



## **SAMPLE ASSESSMENT TASK**

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**FRENCH: SECOND LANGUAGE  
YEAR 9 (YEARS 7–10 SEQUENCE)**

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***UN LION À PARIS (A LION IN PARIS)***

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## Sample assessment task

### French: Second Language – Year 9

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<b>Title of task</b>	<i>Un lion à Paris</i> (A lion in Paris)
<b>Description of task</b>	<p>Students demonstrate their knowledge and understanding of vocabulary and systems of language when discussing and comparing events of significance in the lives of young people, including holidays, special events and travel. It is essential that students have worked with the story <i>Un Lion à Paris</i> by Beatrice Alemagna as a class before embarking on the task.</p> <p>In Part A, students demonstrate their skills in comprehending the written text <i>Un Lion à Paris</i> by responding to questions in English.</p> <p>In Part B, students demonstrate their skills in writing in French by writing a storybook.</p>
<b>Type of assessment</b>	Part A – Formative Part B – Summative
<b>Purpose of assessment</b>	This task aims to determine student learning at the time of the assessment. It establishes the students' ability to comprehend information and ideas in a written text and convey this information to others in a variety of ways. It also establishes their ability to read and write in French, using rehearsed language.
<b>Assessment strategy</b>	Short responses – read for information in a written text Extended response – write a storybook
<b>Evidence to be collected</b>	Parts A and B – completed task sheets
<b>Suggested time</b>	Part A – 30 minutes Part B – 100 minutes

## Content description

### Content from the Western Australian Curriculum

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#### Communicating

Identify information and ideas from a range of texts related to aspects of their personal and social worlds, state opinions, compare views and present information in different formats to inform or interest others

Respond to traditional and/or contemporary imaginative texts by summarising, expressing opinions, or modifying aspects, such as characters, events and/or ideas

Create own imaginative texts in different modes and formats, using imaginary characters, to inform or entertain, or to convey experiences or express ideas

#### Understanding

Increase control of regular and irregular elements of the French sound system, including using liaison in unfamiliar contexts, 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 extending understanding and use of context-related vocabulary and elements of the French grammatical system, including:

- using *le passé composé*, to recount events that occurred in the past with *avoir*
- recognising verbs conjugated with *être* as the auxiliary in *le passé composé* have agreement between subject and past participle
- understanding the forms and functions of reflexive verbs, and the use of *être* and agreements in *le passé composé*
- becoming familiar with *l'imparfait* when encountered in familiar expressions and scaffolded language contexts
- understanding the differences in use between *le passé composé* and *l'imparfait*
- using the infinitive as the second verb
- understanding the function of verb tenses to situate events in time
- using relative pronouns *qui, que*
- using emphatic pronouns *moi, toi, lui, elle, soi, nous, vous, eux*
- beginning to use direct object pronouns in conjunction with *le présent*
- using *élision* with direct object pronouns and verbs beginning with a vowel or *h muet*
- using negatives with *le passé composé*
- understanding additional negative forms
- using comparative and superlative forms of adverbs and adjectives

## Task preparation

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### Prior learning

Students have prior knowledge of and exposure to:

- a variety of texts related to discussing and comparing events of significance in the lives of young people, including holidays, special events and travel
- a short unit of work based on the illustrated story *Un Lion à Paris* by Beatrice Alemagna
- a short unit of work based on the kangaroo sculptures by artists Joan Walsh-Smith and Charles Smith in front of Council House
- context-related vocabulary
- grammatical structures including the perfect tense, the *passé simple* in literary texts, reflexive verbs, imperfect tense, relative pronouns, emphatic pronouns, negative statements and comparative and superlative adverbs and adjectives
- the textual conventions of an illustrated storybook
- the use of a bilingual dictionary.

### 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

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### Assessment conditions

Parts A and B are to be completed by students working individually.

### Resources

- Task sheets
- Copies of the story template
- Bilingual dictionary

## Instructions for teacher

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

- provided with a variety of texts related to discussing and comparing events of significance in the lives of young people, including holidays, special events and travel
- given a short unit of work based on the illustrated story *Un Lion à Paris* by Beatrice Alemagna
- given a short unit of work based on the kangaroo sculptures by artists Joan Walsh-Smith and Charles Smith in front of Council House
- taught context-related vocabulary
- taught grammatical structures including the perfect tense, reflexive verbs, imperfect tense, relative pronouns, emphatic pronouns, negative statements and comparative and superlative adverbs and adjectives
- taught the French *passé simple* and its use in literary texts. They work on identifying its use within the story and transposing sample sentences from the *passé simple* to the *passé composé* or the *imparfait*
- taught textual conventions of an illustrated storybook.

