



Sample assessment task	
Year level	8
Learning area	Languages
Subject	French: Second Language
Title of task	<i>Le poisson d'avril</i> (April Fool's Day)
Task details	
Description of task	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to celebrating April Fool's Day in France.</p> <p>In Part A students also demonstrate their skills in comprehending spoken text in an interview relating to how April Fool's Day is celebrated in France and completing responses in English to a series of questions.</p> <p>In Part B students demonstrate their skills in writing an email to their French class in Australia to inform them on what they have experienced, comparing how the day is celebrated in both countries.</p>
Type of assessment	Formative and 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 spoken text and convey information related to the text. It also establishes their ability to write an email using both rehearsed and spontaneous language.
Assessment strategy	Short response – listen for information in spoken text Extended response – write an email in response to a text
Evidence to be collected	Completed task sheets Email
Suggested time	Part A – 15–20 minutes Part B – 30 minutes
Content description	
Content from the Western Australian Curriculum	<p>Communicating</p> <p>Initiate and maintain spoken and written interactions with peers and known adults using both rehearsed and spontaneous language to discuss and share ideas, views, opinions and experiences of special holidays and travel</p> <p>Access, summarise and share key ideas and information from a range of texts related to aspects of their personal and social worlds and present them in different formats for the intended audience</p> <p>Organise and present information and ideas to raise awareness of and inform others about texts related to aspects of their personal and social worlds, using descriptive and expressive language to compare perspectives and experiences</p> <p>Understanding</p> <p>Continue to extend knowledge of context-related vocabulary and additional elements of grammar, including:</p> <ul style="list-style-type: none"> increasing control of the conjugation of regular verbs in <i>le present</i>, <i>le passé composé</i>, <i>l'imparfait</i> and of high-frequency irregular verbs such as <i>avoir</i>, <i>être</i>, <i>faire</i>, <i>devoir</i>, <i>vouloir</i>, <i>savoir</i>, <i>aller</i>, for example, <i>Je suis allée en France pour rendre visite à</i>

	<p><i>ma famille française</i></p> <ul style="list-style-type: none"> • using <i>le passé composé</i>, recognising verbs conjugated with <i>être</i> as the auxiliary that involve agreement between subject and past participle, for example, <i>Elles sont parties hier matin</i> • understanding the form and function of reflexive verbs, for example, <i>Il se lève très tard; Nous nous promenons chaque soir; Je veux m'asseoir à côté de toi</i> • recognising and using idiomatic expressions such as those using <i>avoir</i>, for example, <i>avoir soif, avoir sommeil, avoir peur</i> • extending use of <i>l'impératif</i> and <i>le futur proche</i> • extending knowledge of negative constructions such as <i>ne...plus, ne...rien, ne...jamais, ne...que</i> <p>Apply the structures and conventions associated with a range of text types and identify key features and functions of the different genres.</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 significant social events, special occasions, French celebrations and cultural practices • context-related vocabulary • grammatical items, including: the present, the imperfect and perfect tenses • the textual conventions of an email.
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>Task administration script</p> <p>French/English – English/French dictionary</p>

Instructions for teacher

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

- provided with opportunities to listen to, view and read a variety of texts related to significant social events, special occasions, French celebrations and cultural practices
- taught context-related vocabulary
- taught grammatical items, including:
 - understanding the use of the present, imperfect and perfect tenses
- exposed to the textual conventions of an email, and provided with the opportunities to practise them.

Task

Part A: Entretien avec un collégien français : le poisson d'avril

Hand out the task sheet for Part A and advise students that they have 15-20 minutes in which to complete the task.

They may look up in a dictionary any unfamiliar vocabulary.

Task administration script

READ ALOUD

Listen to the interview with Julien. Complete the questions that follow in ENGLISH. You will hear the interview twice.

Intervieweur : Salut Julien. Tu as un petit moment pour répondre à des questions au sujet du premier avril ?

Julien : Oui, d'accord.

Intervieweur : Qu'est-ce que tu penses du premier avril ?

Julien : J'adore ce jour-là ! On s'amuse toujours bien le premier avril ; c'est marrant. *(Pause here for 5 seconds before continuing with the reading of the text)*

Intervieweur : Que fais-tu de spécial ?

Julien : Alors, quand j'étais petit, à l'école primaire, on découpait du papier en forme de poisson.

Intervieweur : Pour décorer la salle de classe ?

Julien : Ah non ! On collait les poissons en papier sur le dos des autres camarades ou même du prof ! C'était difficile de le faire discrètement. Si on réussissait, on criait « poisson d'avril » et on courait aussi vite que possible. *(Pause here for 5 seconds before continuing with the reading of the text)*

Intervieweur : Et maintenant qu'est-ce que tu fais de différent ?

Julien : Maintenant au collège, on essaie de coller le poisson d'avril sur le dos du proviseur !

Intervieweur : C'est une blague ? Tu plaisantes ? On n'est pas le premier avril aujourd'hui.

