



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

2009

Internal Assessment Resource

Subject Reference: **French 2.3**

Internal assessment resource reference number:
French/2/3_B1

French resource material

Supports internal assessment for:

Achievement Standard: 90397 v2 (French)
Converse in French in a less familiar context

Credits: 3

Date version published:

July 2009

**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 appropriate **registered achievement standard** (including the explanatory notes);
- the **guidelines for management of assessment** for internally assessed Languages achievement standards;
- the appropriate **vocabulary** and **language structure appendix** published for French.

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;
- guidance including vocabulary and sentence structure **specific to each topic** and **specific to French** . A generic 'Student instructions' page is also given. Teachers should insert final details of the instructions and make the task specific to French, eg add specific information or socio-cultural aspects where appropriate. It is then only necessary to present to the student the Student instructions, the generic assessment schedule, the topic page and the specific examples for the language for that topic.

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<“**Exchange Student**”>

Student Instructions Sheet

This activity requires you to have a conversation with your teacher. Your contribution should be about two minutes. Remember quality is more important than quantity.

Speaking order will be decided on the day and determined by

Your conversation will be with your teacher and recorded for assessment reference purposes.

This is a conversation and not an interview. To achieve the standard you must show you are able to interact – this means playing a part in maintaining and sustaining the conversation by asking questions, seeking clarification, etc. If you simply answer questions you will not fulfil the ‘convey and seek’ criteria of the standard.

You may not use cue cards.

All work must be your own. If there is doubt the schools authenticity policy will be used.

Check the assessment schedule and examples of performance so that you know what you must do to achieve at each level.

Section One: 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 conversation is held with a teacher/assessor in French about (<i>insert topic</i>) under the set conditions. • The student contribution to the conversation is about two minutes. • The conversation is audible and comprehensible. • Relevant information and/or ideas are conveyed and sought. • Appropriate language is used up to and including level 7 of the curriculum, or equivalent. • Communication is achieved overall, despite errors in language. | <ul style="list-style-type: none"> • A conversation is held with a teacher/assessor in French about (<i>insert topic</i>) under the set conditions. • The student contribution to the conversation is about two minutes. • The conversation is audible and comprehensible. • Relevant information and/or ideas are conveyed and sought. • There is some development of the information and/or ideas. • A variety of appropriate language is used up to and including level 7 of the curriculum, or equivalent. • Any errors in language do not significantly hinder communication. | <ul style="list-style-type: none"> • A conversation is held with a teacher/assessor in French about (<i>insert topic</i>) under the set conditions. • The student contribution to the conversation is about two minutes. • The conversation is audible and comprehensible. • Relevant information and/or ideas are conveyed and sought. • There is substantial development of the information and/or ideas. • A wide variety of appropriate language is used up to and including level 7 of the curriculum, or equivalent. • Interaction is confident and fluent, and any errors in language do not hinder communication. |

Section Two: Suggested topics and specific language examples

Topic 1 Alternative A: Immigrant

You are to imagine that you are an immigrant who has been living in France for a year. The Dean or student advisor at your school is interested in your progress and asks to see you. Your teacher will play the role of this person.

You may converse about the following:

- Why you came to France?
- Your first impressions
- The sort of problems you had at the beginning, e.g. attitudes towards you, school, housing, new customs, etc.
- What life is like for you now?
- What you plan to do in the future?

When talking to a student advisor you should take the opportunity to get some advice e.g. what subjects you could try next semester, if there are any possibilities for part time work, etc.

This task allows you to communicate on the following achievement objectives:

7.1 Communicate about future plans

7.3 Express and respond to approval and disapproval, agreement and disagreement

7.4 Give and respond to information and opinions, giving reasons

Alternative B: Exchange student

Imagine you are half way through an exchange year in France. By chance in the train you meet up with another exchange student from Tahiti that you met at exchange orientation. The only language you have in common is French. You are keen to have a chat about how the year is going. Your teacher will play the role of the Tahitian exchange student who is talking to you about your experiences.

You may like to converse about some of the following:

- First impressions?
- What you both like most about living in your host country?
- What major differences you have noticed between life here and in New Zealand?
- What differences there are between life here and in Tahiti?
- What you both think you have gained from your time in France?
- A memorable event or activity that you took part in.
- Places the Tahitian student has been to, or things they have done, that they recommend.

This task allows you to communicate on the following achievement objectives:

7.3 Express and respond to approval and disapproval, agreement and disagreement.

7.4 Give and respond to information and opinions, giving reasons.

7.5 Read about and recount actual or imagined events in the past.

You have been given periods in class to prepare for your assessment.

