



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

2009

Internal Assessment Resource

Subject Reference: **Languages 1.3**

Internal assessment resource reference number:
Lang/1/3_FR7

Resource material to support internal assessment

Supports internal assessment for:

Achievement Standard: 90086 v3
Converse in simple French in a familiar context

Credits: 3

Date version published:

March 2009

**Ministry of Education
quality assurance status**

For use in internal assessment
from 2009

Teacher guidelines:

The following guidelines are supplied to enable teachers to carry out valid and consistent assessment using this internal assessment resource.

Context/setting

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 conversation;
- supporting material for the schedule **specific to each topic** and **specific to French**. These give illustrative samples of conversation to guide assessor decisions.

Links to other documents:

This resource material should be read in conjunction with:

- the **registered achievement standard, AS90086**;
- **Assessment Guidelines for NCEA Learning Languages** for internally assessed Languages achievement standards; and
- the suggested communication functions, language structures, vocabulary and socio-cultural aspects in accordance with the strands and achievement objectives up to and including Level 6, or equivalent, of French in the New Zealand Curriculum and support 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"> • The student participates in conversation in French about (add topic) under agreed conditions. • The student's total contribution to conversation is about one minute. • The student's contributions to conversation are audible and comprehensible. • Relevant information is covered. • Simple language is used, up to and including level 6 of the curriculum, or equivalent. • Communication is achieved overall, despite errors. 	<ul style="list-style-type: none"> • The student participates in conversation in French about (add topic) under agreed conditions. • The student's total contribution to conversation is about one minute. • The student's contributions to conversation are audible and comprehensible. • Relevant information is covered. • There is some development of the information. • A variety of simple language is used, up to and including level 6 of the curriculum, or equivalent • Any errors do not significantly hinder communication. 	<ul style="list-style-type: none"> • The student participates in conversation in French about (add topic) under agreed conditions. • The student's total contribution to conversation is about one minute. • The student's contributions to conversation are audible and comprehensible. • Relevant information is covered. • There is substantial development of the information. • A wide variety of simple language is used, up to and including level 6 of the curriculum, or equivalent • Any errors do not hinder communication.

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Section two:

Suggested topics and specific language examples

1.3 A Planning an event

You are making arrangements for an event (e.g. a party). You want to invite a visiting student from France. Another person (e.g. t teacher/fellow student) will play the role of the visiting student. You need to invite the student to the event and in your conversation you could include the following:

- where the event is being held and how to get there;
- the date and the time of the event;
- the reason for the event;
- what to take;
- what activities there will be;
- what to wear.

1.3 A: Assessment guidance for French

Achieved

Nous allons manger à huit heures. Après, nous allons chanter et danser et nous pouvons aussi regarder des DVDs. Tu as vu School of Rock, toi?

Merit

A huit heures nous allons manger quelque chose, une pizza peut-être, et après, si on veut, on peut danser. Nous voulons aussi regarder des DVDs. Tu as vu quelque chose de bien récemment ? Moi, je suis allé voir School of Rock la semaine dernière, et c'était génial.

Excellence

Vers huit heures on va prendre quelque chose à manger, des pizzas, des frites.... Il va y avoir de la musique pour danser. Après, on espère regarder des DVDs, peut-être School of Rock. Je l'ai déjà vu et c'était génial. Claire veut regarder un film d'horreur, mais moi, je trouve que les comédies, c'est mieux.

1.3 B Helping a tourist

You are in town and are approached by a tourist from France. S/he is holding a map. Another person (e.g. teacher/ fellow student) will play the role of the tourist.

You may be asked about the following:

- how to get to a particular site;
- how long it takes to get there and how far away it is;
- when it opens and how much it costs;
- other places to visit;
- what activities there are to do in the town or region.

Resource: a suitable map with which students are already familiar

1.3 B: Assessment guidance for French

Achieved

Vous voulez visiter le zoo? Les animaux sont très intéressants.

Merit

Vous voulez visiter le zoo? Les animaux sont très intéressants, mais n'oubliez pas de regarder les grands oiseaux aussi.

Excellence

Vous voulez visiter le zoo? Les animaux sont intéressants bien sûr, mais n'oubliez pas de regarder les grands oiseaux aussi. Je les trouve très beaux.

1.3 C Free time activities

You are having a conversation with a French exchange student about how you spend your free time

You could converse about the following:

- when and where these activities take place;
- who you spend your free time with;
- what other people do (e.g. family, friends...);
- what you hope to do next weekend;
- a problem you once had with your free time.

1.3 C: Assessment guidance for French

Achieved

Le week-end, j'aime bien voir mes amis. On s'envoie des textos ou on parle au téléphone. Ce weekend j'ai envie d'aller voir un film.

Merit

Le week-end, j'aime bien passer du temps avec mes copains. Si on ne peut pas se retrouver, on s'envoie des textos ou on parle au téléphone. Ce weekend j'ai envie d'aller voir un film en ville.

Excellence

Le week-end, j'aime bien passer du temps avec mes copains. Si on ne peut pas se retrouver, on s'envoie des textos ou on parle au téléphone. Ce weekend j'ai envie d'aller voir un film en ville. Est-ce que tu veux venir au cinéma avec nous ?

1.3 D Shopping

You are on a school trip to a French speaking country. You realise that you have forgotten a particular item of clothing (e.g. a warm jacket). You go into a shop / to a market to buy one. Another person (e.g. teacher/fellow student) will play the role of the shop assistant / stall holder.

As the customer, you may need to:

- tell the shop assistant / stall holder what you want to buy and what it is for;
- ask to see or try on a particular item;
- give reasons why you like it or don't like it;
- ask to try on another item;
- say which you prefer;
- ask for and comment on the price;
- buy the item.

N.B. The shop assistant / stall holder needs to have two or three items of different sizes and colours

1.3 D: Assessment guidance for French

Achievement

Je voudrais acheter un pull-over. Ce week-end je vais à la montagne pour faire du ski. Tous mes pulls sont trop petits.

Merit

Tous mes pulls sont trop petits.

Je voudrais acheter un pull-over en laine, pas trop cher. Ce week-end je vais à la montagne pour faire du ski. C'est ma première fois, et j'attends ça avec impatience.

Excellence

J'ai besoin d'un nouveau pull-over chaud qui n'est pas trop cher. J'espère aller à la montagne ce week-end pour faire du ski. On m'a dit que la laine est la meilleure chose à mettre quand on fait du ski Ça va être ma première fois, et je suis impatient d'y aller.