**Year 13 French IA week 12 & 13 Term 1, 2020**

**1.Task 1: Prepared Talk**

**The prepared talk will base on the topic ‘ les problems sociaux’ The students will choose from the topic covered and prepare a 5 minutes talk base on the social problems.**

**2. Learning Outcomes:**

**Task 1 Learning Outcomes (14%):**

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| --- | --- | --- |
| SLO | **Specific Learning Outcomes:**Students are able to | **Skill Level** |
| Fre3.1.3.2 | Convince or challenge the audience | 3 |
| Fre3.1.1.3 | Use appropriate rhythm and stress | 1 |
| Fre3.1.2.3 | Use language to defend a point of view | 2 |
| Fre3.1.2.6 | Use recordings or visuals appropriately for persuasion | 2 |
| Fre.3.1.2.7 | Can answer questions from the audience in French (quality of interaction and contents of answer) | 2 |
| 3.1.4.2 | Share personal opinion in a simple analysis relative to current affairs or general interest | 4 |

**Scoring Rubric/Assessment Schedule for Task 1: Prepared talk**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Learning Outcome and Code** | **Skill Level** | **Level 0** | **Level 1** | **Level 2** | **Level 3** | **Level 4** |
| 1 | Convince or challenge the audienceFre3.1.3.2 | 3 | No effort is provided in delivering the task | Audience is sufficiently attentive: use of appropriate body language and pronunciation | Audience is sufficienlty challenged but not convinced: use of appropriate body language, pronunciation however, the evidence provided is limited (needed more details)  | Audience is challenged and convinced: use appropriate body language, clear pronunciation, clear and loud voice and sufficient evidence of research |  |
| 2 | Use appropriate rhythm and stressFre3.1.1.3 | 1 | Presentation is affected by a lot of mumbling | Uses rhythm and stress: good intonation and articulation |  |  |  |
| 3 | Use language to defend a point of viewFre3.1.2.3 | 2 | No statement of clear point of view, rather a regurgitation of ideas | Point of view is stated but with use of limited vocabulary or expressions | Emphasize well on vocabulary or expressions relevant to defending a point of view |  |  |
| 4 | Use recordings or visuals appropriately for persuasionFre3.1.2.6 | 2 | No visual or recordings used | Visual is used but not convincing: not optimal for support. | Visuals/Recording used effectively in support of the evidence supplied/researched and persuasive |  |  |
| 5 | Can answer questions from the audience in French (quality of interaction and contents of answer)Fre.3.1.2.7 | 2 | Incapable of responding to audience’s questions | Q&A slightly jammed, sometimes need for repetition, answers are not very elaborate. Demonstrate poor formulations, but ok improvisation. | Q&A fluid, answers to the class’s questions easy, with elaborate, informative content. Demonstrate good formulations to the Q&A |  |  |
| 6 | Share personal opinion in a simple analysis relative to current affairs or general interestFre.3.1.4.2 | 4 | no personal opinion shared rather just a regurgitation of ideas | Share limited personal opinion/ impression with very little elaboration on the statement | Share personal opinions/ impressions in simple terms, but the limited structures hinder the elaboration. | Share personal opinions / impressions on the theme and subject very clearly, in elaborated statements, using a range of structures. | Share personal opinions / impressions on the theme and subject very clearly, in elaborated statements, using a range of structures, analysis of personal opinions is also provided |

Task 2 : conversation/ role play )

**Les jeunes**

Students will choose a role play on 4 different situations given which involves the life of young people

* **1.Cherche l’emploi**: une personne cherche l’emploi, refuse toujours les suggestions faites par l’autre personne
* **2.une nouvelle version de la chanson**

 une personne a écouté une nouvelle chanson et a persuadé l'autre de l'écouter pour plusieurs raisons

* 3. **Un reportage**- vous etes un(e) journalist(e) francophone et vous faite un reportage avec un jeune sur les jeune vanuatais sur plusieurs aspects de la vie.
* 4**. Les stress dans la vie des jeunes**

Imaginez un dialogue entre des parents et un (e ) de leurs enfants

**Task 2 Learning Outcomes (10%):**

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| --- | --- | --- |
| SLO | **Specific Learning Outcomes:**Students are able to | **Skill Level** |
| Fre3.1.3.1 | Initiate and sustain different forms of communication  | 3 |
| Fre3.1.3.3 | Respond to conversation effectively | 3 |
| Fre.3.1.2.8 | Engage the audience (clear and loud voice, body language, appropriate gestures, eye contact, etc…) | 2 |
| Fre3.1.2.2 | Use language appropriate for the purpose of the oral task | 2 |

***Here are 4 different situations given with questions and statements given to respond and giving your points of view. You must prepare what to say in your part as what you’re given here is for the examiner. ( you have one week to prepare. Due week 13 Thursday )***

**Cherche l’emploi- une personne cherche l’emploi: refuse toujours les suggestions faites par l’autre personne**

Bonjour! Qu’est –ce que vous voulez?

