps préférés ?

Part A is preparation and scaffolding for Part B.

Students read the survey *Questionnaire: Quels sont tes passe-temps préférés ?* and respond to the survey questions in French.

For numbers 6 and 7, students will select one of the 3 profiles on which to base their responses.

For numbers 8 and 9, students will create two extra questions and answer them.

They look up any unfamiliar vocabulary in a dictionary.

### *Suggested activity before administering Part B:*

Students survey others in the class with the support of their completed questionnaire. They offer their opinions orally (*J'aime...; Je suis d'accord; Moi, je préfère...; Comme toi...* )

From the survey results, students find one person with whom they have the most in common. They decide on an activity that they are going to do together after school, or share with the class why they have chosen to do an activity with the person they have identified with (similarities and differences in likes and dislikes using simple and compound sentences). They interview one another using similar questions to the guided script for Part B.

## Part B: Echange d'information

Students engage in a conversation with the teacher sharing opinions about free-time activities.

Students also share what they are going to do on the weekend, and based on the stimulus card they have chosen, say who they would like to invite and why.

### Task administration script

The script provides the structure of the oral interview with the student.

Teacher: Bonjour.

Student: *(Student responds to the greeting).*

Teacher: Quel est ton passe-temps préféré ?

Student: *(Student provides a response to the question).*

Teacher: Pourquoi aimes-tu ... ?

Student: *(Student provides a response to the question).*

Teacher: Qu'est-ce que tu vas faire ce weekend ?

Student: *(Student provides a response to the question).*

Teacher: Qui vas-tu inviter (Dominique, Sophie ou Éloïse) ?

Student: *(Student provides a response to the question).*

Teacher: Pourquoi tu as choisi... ? / Est-ce qu'elle aime le sport comme toi ?

Student: *(Student provides a response to the question).*

Teacher: As-tu une question pour moi ?

Student: *(Student asks a question of the teacher).*

Teacher: Merci, au revoir.

Student: *(Student ends interview with a phrase of leave taking).*

## Instructions to students

### Pendant mon temps libre

#### Part A: Questionnaire | Quels sont tes passe-temps préférés ?

Read the survey and answer the questions in full sentences, in French.

For numbers 6 and 7, base your responses on one profile selected from the 3 provided to you by your teacher.


For numbers 8 and 9, create two extra questions and answer them.

Look up any unfamiliar vocabulary in a dictionary.


1	Fais-tu du sport ?  <input type="checkbox"/> Oui, je _____  <input type="checkbox"/> Non, je _____
2	Pourquoi ou pourquoi pas ?
3	Est-ce que tu préfères regarder la télé ou aller au cinéma ? Pourquoi ?
4	Quel est ton passe-temps préféré ? Pourquoi ?
5	Qu'est-ce que tu fais d'habitude le weekend ?
6	Avec qui fais-tu cette activité et pourquoi ?
7	Qu'est-ce que tu vas faire ce weekend ?
8	Add a question in French:
9	Add a question in French:

## Stimulus cards – Profiles


Refer to one of the following stimulus cards to respond to questions 6 and 7

	
<b>Nom</b>	Éloïse
<b>Age</b>	13
<b>Passe-temps préféré</b>	le basket
<b>Aime le sport</b>	oui
<b>Avec</b>	ses amies
<b>Quand</b>	le samedi

[Image: Hicks, M.A. (n.d.). *Girl playing basketball*. Retrieved March, 2016 from <http://school.discoveryeducation.com/clipart/clip/grlbskbl.html>  
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<b>Nom</b>	Dominique
<b>Age</b>	11
<b>Passe-temps préféré</b>	les films et le cinéma
<b>Aime le sport</b>	non
<b>Avec</b>	son frère
<b>Quand</b>	

[Image: Hicks, M.A. (n.d.). *Boy taking test*. Retrieved March, 2016 from <http://school.discoveryeducation.com/clipart/clip/dmbtest.html>  
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<b>Nom</b>	Sophie
<b>Age</b>	12
<b>Passe-temps préféré</b>	musique; joue de la guitare
<b>Aime le sport</b>	non, mais aime la natation
<b>Avec</b>	-
<b>Quand</b>	-

[Image: Hicks, M.A. (n.d.). *Playing guitar*. Retrieved March, 2016 from <http://school.discoveryeducation.com/clipart/clip/guitar-player.html>  
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## **Part B: Echange d'information**

Share your interests and opinions about free-time activities in a conversation with your teacher.

