



FRENCH ASSESSMENT TASK NOTIFICATION YEAR 10 FRENCH 2021

Task Number:	3
Topic/s:	WRITING
Weightings:	30%
Due Date:	Monday, 8 th November 2021 (Term 4, Week 6, Day 6)
Time:	(HI) – Period 1 in class
Venue:	Room J23 (Junior Campus)

Outcomes to be Assessed:

LFR5-4C – A student experiments with linguistic patterns and structures to compose texts in French, using a range of formats for a variety of contexts, purposes and audiences

LFR5-5U – A student demonstrates how French pronunciation and intonation are used to convey meaning

LFR5-6U – A student analyses the function of complex French grammatical structures to extend meaning

LFR5-7U – A student analyses linguistic, structural and cultural features in a range of texts

LFR5-8U – A student explains and reflects on the interrelationship between language, culture and identity

Task: HI

Electronic Submission of Task:

No

Please Note:

1. The College policy regarding malpractice, including cheating and plagiarism, late submission and absenteeism will apply. Please refer to moodle.pmaclism.catholic.edu.au (Assessment Tasks – Rules and Procedures). Stage 6 students should also refer to their *2021 Assessment Handbooks*.
2. Email is NOT an accepted form of assessment task submission.
3. If you are going to be away for any reason, including school based activities, you must fill in a "Planned Absence Notification" form and submit to the Assistant Principal Curriculum or the Leader of Curriculum. This form can be found at <https://moodle.pmaclism.catholic.edu.au/mod/page/view.php?id=17637&forceview=1>.

Task Description:

- Students will complete a seven-page journal in French. They must complete all seven pages and will be given time in class to do the task (3 lessons). Students must then finish the task in their own time.
- Students will be given two copies of the task: a black and white copy on which they can write their draft, and a coloured copy on which they will submit their final work.
- Students must come prepared for the lessons in class. The teacher will look over their draft and circle or highlight where there are mistakes.
- To attain the highest grades, students must give as much detail as they can in their responses and demonstrate accuracy in grammatical structures, spelling and punctuation.
- Students would be expected to use their imagination and creativity to demonstrate their knowledge of French.

Mark: 100 marks

	marks
Les tâches ménagères	/ 08
Mon anniversaire	/ 02
Ma liste pour le supermarché	/ 10
Mes devoirs	/ 02
Ma routine	/ 12
Mes dernières vacances	/ 10
Mes projets de vacances	/ 12
Ma boîte à bonheur	/ 04
Je veux apprendre à	/ 08
Quand j'étais petit(e)	/ 08
About me	/ 08
Mes actions pour l'environnement	/ 08
Mon portrait chinois	/ 08

Marking Criteria

Marking Criteria Language	Comment	WRITING: Within the defined range of knowledge, the student's writing ability reflects:
A 85-100	Excellent progress towards achievement of these criteria.	an ability to work at a very high level and beyond the outcomes for this stage. They write, fluently and competently. They consistently apply grammatical rules and conventions to the development of clear and cohesive text. They demonstrate perceptive understanding of context, purpose and audience. Spelling and punctuation are consistently correct.
B 70-84	Good progress towards achievement of these criteria.	an ability to work at a high level with the outcomes for this stage. They write fluently in predictable and familiar contexts. They create original texts drawing on known language and structures. They demonstrate clear understanding of context, purpose and audience. Spelling and punctuation are mostly correct.
C 50-69	Satisfactory progress towards achievement of these criteria.	that the student is achieving at a satisfactory level with the outcomes for this stage. They create original text using relevant structures and vocabulary and applying some specific patterns and rules in word construction, word order and sentence structure. They communicate by exchanging information in simple sentences and/or phrases in a range of situations. They demonstrate some understanding of context, purpose and audience. Mistakes made in spelling and punctuation.
D 30-49	Basic knowledge and understanding of the course content.	that the student at this level is progressing towards the outcomes for this stage. With teacher support, they create a written text using a limited range of linguistic patterns and structures to convey information and express their own ideas. Spelling and punctuation need teacher support.
E 0-29	Still developing necessary knowledge and skills.	that the student uses single words, set phrases in isolation and English. Barely manages to construct a response. Demonstrates minimal knowledge of vocabulary and language structures.