## Activities to scaffold the task

Provide opportunities for students to engage in language practice activities to help them internalise the language and cultural knowledge they need for Part A, such as:

- introducing vocabulary, phrases and grammar related to travel and fairytales, such as *Il était une fois, il/elle était, il/elle vivait, il/elle est parti(e)/arrivé(e); Un jour, il découvre*
- explaining that an illustrated storybook usually includes
  - a narrative text incorporating an imaginary or real world with either real or imaginary characters
  - drawings of different scenes
  - a happy ending
- introducing Beatrice Alemagna, author and illustrator of *Un Lion à Paris*
  - Wikipedia – Beatrice Alemagna  
[https://en.wikipedia.org/wiki/Beatrice\\_Alemagna](https://en.wikipedia.org/wiki/Beatrice_Alemagna)
  - HarperKids – Inside the Artwork | Beatrice Alemagna’s Picture Book Illustrations  
<https://www.youtube.com/watch?v=lwu-Jwyyfw>  
In this video, Beatrice Alemagna explains how she creates this picture book using specific techniques, personal emotions, desires and experiences
  - Librairie Artazart – Beatrice Alemagna / *Entretien exceptionnel*  
[https://www.youtube.com/watch?v=6NG8f\\_DZgn0](https://www.youtube.com/watch?v=6NG8f_DZgn0)  
This video is in French with captions in French and explains how Beatrice Alemagna became an illustrator and how she creates her storybooks. It can be used in parts. A transcript of the video is also available
- making a list of expressions in French related to emotions, using
  - the previous audiovisual text
  - the storybook *Un lion à Paris* by Beatrice Alemagna (Les Éditions Autrement, 2006) where the author explores feelings such as loneliness and the need to create a sense of belonging and a

strong connection to a specific location. The book can be accessed through the following sites

- ateliersstorytime – It's french storytime!  
<https://ateliersstorytime.com/2013/06/03/its-french-storytime/>
- Coco et les Antivirus! – (A partir de 6 ans) *Un lion à Paris*  
<https://www.youtube.com/watch?v=EBJKav8yQIQ&t=72s>
- discussing the main character and its importance in French culture
  - a lion leaves his natural habitat to explore a city like Paris. He ends up in *Place Denfert-Rochereau*, a significant square on the left bank of Paris, named after the commander Pierre Denfert-Rochereau. At its centre is the famous lion statue the *Lion de Belfort*.
    - Wikipedia – Commandant Pierre Philippe Denfert-Rochereau  
[https://en.wikipedia.org/wiki/Pierre\\_Philippe\\_Denfert-Rochereau](https://en.wikipedia.org/wiki/Pierre_Philippe_Denfert-Rochereau)
    - Wikipedia – *Place Denfert-Rochereau*  
[https://en.wikipedia.org/wiki/Place\\_Denfert-Rochereau](https://en.wikipedia.org/wiki/Place_Denfert-Rochereau)
    - Wikipedia – Lion of Belfort  
[https://en.wikipedia.org/wiki/Lion\\_of\\_Belfort](https://en.wikipedia.org/wiki/Lion_of_Belfort)
    - Peugeot – The history of the Peugeot Lion  
<https://www.peugeot.co.uk/about-us/brand/peugeot-magazine/the-peugeot-lion-history-of-a-symbol.html>
- analysing the different characters, using a similar table
  - *Circonscription de Genevilliers – Un lion à Paris*  
<https://ien-genevilliers.ac-versailles.fr/spip.php?article175> > *Designation des personnages et des lieux* (PDF)
- using *Le cartable de la Cancoillotte, maitresse de cycle 2 – Un lion à Paris*  
<https://lecartabledecancoillotte.wordpress.com/2017/04/21/un-lion-a-paris/>, and having students
  - listen to the reading of the book and put the story in order. Students receive an envelope containing the cut-out script of the story. As they listen to the story, they must arrange the script in proper sequence. See *Séance 1* on this webpage for ideas for the cut-out script
  - brainstorm the places mentioned in the book
    - The Booktrail – A Lion in Paris  
<https://www.thebooktrail.com/book-trails/a-lion-in-paris/>
    - *Un lion à Paris* – Maitresse Freinette  
<http://maitresse-freinette.eklablog.com/un-lion-a-paris-a211959209>
    - sketch out the path taken by the lion in Paris. Use *Séance 5: localiser les lieux visiter – 13 plans simples* on this webpage as support
  - research in pairs one of the following locations, using *Monuments de Paris*  
<http://monumentsdeparis.net/>
    - *La gare de Lyon*
    - *Café des Flore – St Germain des prés*
    - *Le métro de Paris*
    - *Beaubourg – Le Centre Pompidou*
    - *Le fleuve – La Seine*
    - *La Joconde – Le Louvre*
    - *Le Sacré Coeur*

