



Sample assessment task

Year level	1
Learning area	Languages
Subject	French: Second Language
Title of task	<i>Où habites-tu ?</i> (Where do you live?)

Task details

Description of task	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to where they and others live.</p> <p>In Part A they also demonstrate their skills in comprehending spoken text by identifying and connecting images of characters to their place of residence.</p> <p>In Part B they demonstrate their skills in speaking French by responding to teacher questions about where they live, and their skills in comprehending spoken text to indicate understanding of <i>Où est ?</i>, <i>devant</i> and <i>derrière</i>.</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 comprehend and convey simple phrases and statements in French. It also establishes information on their ability to use descriptive language to talk about where they and others live.
Assessment strategy	<p>Short response – listen for information in spoken text</p> <p>Oral performance – participate in an interview</p>
Evidence to be collected	<p>Completed task sheet</p> <p>Audio visual recording of interview</p>
Suggested time	<p>Part A – 10 minutes</p> <p>Part B – 5 minutes</p>

Content description

Content from the Western Australian Curriculum	<p>Communicating</p> <p>Interact with the teacher and peers, using simple modelled language and gestures, to share information about themselves and where they live</p> <p>Locate key words and information in simple spoken and written texts such as charts, lists, labels and captions, rhymes and songs related to their personal worlds</p> <p>Convey factual information about their personal worlds using pictures, labels, captions, familiar words and simple statements</p> <p>Understanding</p> <p>Recognise and reproduce the sounds and rhythms of spoken French, noticing similarities and differences to English</p> <p>Notice and use context-related vocabulary and some first elements of grammar to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> • becoming aware of the French subject-verb-object structure, for example, <i>J'aime le basket; Tu as un frère</i> • becoming aware of grammatical gender, noticing and using masculine or feminine forms of nouns and adjectives, for example, <i>le chien, la maison, le petit garçon, la petite fille, le copain, la copine</i> • using appropriate pronouns to identify people, for example, <i>Je m'appelle Anne, et toi, tu t'appelles comment ?; C'est elle ?</i>
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	<ul style="list-style-type: none"> • recognising and using some prepositions in simple sentence structures, for example, <i>C'est devant la maison, Je suis sous la chaise</i> • developing number knowledge for numbers 0–31 • responding to simple imperative verb forms, for example, <i>Viens ici !; Écoutez bien !</i> • developing understanding of singular forms of common verbs in the present tense, for example, <i>Je suis Paul</i>, and some forms of irregular verbs such as <i>aller, venir</i> and <i>faire</i> • noticing and using simple questions and statements, for example, <i>Qu'est-ce que c'est ?; Qui est-ce ? Tu t'appelles comment ?; C'est un poisson; Je préfère les fraises</i> <p>Understand that language is organised as 'text' and that different types of texts have different features</p> <p>Recognise that French speakers use language differently in different situations such as when socialising with peers and friends or at home with the family, for example, <i>Un bisou, Papa ! Je t'aime, ma puce !</i></p>
Task preparation	
Prior learning	<p>Students have prior knowledge of and exposure to:</p> <ul style="list-style-type: none"> • a range of texts, including songs, stories, poems and rhymes, referring to where people live • context-related vocabulary • elements of grammar, including: being familiar with simple greetings, <i>je m'appelle, j'habite</i>; adjectives <i>grand/petit</i>; prepositions <i>devant</i> and <i>derrière</i>, and respond to the questions <i>Où habites-tu ?</i> and <i>Où est ?</i> • the textual conventions of an interview.
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 Pencil Stimulus cards Transcripts of spoken text Recording device</p>

Instructions for teacher

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

- exposed to a variety of text types including songs, stories, poems and rhymes, referring to where people live
- taught context-related vocabulary
- taught some first elements of grammar, including:
 - being familiar with simple greetings, *je m'appelle, j'habite*
 - adjectives *grand/petit*
 - prepositions *devant* and *derrière*
 - responding to the questions *Où habites-tu ?* and *Où est ?*
- taught the textual conventions of an interview, and provided with opportunities to practise them.

Task

Part A: Où habites-tu ?

The teacher provides students with the task sheet and a pencil.

Students listen as the teacher introduces them to the four characters on their task sheet.