* …….

Je suis désolée pour vous dire qu’il n’ya pas de l’emploi

* ……………..

Alors mais quelles sont vos qualifications ou experience que voue avez?

* ………….

Avec votre experience on a déjà une personne ici qui travaille avec nous.. Mais on a besoin un secretaire. Vous voulez etre une secretaire.?

* ……………

Alors attention il faut savoir que notre salaire est trés bas, si c’est bon pour vour.

* …….

**2. Une nouvelle version de la chanson**

Bonjour! Vous pouvez me donne un site que je peux visiter pour ecouter les nouvelles version des chansons?

Pourquoi m’avez dirigévers ce site? Ils tes chanteurs prefers?

* ……………….

Quelles chansons me recommenderiez vous d’ecouter ? Et pourquoi?

* ……………

Ces chansons vous jettent-elles de vos chaises pour danser peu importe où voue êtes ?

* …………..

Quelques fois vous dansez à ces chansons avec vos amis?

* ……………..

3**. un reportage**

A ton avis quelles sont les problemes commun avec les jeunes vanuatais?

* ……………

Pourquoi les jeunes s’engagent dans ces problemes

* ……………

Si voue êtes un des jeunes de la communité qui ne va pas à l’ecole, vous impliqueriez – vous dans les problemes sociaux? Pourquoi oui/non? Expliquez?

* ……………….

4**. Les stress dans la vie des jeunes**

 Vous êtes bien ma fille/ mon fils?

* ……………….

En ces jours j’ai compris que vous avez beaucoup à faire en restant toute la journée dans ta chambre mais j’ai aussi inquité si tu as travaillé ou pas travaillé

* ………………..

Il faut que je dois verifier ce que tu as fait chaque jour comme ça , vous me reasure que vous travaillez.

* ……

En plus je suis tres inquité que tu as perdre tes temps au fb, et jre peur que tu vas échouer tes examens.

* …………..

**Scoring Rubric/Assessment schedule for Task 2: Persuasive role-play**

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| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Learning Outcome and Code** | **Skill Level** | **Level 0** | **Level 1** | **Level 2** | **Level 3** | **Level 4** |
| 1 | Initiate and sustain different forms of communication Fre3.1.3.1 | 3 | No initiative taken, except for responding to prompts | Initiate conversation but reliant on major repetitions of prompts to keep it sustained | Initiate and sustain conversation with minor repetitions of prompts | Initiate and sustain conversation most of the time, revealing a good comprehension |  |
| 2 | Respond to conversation effectivelyFre3.1.3.3 | 3 | Incorrect responses; no responses; long pauses which require rephrasing and repetition | Use one line or word only as responses | Use sentences but ideas not linked | Use sentences to link ideas in responses |  |
| 3 | Engage the audience (clear and loud voice, body language, appropriate gestures, eye contact, etc…)Fre3.1.2.8 | 2 | It is hard to understand what is said because of the mumbling, little engagement with the class | Some mumbling and relying on notes, but more than barely understandable | Speaks loud and clear for all to hear, not reading most of the time, eye contact… |  |  |
| 4 | Use language to persuadeFre3.1.2.4 | 2 | No persuasion, just presentation of information | Language used to persuade is limited | Language used is effective in persuading the audience |  |  |

**Task 3: Audio-visual comprehension**

**. L’environment- video clip**

**2. Learning Outcomes: List the Specific Learning Outcomes (SLOs) to be assessed by the task**

**Task 3 Learning Outcomes (6%):**

|  |  |  |
| --- | --- | --- |
| SLO | **Specific Learning Outcomes:**Students are able to | **Skill Level** |
| Fre1.1.1.1 | Identify the type of document in the spoken text | 1 |
| Fre1.1.2.3 | Describe the features or details mentioned in the spoken text (character,setting, event etc…) | 2 |
| Fre1.1.3.2 | Justify a true/false statement relevant to a specific element | 3 |

**Scoring Rubric/Assessment Schedule for Task 3: Audio-visual comprehension**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Learning Outcome and Code** | **Skill Level** | **Level 0** | **Level 1** | **Level 2** | **Level 3** | **Level 4** |
| 1 | Identify the type of document in the spoken textFre1.1.1.1 | 1 | Incorrect or unspecified response | Able to identify the type of document correctly |  |  |  |
| 2 | Describe the features or details mentioned in the spoken text (character, setting, event etc…)Fre1.1.2.3 | 2 | Irrelevant details are given | Very limited details are described | Elaborate details are given |  |  |
| 3 | Justify a true/false statement relevant to a specific elementFre1.1.3.2 | 3 | Statement is incorrect together with justification | Statement is correct with no justification | Statement is correct but justification is vague (not specific), or statement is incorrect but justification is relevant | Statement is correct with relevant justification |  |