- *La tour Eiffel*
- design a poster in French, about one of the above places, including details, such as
  - its location
  - type of monument
  - who built it
  - when it was built
- accessing a variety of sites to reinforce vocabulary and phrases, such as
  - Education Perfect  
<https://www.educationperfect.com/>
  - Quizlet  
<https://quizlet.com/>
  - Kahoot!  
<https://kahoot.com/schools-u/>
  - Puzzlemaker Discovery Education  
<https://puzzlemaker.discoveryeducation.com/>
  - WordMint  
[https://wordmint.com/public\\_puzzles](https://wordmint.com/public_puzzles) > Search for *Un Lion à Paris* to find a free word search puzzle.

Provide opportunities for students to engage in language practice activities to help them internalise the language and cultural knowledge they need for Part B, such as:

- reinforcing vocabulary, phrases and grammar related to travel and fairytales, such as *Il était une fois, il/elle était, il/elle vivait, il/elle est parti(e)/arrivé(e); un jour, il découvrit*
- adapting the expressions of feelings, mood and emotions from FLEmotion *Français Langue Émotion* <http://flemotion.com/express-feelings-mood-emotions-in-french.html> into the *imparfait* tense, using *il* or *elle*; for example, *il était triste, elle était surprise*
- using a video to explain the differences between the *passé composé* and the *imparfait*
  - *MaisondesLangues – Tutoriel de grammaire : l’alternance passé composé / imparfait*  
<https://www.youtube.com/watch?v=zgi7pVlJX6A>
- completing a two-column table (one column entitled the *passé composé*, the other entitled the *imparfait*) with phrases from the storybook *Un lion à Paris* and asking students to complete the tables with their own phrases
- having students share their phrases from the previous activity using an activity such as the Give One, Get One teaching strategy
  - The Edvocate – How to implement the give one, get one teaching strategy in your classroom  
<https://www.theedadvocate.org/how-to-implement-the-give-one-get-one-teaching-strategy-in-your-classroom/>
- discussing reasons why animals flee their natural habitats, such as natural disasters (bushfire, climate change), pollution and human activity
- organising a visit to Perth if possible or designing a visit to Perth using a map of the city and some key sites, such as Elizabeth Quay, the Bell Tower, Kings Park, Forrest Place (the cactus), Perth Mint, the WA Museum Boola Bardip and the Perth Cultural Centre, Optus Stadium and the Matagarup Bridge, RAC Arena, State Buildings, the Alliance Française and UWA. Students can imagine an animal fleeing its habitat and navigating through Perth City to find its peaceful place. You can refer to the following websites for ideas



- Monument Australia – Kangaroos  
<https://monumentaustralia.org.au/themes/culture/community/display/102236-kangaroos>
- Destination Perth – Business Directory  
[https://www.destinationperth.com.au/business/directory?keyword=&business\\_type=4736&region=4608](https://www.destinationperth.com.au/business/directory?keyword=&business_type=4736&region=4608)
- Destination Perth – What to do & Places to Visit in Perth City  
<https://www.destinationperth.com.au/region/perth-city>

## Task

### **Part A: *Une visite insolite à Paris* (An unusual visit to Paris)**

After reading and working with the book *Un lion à Paris* by Beatrice Alemagna, students demonstrate their understanding of the story by responding to a series of comprehension questions in English.

Students have 30 minutes to complete Part A individually.

### **Part B: *Les kangourous à Perth* (The kangaroos in Perth)**

Students imagine a similar story for the kangaroo statues in Perth.

They write a 6-page storybook and include the following (one per page):


- where the kangaroos came from and why they left
- where they first arrived in Perth and how they felt
- a description of three (3) different locations in the city that they explored (a page each) and how they felt at each location
- how they came to be on St Georges Terrace in Perth and why they stayed there

Allow 100 minutes (two lessons) to prepare and write their storybook. Students complete this task individually.

