



<b>COURSE</b>	Year 9 and Year 10 (100 hours) FRENCH
<b>TASK NUMBER</b>	Assessment 4 – Yearly Examination
<b>SKILL/S</b>	Accessing & Responding (Listening & Reading) Composing (Writing) Interacting (Speaking)
<b>TASK WEIGHT</b>	Total: 40% Listening – 10%    Reading – 10%    Writing – 10%    Speaking – 10%
<b>MARK ALLOCATION</b>	40 marks Listening – 10 marks    Reading – 10 marks    Writing – 10 marks    Speaking – 10 marks
<b>DATE OF ASSESSMENT</b>	<b>Monday 23 - Friday 27 October 2023</b> <b>Online/Written Task:</b> Students must complete the <b>supervised assessment</b> during school hours (8:30-3:30) during the assessment week. <b>Speaking Task:</b> The task will be conducted and recorded during the student’s scheduled online speaking lesson during the assessment week.
<b>TIME ALLOWED</b>	<b>Online/Written Task:</b> The task will be open for <b>60 minutes</b> . <b>Speaking Task:</b> Approximately 3-4 minutes.
<b>VENUE</b>	Home school, Canvas. Contact your supervisor to arrange a time for supervision of the online/written task.
<b>ADDITIONAL INFORMATION</b>	<b>Important Assessment Sign-off:</b> Click on the assessment block in Canvas to complete the Assessment 4 sign-off by acknowledging that you have read and understood the Assessment Task notice. <b>Accessing &amp; Responding:</b> Read/listen to the passages in Canvas and respond in Canvas. <b>Composing:</b> View the question online in Canvas and complete the question by hand in the writing booklet provided by your supervisor. You will be able to download and print the writing booklet from Canvas two weeks prior to the task. Discuss this with your supervisor. Use of monolingual and/or bilingual print dictionaries <b>IS</b> permitted during the assessment. However, they <b>must not</b> be annotated. Online dictionaries or any other search engines are <b>NOT PERMITTED</b> . <b>Any student found to have breached the integrity of the assessment will be given a mark of zero.</b> Ensure that all work is entirely your own. If you submit work generated by a computer, website, or artificial intelligence (e.g. ChatGPT) as your own work, this is considered malpractice and may result in a mark of zero. You will be required to demonstrate your knowledge, understanding and skills to show evidence that the submitted task is your own work.

## TASK DESCRIPTION

### Syllabus outcomes:

LFR5-1C - manipulates FRENCH in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate

LFR 5-2C - identifies and interprets information in a range of texts

LFR 5-3C - evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences

LFR 5-4C - experiments with linguistic patterns and structures to compose texts in FRENCH, using a range of formats for a variety of contexts, purposes and audiences

LFR 5-5U - demonstrates how FRENCH pronunciation and intonation are used to convey meaning

LFR 5-6U - analyses the function of complex FRENCH grammatical structures to extend meaning

### Specifications:

#### Interacting (Speaking) - 10%

- Your assessment will be conducted on Zoom/Teams with an NSL teacher during your scheduled speaking lesson in the examination week.
- You will be required to engage in a **3-4-minute conversation** about the relevant topics as they relate to your personal world.
- The conversation will be recorded.

#### Online Task:

Students complete the Listening and Reading sections in Canvas.

For the Writing section, students will view the question in Canvas and write their answer by hand in the writing booklet. Refer to the instructions below.

#### Section I: Listening – 10%

You will hear **FOUR** texts in FRENCH based on the course content. You will be required to respond to the questions in English or as specified. Students may listen to the audio as many times as they need but must allow enough time to answer all questions during the time limit.

#### Section II: Reading – 10%

You will read **TWO** texts in FRENCH based on the course content. You will be required to respond to questions in English or as specified.

#### Section III: Writing – 10%

There will be **ONE** question requiring students to write a total of 100-120 words in FRENCH. You must submit the writing booklet to your supervisor upon the completion of your assessment.

You will need to show your ability to use the language covered up to Module 25 of the Year 9 and Year 10 (100 hours) course.