Students then listen as the teacher reads to them a series of statements. Each statement will be read twice. After listening to each statement students draw a line to match the picture of the character to the picture of the place where they live.

Task administration script

READ ALOUD

1. Je m'appelle Jacques. J'habite dans une grande maison.

Read the statement again.

Pause for students to write their responses.

READ ALOUD

2. Je suis Emilie. J'habite dans une petite maison.

Read the statement again.

Pause for students to write their responses.

READ ALOUD

3. Je m'appelle Lili. Je suis un chat. J'habite dans un petit jardin.

Read the statement again.

Pause for students to write their responses.

READ ALOUD

4. Je m'appelle Maxim. Je suis un chien. J'habite dans un grand jardin.

Read the statement again.

Pause for students to write their responses.

Part B: Dis-moi – Où est... ?

The teacher calls up the student and explains that they will be asking the student where they live. Then they show them the set of stimulus cards (use images from Part A) and tell students that they will be asking them the question *Où est... ?* and students are to place the images in the correct position, either *devant* or *derrière*.

Task administration script

Teacher: Bonjour (*student's name*).

Student: (*Student to respond*).

Teacher: Moi, j'habite dans une petite maison à Shenton Park. Où habites-tu ?

Student: (*Student to respond to question*).

Teacher: Merci. Où est le chien ?

Student: (*Student to respond to question*).

Teacher: Où est la grande maison ?

Student: (*Student to respond to question*).

Teacher: Où est le petit chat ?

Student: (*Student to respond to question*).

Teacher: Où est le petit jardin ?

Student: (*Student to respond to question*).

Teacher: Merci (*student's name*). Now I'm going to say four phrases about where the characters can be found.

I'd like you to take the cards from the table and place them in the correct position.

Listen carefully.

Le chien est devant la grande maison.

Student: (*Student places the card in the correct position*).

Teacher: Le chat est derrière la petite maison.

Student: (*Student places the card in the correct position*).

Teacher: Jacques est derrière la grande maison.

Student: (*Student places the card in the correct position*).

Teacher: Emilie est devant la petite maison.

Student: (*Student places the card in the correct position*).

Teacher: Now (*student's name*), can you place one character yourself and tell me the phrase in French?

Student: (*Student places one character behind or in front of a building and correctly articulates the phrase in French*).

Teacher: Merci (*student's name*). Au revoir.

Student: (*Student responds with a phrase indicating leave taking*).

Instructions to students

Où habites-tu ?

Part A: Où habites-tu ?

Listen carefully as your teacher introduces you to the characters below.

Look carefully at the pictures, then draw a line to match each of the characters to their home.



Part B: Dis-moi – Où est... ?

Your teacher is going to ask you where you live and would like you to respond in French.

Your teacher will then show you a set of character and place cards.

Your teacher will say four phrases about where the characters can be found.

You are to take the cards from the table and place them in the correct position, either *devant* or *derrière*.

Now listen carefully.

Sample marking key

Part A: Où habites-tu ?

Description	Marks
Jacques big [1] house [1]	2
Emilie small [1] house [1]	2
Lili (cat) small [1] garden [1]	2
Maxim (dog) big [1] garden [1]	2
Subtotal	8
Part A total	8

Part B: Dis-moi – Où est... ?

Description	Marks
Replies to greeting <i>Bonjour</i> .	1
Replies to question <i>Où habites-tu ?</i> with the name of the suburb where the student resides.	1
Replies to question <i>Où habites-tu ?</i> using picture cards [1] and adding the words <i>petit(e)/grand(e)</i> and <i>maison/appartement [1]</i> .	2
Points to image showing <i>le chien</i> .	1
Points to image showing <i>la grande maison</i> .	1
Points to image showing <i>le petit chat</i> .	1
Points to image showing <i>le petit jardin</i> .	1
Places <i>le chien</i> in front of <i>la grande maison</i> .	1
Places <i>le chat</i> behind <i>la petite maison</i> .	1
Places <i>Jacques</i> behind <i>la grande maison</i> .	1
Places <i>Emilie</i> in front of <i>la petite maison</i> .	1
Places one character behind or in front of a building [1] and correctly articulates the phrase in French [1] .	2
Replies to <i>Merci. Au revoir</i> .	1
Subtotal	15
Part B total	15
Total	23

Image acknowledgements

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