They must include a drawing for each page. They can use a bilingual dictionary.

Students' work can be displayed in the library for Book Week, Languages Week, or other school activities.

### Template of a storybook page



## Les kangourous à Perth

[illegible]

## Instructions to students

### *Un lion à Paris* (A lion in Paris)









#### Part A: *Une visite insolite à Paris* (An unusual visit to Paris)

Complete the following questions in English as indicated.

You have 30 minutes to complete Part A.

#### Question 1

After having read the book *Un lion à Paris* in class, match the paragraphs with the pictures below.

H	L'endroit où commençait l'histoire du lion. Il s'y sentait triste, seul et désintéressé. Il est parti d'ici pour chercher son bonheur.	A.		La gare La gare de Lyon
	Il y est arrivé, les mains vides. Le lion se sentait toujours seul, et il était mal à l'aise dans ce nouvel environnement.	B.		Le café Flore
	Le lion a finalement trouvé sa place à Paris. Il s'est mis sur un socle où il était admiré par les passants. Satisfait, le lion ne cherchait plus son bonheur.	C.		Le métro
	Le lion a pris le métro à cet arrêt pour continuer sa quête du bonheur. Sur le quai et dans le métro, il a crié très fort mais il restait inaperçu et triste.	D.		Le fleuve La Seine
	Le lion a confondu cette belle église pour un château blanc. Il était ravi de faire la connaissance d'une vieille dame. Elle lui a parlé et ils ont descendu les escaliers ensemble.	E.		Le Louvre
	Le lion s'est promené le long de la rivière. Il ne pleuvait plus et le soleil était ressorti. Comme un miroir, la rivière lui souriait. Il se sentait mieux.	F.		Le Sacré Coeur
	À ce beau musée, le lion est finalement remarqué par une jeune fille. Elle a regardé le lion passer. Le lion se sentait bien content.	G.		Place Denfert-Rochereau
	Le lion se promenait dans la rue. Personne ne le remarquait, même quand il s'est arrêté pour prendre un café. Il était déçu et se sentait toujours seul.	H.		La Savane

Use the information from the paragraphs in Question 1 to answer questions 2 to 5 in English.

### Question 2

Explain why the lion left Africa.

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### Question 3

State how prepared the lion was to leave Africa.

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### Question 4

Tick (✓) to indicate whether the following statements are true or false.

Statements	True	False
The lion felt uncomfortable and lonely when he arrived in Paris.		
The lion was admired by passers-by.		
In the metro, the lion cried a lot, but no-one paid attention.		
In the museum, the lion felt happy.		

### Question 5

Complete the table below with the required details.

The lion's description of the church	<ul style="list-style-type: none"><li>•</li><li>•</li></ul>
The stroll by the river	<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li></ul>

**Part B: *Les kangourous à Perth* (The kangaroos in Perth)**

**(23 marks)**


Create a six-page storybook for the kangaroo statues in Perth and include the following:

- where the kangaroos came from and why they left (page 1)
- when they first arrived in Perth and how they felt (page 2)
- a description of three (3) different locations in the city that they explored and how they felt at each location (a page per location – pages 3–5)
- how they came to be on St Georges Terrace in Perth and why they stayed there (page 6).

You have 100 minutes (two lessons) to prepare and write your storybook. You will complete this task individually.

You may use a bilingual dictionary to look up unfamiliar words.

You will be given a set of 6 pages of the following template:



## Les kangourous à Perth

[illegible]