**Instructions for the online/written task:**

- Students will select a **suitable time** during school hours **(8:30-3:30)** from **Monday 23 – Friday 27 October to complete the assessment**. These dates can only be changed in exceptional circumstances and after consultation with the Department Head Teacher.
- The online/written task is a **supervised task**. Students will need to be in a **quiet room, actively supervised, isolated from other students, with internet access to Canvas for the online/written assessment, including headphones for the Listening section**.
- Students click on the **Assessment button on the Course Home Page of their course** to access and complete the task.
- Students will have **ONE attempt** to view and complete the task.
- The Listening and Reading sections will be completed directly in Canvas.
- Students are required to download and print the writing booklet prior to the assessment to complete their Writing response by hand. You will be able to download and print the writing booklet from Canvas two weeks prior to the task. Your supervisor will also have access to the booklet for printing. Plan this with your supervisor.
- The task will be open for **60 minutes**.
- At the completion of your online/written assessment, submit your writing booklet to your supervisor.
- The use of **print dictionaries** is permitted; however, students are **NOT** to access online dictionaries, notes, other electronic devices, or external websites or programs during the assessment.

**Enquiries and assistance:**

Students may contact their NSW School of Languages teacher to discuss any aspect of this assessment.

**Feedback provided**

The teacher will provide written feedback outlining strengths and areas for improvement to build on knowledge, understanding and skills for future learning.

## Marking Guidelines

### Interacting

Marking Criteria	Marks
<ul style="list-style-type: none"><li>• Interacts effectively and fluently by sharing, exchanging information, ideas and opinions.</li><li>• Uses consistently good intonation and pronunciation to convey meaning.</li><li>• Manipulates language with a high level of grammatical accuracy and uses a wide range of vocabulary to extend meaning.</li></ul>	<b>9-10</b>
<ul style="list-style-type: none"><li>• Interacts effectively by sharing, exchanging information, ideas and opinions.</li><li>• Uses good intonation and pronunciation in most instances to convey meaning.</li><li>• Manipulates language with a sound level of grammatical accuracy and uses a satisfactory range of vocabulary to extend meaning.</li></ul>	<b>7-8</b>
<ul style="list-style-type: none"><li>• Interacts by sharing, exchanging some information and ideas.</li><li>• Uses acceptable intonation and pronunciation.</li><li>• Manipulates language with some level of grammatical accuracy and uses a range of vocabulary.</li></ul>	<b>5-6</b>
<ul style="list-style-type: none"><li>• Responds to questions with frequent errors, using limited vocabulary and some formulaic expressions.</li><li>• Demonstrates a basic knowledge of vocabulary and language structures.</li></ul>	<b>3-4</b>
<ul style="list-style-type: none"><li>• Achieves minimal communication through the use of single words and formulaic expressions.</li></ul>	<b>1-2</b>

## Composing

Marking Criteria	Marks
<ul style="list-style-type: none"><li>• Writes effectively and appropriately with an excellent understanding of the audience, purpose and context.</li><li>• Sequences and structures ideas and information coherently.</li><li>• Uses language creatively.</li><li>• Demonstrates excellent control of a wide range of vocabulary and grammar structures.</li></ul>	<b>9-10</b>
<ul style="list-style-type: none"><li>• Writes effectively and appropriately with a thorough understanding of the audience, purpose and context.</li><li>• Sequences and structures ideas and information coherently.</li><li>• Uses language with some creativity.</li><li>• Demonstrates control of appropriate vocabulary and grammar structures.</li></ul>	<b>7-8</b>
<ul style="list-style-type: none"><li>• Writes with some understanding of the audience, purpose and context.</li><li>• Sequences and structures ideas and information with some coherence.</li><li>• Demonstrates sound knowledge of vocabulary and grammar structures.</li></ul>	<b>5-6</b>
<ul style="list-style-type: none"><li>• Presents some information relevant to the task.</li><li>• Demonstrates a basic knowledge of vocabulary and language structures.</li></ul>	<b>3-4</b>
<ul style="list-style-type: none"><li>• Presents a limited range of information with little attempt to organise and sequence information.</li><li>• Uses single words with little evidence of grammar structure.</li></ul>	<b>1-2</b>