

**Date Distributed: Week 4**

**Task Weighting: 25%**

**Outcomes**

LFR4-1C – uses French to interact with others to exchange information, ideas and opinions, and make plans.

LFR4-5U – applies French pronunciation and intonation patterns

LFR4-6U – applies features of French grammatical structures and sentence patterns to convey information and ideas

## ASSESSMENT OUTLINE

### 1. WHAT AREAS OF LEARNING DOES THIS ASSESSMENT ADDRESS?

In class, students have been using French vocabulary that covers numbers, clothing, colours and other adjectives. Students have observed the grammatical differences between the English and French language, including gendered nouns as well as definite and indefinite articles. Students are to demonstrate their ability to use the French vocabulary and phrases learnt in class to compose descriptions and respond authentically to spoken French.

---

### 2. WHY IS THE COMPLETION OF THIS ASSESSMENT IMPORTANT?

Speaking and listening skills are essential when learning a language in order to engage meaningfully with individuals and groups who use the target language. This task builds on the work students have completed in class during Term One and assists them to improve their confidence in spoken French.

---

### 3. WHAT STEPS DO I TAKE TO COMPLETE THIS TASK?

#### **Task Outline**

On the due date, students will be interviewed by the teacher. They will engage in a conversation in FRENCH, responding to the questions asked by the teacher in a timely fashion. Due to the amount of students assessed, the assessment will be held over two French lessons and students will be selected in no particular order so each student must be ready to sit their interview on the due date.

Students will be given a short time directly before they sit their interview to look at the questions that will be asked of them. They are to use this time to prepare their responses quietly before they begin speaking with the teacher. The teacher will hold a conversation, greeting the student, asking questions, using stimuli for students to describe what they see and saying goodbye to the student. The student is to respond in FRENCH for the entirety of the assessment.

## **Details for Submission**

During lesson time, students will be randomly selected to complete their speaking task. This will commence on the due date. As students wait for their turn, they are prohibited from revising and preparing for their interview and must complete the independent work provided for them on the day. If a student is aware they will be absent on the day of the Speaking Task, they are to notify Mlle Siuhengalu to organise an appropriate time to complete their task. If a student is absent due to unforeseen circumstances (i.e. misadventure/illness) they are to sit their interview on the day that they return to school or their next French lesson.

## **Checklist:**

- If I was absent, I have caught up on the work I missed.
- I have practised describing clothing items that various people wear in their daily activities.
- I have revised clothing items, colours and sentences relevant to describing clothing.
- I have reviewed my year 7 French notes relating to introductory phrases to enable me to hold an authentic conversation with the teacher.

---

## **4. HOW WILL MARKS BE AWARDED TO MEASURE MY LEARNING?**

You will be marked on pronunciation, intonation, fluency, vocabulary and sentence structure. Relevant components of the literacy criteria are also applicable. A marking grid will be provided