Gymea Technology High School
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Year 7 French

Task 1: Speaking Task

Due Date: Tuesday 19th August 2025 (Week 5A)

Task Distributed: Week 3A

Unit: Introducing Myself *(Je me présente…)*

Task Type: Student/Teacher Conversation

Task Weighting: 25%

Outcomes: ML4-INT-01- exchanges information and opinions in a range of familiar contexts by using culturally appropriate language. ML4-UND-01 - interprets and responds to information, opinions and ideas in texts to demonstrate understanding. ML4-CRT-01 - creates a range of texts for familiar communicative purposes by using culturally appropriate language.

Task Description

Over the course of the term, students have been interacting using French vocabulary relating to greetings and salutations, self-introductions, nationality, and spelling using the French alphabet). In this task, students are to demonstrate their ability to interact authentically with the teacher in spoken French, using the vocabulary and phrases learned in class.

NESA Glossary of Key Words

Understand the verb associated with the task. The verb will provide an understanding of the detail needed to successfully answer the question.

- Describe: provide characteristics and features.

Check the NESA Glossary of Key Words for further guidance
https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-student-guide/glossary-keywords

Details of Submission

Students will engage in a conversation with the teacher in the form of an interview. Due to the number of students assessed, the assessment will be held over at least two French lessons. Interview order will be selected at random, so all students must be ready to complete their assessment on the due date.

The teacher will initiate the conversation by greeting the student, and will ask a number of questions, giving students an opportunity to demonstrate their ability to understand and interact authentically in the target language. Students are to respond in French for the entirety of the assessment task, but may use some prepared notes or palm cards to support their conversation.

If a student is aware they will be absent on the day of the Speaking Task, they are to notify Mme. Silvidio to organise an alternative 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.

Teacher Feedback and Student Self-Reflection

- Once all students have completed their interview, the task will typically be returned to students within two weeks of the due date.
- At this time feedback including information on how to improve will be provided through a marking grid with their results and written feedback.
- Students can clarify or seek further feedback by speaking with their teacher.

Upon return of the task, students will also be expected to complete a self-reflection.

Once all students have been assessed and all feedback has been returned, students will spend one lesson analysing their results and reflecting on their preparation for the task. This can involve guiding questions to be completed in their exercise books or their devices.

How does this link to my learning?

- The Speaking Task assesses student knowledge and understanding of the content in the unit: Introducing Myself *(Je me présente…)* as well as any prior knowledge.
- Speaking and listening skills are essential when learning a language in order to engage meaningfully with individuals and groups who use the target language. The speaking task builds on the work students have completed in class during Term 3 and assists them to improve their confidence in spoken French.
- This task will focus on achieving Reporting Outcome 1 (Interacting: exchanges information and opinions in a range of familiar contexts by using culturally appropriate language), Reporting Outcome 2 (Understanding: interprets and responds to information, opinions and ideas in texts to demonstrate understanding) and Reporting Outcome 3 (Creating: creates a range of texts for familiar communicative purposes by using culturally appropriate language).

Assessment Procedures

All students should be fully aware of the School Assessment Procedures for their year group. These were provided at the beginning of the school year and are available off the school website under the Learning Tab for each year group.

Marking Criteria

Students will be marked on pronunciation, intonation, fluency, vocabulary and sentence structure. However, the criteria will be dependent on each individual question and will vary in the amount of marks distributed per question/response.