Read the text a second time.

Leave a pause for students to write their responses.

Part B: Courriel à la classe de français en Australie : le poisson d'avril

After completing Part A, hand out the task sheet for Part B.

In Part B students are to imagine that they are on exchange in France and have witnessed how April Fool's Day is celebrated in French schools.

They then write an email to their French class in Australia to inform them on what they have experienced, comparing how the day is celebrated in both countries. They conclude their email by stating in which country April Fool's Day is best celebrated and why.

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

Students should aim to write approximately 50–75 words in French.

They may look up any unfamiliar vocabulary in a dictionary.

Advise them that they are to work independently to complete the task.

Instructions to students

Le poisson d'avril

Part A: Entretien avec un collégien français : le poisson d'avril

Listen to the interview with Julien. Complete the questions that follow in English.
You will hear the interview twice.

Question 1

Tick [✓] to show which statement is correct.

(1 mark)

Julien is a...

- primary school student
- lower-secondary student
- senior-secondary student

Question 2

On what date does *poisson d'avril* take place?

(1 mark)

Question 3

Why does Julien like *poisson d'avril*?

(1 mark)

Question 4

Tick [✓] the three statements that you hear about how Julien celebrated the day.

(3 marks)

- Julien used to cook fish with his class.
- Everybody used to eat fish on that day.
- They used to make fish out of paper.
- They used to decorate the classroom.
- It was difficult to trick classmates and the teacher.
- They ran away as fast as possible.

Question 5

Does the interviewer believe Julien when he says that now he tries to stick a paper fish on the back of the principal? Explain. (2 marks)

Part B: Courriel à la classe de français en Australie : le poisson d'avril







Imagine that you are on an exchange in France and have witnessed how April Fool's Day is celebrated in French schools.

Write an email to your French class in Australia to inform them on what you have experienced comparing how the day is celebrated in both countries.

Conclude by stating in which country April Fool's Day is best celebrated and why.

Aim to write approximately 50–75 words in French.

Look up in a dictionary any unfamiliar vocabulary.

E-mail						
Fichier	Edition	Affichage	Insertion	Format	Outils	Message ?
						
Envoyer	Couper	Coller	Annuler	Priorité		
De:	<input type="text"/>					
 À:	<input type="text"/>					
Objet:	<input type="text"/>					

Sample marking key

Part A: Entretien avec un collégien français : le poisson d'avril

Description	Marks
Question 1	
Julien is a lower-secondary student.	1
Subtotal	1
Question 2	
1 st of April	1
Subtotal	1
Question 3	
We have fun or It's funny	1
Subtotal	1
Question 4	
They used to make fish out of paper.	1
It was difficult to trick classmates and the teacher.	1
They ran away as fast as possible.	1
Subtotal	3
Question 5	
No or She asked if it's a joke.	1
Says that it is not the first of April today.	1
Subtotal	2
Part A total	8

Part B: Courriel à la classe de français en Australie : Le poisson d'avril

Description	Marks
Content	
Writes to inform classmates on how April Fool's Day is celebrated in French schools by describing, using the past tense, what they experienced. Compares how the day is celebrated in France and in Australia. Concludes by expressing opinions about which country has the best April Fool's Day celebration and why.	3
Writes to inform on some aspects of April Fool's Day in France. Makes some comparison between the celebration in France and Australia. Expresses opinions about April Fool's Day celebration preference providing a reason for this preference.	2
Writes few simple statements about April Fool's Day.	1
Subtotal	3

Description	Marks
Grammar	
Uses a range of grammatical elements and structures mostly correctly. Simple and compound sentences are handled with confidence and are often correct. Uses present and perfect tenses successfully.	4
Uses a range of grammatical elements and structures mostly correctly. Sentences are mostly simple though some compound sentences are attempted. Present and past tenses are used with varying success, though the intended meaning is clear.	3
Uses a satisfactory range of grammatical elements and structures. Sentences are mostly simple. Use of the present and perfect tenses are sometimes unsuccessful, however intended meaning is clear.	2
Uses a limited range of simple sentences. Applies the rules of grammar, including tenses, with inaccuracies. Frequent errors make meaning unclear.	1
Subtotal	4
Vocabulary	
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
Makes limited use of relevant vocabulary. Poor spelling often makes meaning unclear.	1
Subtotal	3
Text type and sequencing	
Writes an email, with a greeting, some information, a salutation and signature, to the French class using appropriate register to classmates. Sequences information cohesively and coherently.	3
Uses most of the key conventions of an email. Sequences information to some extent.	2
Uses few of the key conventions of an email. Shows some consideration of the audience. Limited organisation makes meaning unclear.	1
Subtotal	3
Support	
Effectively uses a bilingual dictionary and resources independently.	3
Requires some support in accessing a bilingual dictionary and other resources. Some teacher support given.	2
Requires significant support to complete the task.	1
Subtotal	3
Part B total	16
Total	24