



National Certificate of Educational Achievement
TAUMATA MĀTAURANGA Ā-MOTU KUA TAEA

2009

Internal Assessment Resource

Subject Reference: **Languages 1.2**

Internal assessment resource reference number:
Lang/1/2_FR6

Resource material to support internal assessment

Supports internal assessment for:

Achievement Standard: 90085 v3
Deliver a prepared talk in simple French on a familiar topic

Credits: 3

Date version published:

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**Ministry of Education
quality assurance status**

For use in internal assessment
from 2009

Links to other documents:

This generic resource material should be read in conjunction with:

- the **registered Achievement Standard Languages 1.2**
- the **guidelines for management of assessment** for internally assessed Languages Achievement Standards;

Teacher guidelines:

There are **three** types of resource material provided to support internal assessment of this Achievement Standard:

- a generic qualitative **assessment schedule** to assist assessors to make professional judgement decisions on grade awards;
- **suggested topics** for the talk;
- supporting material for the schedule **specific to each topic** and **specific to French**. These give illustrative responses to guide assessor decisions.

Audio tapes of student performance together with assessor commentary on grade awards provided to support the use of these materials

Section One: Generic assessment schedule

This schedule should be used in conjunction with the material provided in Section Two, which gives illustrative examples for specific topics and languages.

| Judgement leading to Achievement | Judgement leading to Achievement with Merit | Judgement leading to Achievement with Excellence |
|--|---|--|
| <ul style="list-style-type: none"> • A prepared talk is delivered in French about (add topic) under the set conditions. <p>The talk is about one minute speaking time</p> <ul style="list-style-type: none"> • The talk is audible and comprehensible. • Relevant information is given. • Simple language is used, up to and including level 6 of the curriculum, or equivalent. • Communication is achieved overall, despite errors in language. | <ul style="list-style-type: none"> • A prepared talk is delivered in French, about (add topic) under the set conditions. <p>The talk is about one minute speaking time</p> <ul style="list-style-type: none"> • The talk is audible and comprehensible. • Evidence of some development of relevant information. • A variety of simple language is used up to and including level 6 of the curriculum, or equivalent. • Any errors in language do not significantly hinder communication. | <ul style="list-style-type: none"> • A prepared talk is delivered in French about (add topic) under the set conditions. <p>The talk is about one minute speaking time</p> <ul style="list-style-type: none"> • The talk is audible and comprehensible. • Evidence of substantial development of relevant information. • A wide variety of simple language is used up to and including level 6 of the curriculum, or equivalent. • Any errors in language do not hinder communication. |

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Section two:

Suggested topics and specific language examples

1.2 A My school

Your task is to give a talk in French about your school. Your audience will be students your own age who speak French.

Your talk could include the following:

- Information about your school (e.g. size, number of students, timetable)
- The subject(s) you like and why
- Activities you can do outside class time
- What you wear to school
- How you get to school
- How you intend to use your French in the near future.
- What you like/dislike about your school

1.2 A: Assessment guidance for French

Achievement

A l'école, j'aime les maths et le français. Pour moi, la meilleur matière, c'est le français. J'espère voyager à Tahiti en décembre

Merit

A l'école, j'aime les maths et l'anglais. Mais pour moi la meilleure matière, c'est le français. J'espère voyager à Tahiti en décembre avec un groupe de mon école

Excellence

A l'école, j'aime les maths et l'anglais. Mais pour moi la meilleure matière c'est le français. Je le trouve plus facile que le japonais. Aussi, le français est pratique parce que j'espère voyager à Tahiti pendant les vacances de Noël.

1.2 B Holidays

Your teacher has asked you to prepare a talk to present to the French class about a holiday that you are hoping to take. This may be a real or imaginary holiday.

Your talk could include the following:

- Where you intend to go.
- What you hope to do or see.
- How you are going to travel
- Where you plan to stay.

1.2 B: Assessment guidance for French

Achievement

Nous allons passer nos vacances de juillet en Nouvelle Calédonie. J'espère aller au Phare Amédée.

Merit

Nous allons passer nos vacances de juillet en Nouvelle Calédonie
On a réservé des chambres à un hôtel à l'Anse Vata. J'espère aller au Phare Amédée.

Excellence

Ma famille et moi, nous allons passer nos vacances de juillet en Nouvelle Calédonie. J'espère aller au Phare Amédée et aussi je veux visiter le marché.
L'hôtel se trouve dans un endroit tranquille près de la plage

1.2 C Self-introduction

Imagine that you are applying for an exchange a French speaking country for one year. You are giving a talk about yourself to the selection committee.

Your talk could include the following:

- Personal details (e.g. name, age, where you live)
- School / subjects
- Your hobbies and / or interests
- Your reasons for wanting to go to the French speaking country.
- Your hopes / wishes for your time in the French speaking country.

1.2 C: Assessment guidance for French

Achievement

Je veux aller en France parce que j'adore le pays et j'aime le français.
J'espère visiter Paris.

Merit

Je voudrais aller en France pour parler français et pour visiter le pays.
J'espère surtout visiter Paris. Je veux passer un jour au Louvre.

Excellence

J'ai vraiment envie d'aller en France. Je voudrais parler français et visiter les beaux monuments de Paris, surtout le Louvre. La France est un très grand pays avec beaucoup de choses à voir.

1.2 D A typical day

A group of teenagers has arrived in New Zealand from overseas (a French speaking country). You have been asked to talk to them about a typical school day in the life of a New Zealand teenager. The tourists also want to know what you do in your own time.

Your talk could include the following:

- What you do before or at school
- Instructions about how to cope at school
- School routine (e.g. times /subjects /lunchtime...)
- Meals
- Your hopes/ plans for some activities after school or at the weekend.

1.2 D: Assessment guidance for French

Achievement

Il n'y a pas de cantine à notre collège.

N'oubliez pas de préparer un sandwich pour le déjeuner.

Merit

A midi et demi, c'est l'heure du déjeuner. Il n'y a pas de cantine à notre collège.

N'oubliez pas de préparer un sandwich pour le déjeuner avant de partir pour l'école.

Excellence

A midi et demi, c'est l'heure du déjeuner. D'habitude je mange un sandwich au jambon. Il n'y a pas de cantine à notre collège. Alors, n'oubliez pas de préparer un sandwich pour le déjeuner avant de partir pour l'école.

1.2 E An item of interest

Your teacher has entered you in a French speech competition. You have to bring along an item and talk about it. (for example - a souvenir, photo, autograph, toy).

Your talk could include the following:

- Give instructions about how to make something
- Describe a problem you had making it and a solution to the problem
- Mention your intentions for making something similar.

1.2 E: Assessment guidance for French

Achievement

Je vais décrire comment préparer un gâteau.

Merit

Je vais décrire comment préparer un gâteau.

Pour commencer, mettez les oeufs dans un grand bol.

Excellence

N'oubliez pas que presque tout le monde aime manger le dessert.

Je vais décrire comment préparer un gâteau au chocolat. C'est très facile.

Pour commencer, mettez les œufs dans un bol.