Page

## Sample marking key

### Part A: *Une visite insolite à Paris* (An unusual visit to Paris)

Description		
Question 1		
H (example)	L'endroit où commençait l'histoire du lion. Il s'y sentait triste, seul et désintéressé. Il est parti d'ici pour chercher son bonheur.	
A	Il y est arrivé, les mains vides. Le lion se sentait toujours seul, et il était mal à l'aise dans ce nouvel environnement.	
G	Le lion a finalement trouvé sa place à Paris. Il s'est mis sur un socle où il était admiré par les passants. Satisfait, le lion ne cherchait plus son bonheur.	
C	Le lion a pris le métro à cet arrêt pour continuer sa quête du bonheur. Sur le quai et dans le métro, il a crié très fort mais il restait inaperçu et triste.	
F	Le lion a confondu cette belle église pour un château blanc. Il était ravi de faire la connaissance d'une vieille dame. Elle lui a parlé et ils ont descendu les escaliers ensemble.	
D	Le lion s'est promené le long de la rivière. Il ne pleuvait plus et le soleil était ressorti. Comme un miroir, la rivière lui souriait. Il se sentait mieux.	
E	À ce beau musée, le lion est finalement remarqué par une jeune fille. Elle a regardé le lion passer. Le lion se sentait bien content.	
B	Le lion se promenait dans la rue. Personne ne le remarquait, même quand il s'est arrêté pour prendre un café. Il était déçu et se sentait toujours seul.	
Question 2		
He was:		
<ul style="list-style-type: none"><li>• sad</li><li>• disinterested</li><li>• lonely.</li></ul>		
Question 3		
Either:		
<ul style="list-style-type: none"><li>• he was not (prepared)</li><li>• he arrived empty-handed.</li></ul>		
Question 4		
Statements	True	False
The lion felt uncomfortable and lonely when he arrived in Paris	✓	
The lion was admired by passers-by	✓	
In the metro, the lion cried a lot, but no one paid attention.		✓
In the museum, the lion felt happy.	✓	
Question 5		
The lion's description of the church	<ul style="list-style-type: none"><li>• He thought it was a castle</li><li>• It is an old woman</li></ul>	
The stroll by the river	<ul style="list-style-type: none"><li>• The rain had stopped</li><li>• The sun was out</li><li>• The river smiled at him</li><li>• He was happy</li></ul>	



## Part B: *Les kangourous à Perth* (The kangaroos in Perth)

Description	Marks
<b>Content</b>	
Write a six-page storybook and include the following: <ul style="list-style-type: none"> <li>• where the kangaroos came from and why they left (2)</li> <li>• when they first arrived in Paris and how they felt (2)</li> <li>• a description of three (3) different locations in the city that they explore (3)</li> <li>• how they felt at each location (3)</li> <li>• how they came to be on St Georges Terrace in Perth and why they stayed there (2)</li> </ul>	1–12
<b>Subtotal</b>	<b>/12</b>
<b>Grammar</b>	
Uses an appropriate range of sentence structures with confidence. Makes successful attempts at compound sentences, including negative forms. Uses the <i>imparfait</i> successfully and makes mostly successful attempts at using the <i>passé composé</i> .	4
Uses structures that satisfy the requirements of the task. Writes structures that are mostly simple though attempts some compound sentences. Makes sometimes unsuccessful uses of the <i>imparfait</i> and attempts at using the <i>passé composé</i> , though the intended meaning is clear.	3
Uses mostly simple sentences in the <i>imparfait</i> to convey ideas. May make some attempts to use the <i>passé composé</i> and the intended meaning is somewhat evident.	2
Makes limited use of simple sentences and application of grammatical elements. Makes frequent errors, making meaning unclear.	1
<b>Subtotal</b>	<b>/4</b>
<b>Vocabulary</b>	
Uses a range of contextually-relevant vocabulary. Uses mostly correct spelling, including the use of accents.	4
Attempts to use a variety of vocabulary that is generally contextually relevant. Uses mostly correct spelling. Makes attempts at using accents correctly.	3
Use mostly well-rehearsed vocabulary with some repetition. At times uses spelling that is approximate, and misses or misuses accents. Overall meaning is easily comprehensible.	2
Uses limited contextually-relevant vocabulary. Uses poor spelling which often impedes comprehension.	1
<b>Subtotal</b>	<b>/4</b>

Description	Marks
<b>Creation of an imaginative text</b>	
Creates a storybook successfully with most of the elements required (a narrative text incorporating an imaginary or real world with either real or imaginary characters, drawings of different scenes and a happy ending). Sequences ideas and information coherently to create interest and suspense. Presents illustrations highly relevant to the captions.	3
Creates a storybook somewhat successfully with some of the elements required (a narrative text incorporating an imaginary or real world with either real or imaginary characters, drawings of different scenes and a happy ending). Sequences ideas and information to an extent to create interest and suspense. Presents illustrations relevant to the captions.	2
Creates a storybook with a few of the elements required (a narrative text incorporating an imaginary or real world with either real or imaginary characters, drawings of different scenes and a happy ending). Sequence ideas and information to create interest and suspense to a limited degree. Presents some illustrations that are occasionally relevant to the captions.	1
<b>Subtotal</b>	<b>/3</b>
<b>Part B total</b>	<b>/23</b>
<b>Total</b>	<b>/23</b>

## Reference

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## Acknowledgements

### Part A: Une visite insolite à Paris (An unusual visit to Paris)

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