Your teacher will ask you questions.

In your answers:

- say what free-time activity or activities you like and why
- say what you are going to do on the weekend
- say who you are going to do the activity with (from Part A stimulus card – profiles and questions 6 and 7)
- try to ask your teacher at least one question about their preferred free-time activities (questions 8 and 9).

You may use your survey from Part A as support, but try to talk as freely as possible.

Be prepared to speak with your teacher for approximately 5 minutes.

## Sample marking key

### Part A: Questionnaire: Quels sont tes passe-temps préférés ?

Description	Marks
<b>Content</b>	
Writes to express own, and ask others their, opinions and feelings about free-time activities, with some supporting detail.	3
Writes to express some opinions about free-time activities. Attempts to write questions to enquire about others' opinions about free-time activities.	2
Limited attempt at writing simple responses and questions about free-time activities.	1
<b>Subtotal</b>	<b>3</b>
Description	Marks
<b>Grammar</b>	
Writes with simple and compound sentences, and applies grammatical elements mostly accurately. Uses present and near future tenses mostly successfully and makes sound attempts at questions.	3
Writes with simple sentences, making an occasional attempt at compound sentences. Applies grammatical elements with some accuracy. Present and near future tenses are sometimes unsuccessful. Intended meaning is clear.	2
Limited use of simple sentences and application of grammatical elements. Frequent errors making meaning unclear.	1
<b>Subtotal</b>	<b>3</b>
Description	Marks
<b>Vocabulary</b>	
Uses an appropriate range of relevant vocabulary. Spelling is mostly correct, including the use of accents.	3
Uses some variety of vocabulary that is generally relevant. Some inconsistency with spelling but meaning is clear. Attempts are made at using accents correctly.	2
Limited use of relevant vocabulary. Poor spelling often impedes comprehension.	1
<b>Subtotal</b>	<b>3</b>
Description	Marks
<b>Support</b>	
Effectively uses a bilingual dictionary and resources independently.	3
Requires some support in accessing a bilingual dictionary and other resources. Some teacher support given (scaffolding, modelling).	2
Requires significant support to complete the task.	1
<b>Subtotal</b>	<b>3</b>
<b>Part A total</b>	<b>12</b>



<b>Part B: Echange d'information</b>	
<b>Description</b>	<b>Marks</b>
<b>Content</b>	
Information, ideas and opinions are presented with confidence. Some supporting details offered.	3
A satisfactory amount of information and number of opinions are conveyed. Attempts are made to give supporting details.	2
Little relevant information is communicated.	1
<b>Subtotal</b>	<b>3</b>
<b>Description</b>	<b>Marks</b>
<b>Grammar and vocabulary</b>	
A good range of vocabulary is used, and both simple and compound sentences are used mostly accurately. Use of present and near future tenses are mostly successful. Errors usually appear in more complex structures.	3
Sufficient range of vocabulary is used to communicate information. Sentences are generally simpler but occasionally compound sentences are attempted. Errors are present but responses are mostly accurate and meaning is clear.	2
Limited range of vocabulary and one word responses often given. Occasional short phrases are offered but meaning is not always clear.	1
<b>Subtotal</b>	<b>3</b>
<b>Description</b>	<b>Marks</b>
<b>Pronunciation</b>	
Uses clear and accurate pronunciation and intonation.	3
Some inconsistency in pronunciation and intonation, but meaning is clear.	2
Inaccurate pronunciation impedes comprehension at times.	1
<b>Subtotal</b>	<b>3</b>
<b>Description</b>	<b>Marks</b>
<b>Interaction and fluency</b>	
Largely comprehends second speaker, including rephrasing. Readily offers responses and speech flows well. Asks for repetition where question is misunderstood. Some self-correction occurs.	3
Speaks with some confidence, though at times is hesitant. Attempts to ask for repetition or clarification but requires some support from the second speaker. Attempts at self-correction are made.	2
Hesitates and pauses frequently. Requires considerable support from the second speaker, and conversation is directed by the second speaker.	1
<b>Subtotal</b>	<b>3</b>
<b>Part B total</b>	<b>12</b>
<b>Total</b>	<b>24</b>