# Performance: Prepared speaking — Careers

This sample has been compiled by the QSA to help teachers plan and develop assessment instruments for individual school settings. It demonstrates the following criteria:

- Conveying meaning: Speaking

## Assessment instrument

### Comments

Students are required to demonstrate a range of spoken language features as they create texts and respond in French.

The task:

- has a specified audience and text type
- provides opportunities for students to express their own ideas and opinions on topics of relevance to them and to demonstrate spontaneous language.

### Task

Prepare and present a talk to a group of French-speaking students. Your topic is the possible study, work or career options you are considering for when you leave school.

You could mention:

- required study or training
- the type of work and conditions
- income and opportunities
- a gap year and/or travel
- why you are considering these options.

Your talk should be approximately three minutes long. You will be asked questions after your presentation.

You have one week to prepare for this assessment task.

### Syllabus references

- Section 3
- Section 5.3
- Section 8.3.3
- Section 8.4.2

---

Shading is used to link the requirements of the syllabus with the constructs of the assessment task.
## Instrument-specific criteria and standards

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The student work has the following characteristics:</td>
<td>The student work has the following characteristics:</td>
<td>The student work has the following characteristics:</td>
<td>The student work has the following characteristics:</td>
<td>The student work has the following characteristics:</td>
<td>The student work has the following characteristics:</td>
</tr>
<tr>
<td>• a wide range of vocabulary and grammar is used effectively, with few errors</td>
<td>• a range of vocabulary and grammar is used effectively, although with some errors</td>
<td>• a range of familiar vocabulary and grammar is used, although errors are evident</td>
<td>• some familiar vocabulary and grammar is used, although frequent errors are made</td>
<td>• responses may be single words or short, well-rehearsed phrases, using familiar vocabulary</td>
<td></td>
</tr>
<tr>
<td>• a range of cohesive devices is used to express connected thoughts and ideas</td>
<td>• selected cohesive devices are used to connect familiar thoughts and ideas</td>
<td>• basic cohesive devices are used to connect simple ideas</td>
<td>• some simple linking words are used, but the meaning as a whole is fragmented</td>
<td>• pronunciation hinders communication</td>
<td></td>
</tr>
<tr>
<td>• register is appropriate to the situation</td>
<td>• register is usually appropriate to the situation</td>
<td>• pronunciation may be affected by first language but is comprehensible by a background speaker</td>
<td>• pronunciation hinders communication</td>
<td>• pronunciation hinders communication</td>
<td></td>
</tr>
<tr>
<td>• pronunciation, intonation, rhythm and stress are acceptable to a background speaker</td>
<td>• ideas, information and meaning are communicated clearly and effectively, although some errors may occur in complex language</td>
<td>• ideas, information and meaning are usually communicated clearly, although errors may occur in complex language</td>
<td>• where a variety of structures is used, the essential meaning is clear, although there may be frequent errors</td>
<td>• there is sufficient accuracy to enable some details to be understood</td>
<td></td>
</tr>
<tr>
<td>• ideas, information and meaning are communicated clearly and effectively, although some errors may occur in complex language</td>
<td>• conversation is initiated and sustained</td>
<td>• conversation is generally sustained</td>
<td>• spoken communication relies on prompts and cues; responses are hesitant, repetitive and formulaic but relevant to the context</td>
<td>• some simple meanings are conveyed.</td>
<td></td>
</tr>
<tr>
<td>• conversation is initiated and sustained</td>
<td>• spoken communication demonstrates flexibility when using familiar language; responses are relevant to the context, although they may be hesitant</td>
<td>• spoken communication demonstrates flexibility when using familiar language; responses are relevant to the context, although they may be hesitant</td>
<td>• spoken communication relies heavily on prompts and cues; responses are hesitant, repetitive and rehearsed</td>
<td>• some nonverbal features are used.</td>
<td></td>
</tr>
<tr>
<td>• spoken communication demonstrates flexibility, coherence, spontaneity and relevance to the context</td>
<td>• some appropriate pause fillers and nonverbal features are used.</td>
<td>• some appropriate pause fillers and nonverbal features are used.</td>
<td>• some nonverbal features are used.</td>
<td>• some nonverbal features are used.</td>
<td></td>
</tr>
<tr>
<td>• appropriate pause fillers and nonverbal features are used where required.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>