Conversation order will be decided on the day and determined by

Your conversation will be recorded for assessment purposes.

You have been given a copy of the assessment schedule and examples of performance so that you know what you must do to achieve at each level.

Topic 1 : Specific language examples:

| Language | Achievement | Merit | Excellence |
|-----------------|-----------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| French | Je resterai en France et je veux réussir mon bac dans deux ans. | Je resterai en France et je veux absolument réussir mon bac dans deux ans. Après ça je rentrerai chez moi et j'irai à l'université. | J'ai l'intention de rester en France et je veux absolument réussir mon bac dans deux ans. Ce qui m'inquiète, c'est que mon professeur a dit que je suis nul(le) en français. Après ça j'irai probablement à l'université en Nouvelle-Zélande. |
| | AO 7.1 – Communicate about future plans. | | |

Topic 2 Travel agent negotiation/discussion

In this negotiation or discussion you will act as yourself. Your teacher will play the role of the travel agent.

You will visit your travel agent to discuss an itinerary to a French speaking country (or countries).

Information you may need to discuss:

- duration of the stay and overall cost
- cost, availability and type of accommodation e.g. within budget
- places of interest – when to go, what to do (e.g. agent's recommendations, agree or disagree)
- reasons for travel at any specific time, e.g. entertainment, recreation
- advice on what to take, necessary paperwork, etc.

This task allows you to communicate on the following achievement objectives:

- 7.1 *Communicate about future plans.*
- 7.2 *Give and respond to advice, warnings and suggestions.*
- 7.3 *Express and respond to approval and disapproval, agreement and disagreement.*
- 7.4 *Give and respond to information and opinions, giving reasons.*

**You have been given periods in class to prepare for your assessment.
Conversation order will be decided on the day and determined by
Your conversation will be recorded for assessment reference purposes.
You have been given a copy of the assessment schedule and examples of
performance so that you know what you must do to achieve at each level.**

Topic 2 : Specific language examples:

| Language | Achievement | Merit | Excellence |
|-----------------|----------------------------------------------------------|--------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| French | J'irai à Paris demain. Quelles sont les possibilités? | J'aimerais passer huit jours à Paris. Quelles sont les possibilités pour y aller? | J'ai décidé de faire un petit séjour à Paris. On m'a dit qu'il faut y passer au moins une semaine. Alors, vous pensez qu'une semaine, ça suffira? |
| | AO 7.1 Communicate about future plans. | | |

Topic 3: A conversation about friendship

Imagine you are having a conversation with a French exchange student at your school about friendship. Your teacher will play the role of the exchange student.

You may like to ask:

- about the friend(s) (s)he has made in NZ
- how (s)he met her/him/them
- what (s)he is like?/What they are like? e.g. appearances, character etc
- if (s)he will maintain contact with her/his friends in the future
- what (s)he thinks are the qualities of a good friend.

You may like to talk about:

- how you meet your friends
- what your friends are like e.g. character
- what activities/interests you have in common
- what are the qualities of a good friend – why?
- what happened on one occasion
- what you and your friends have done and will do to maintain your friendship in the future.

This task allows you to communicate on the following achievement objectives:

- 7.1 *Communicate about future plans.*
- 7.3 *Express and respond to approval and disapproval, agreement and disagreement.*
- 7.4 *Give and respond to information and opinions, giving reasons.*

**You have been given periods in class to prepare for your assessment.
Conversation order will be decided on the day and determined by
Your conversation will be recorded for assessment reference purposes.
You have been given a copy of the assessment schedule and examples of
performance so that you know what you must do to achieve at each level.**

Topic 3 : Specific language examples:

| Language | Achievement | Merit | Excellence |
|-----------------|-------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| French | Pour toi c'est quoi un vrai ami ? Pour moi c'est quelqu'un qui sera toujours là pour moi. | Pour toi c'est quoi un vrai ami ? Pour moi c'est quelqu'un qui sera toujours là pour moi et qui est content de m'écouter quand j'ai des problèmes. | Pour toi c'est quoi un vrai ami ? Pour moi c'est quelqu'un qui sera toujours là pour moi et qui est content de m'écouter quand j'ai des problèmes. Qu'est-ce que tu en penses ? Tu es d'accord avec moi ? |
| | AO 7.4 Give and respond to information and opinions, giving reasons. | | |

Topic 4 'Club Med'

You have seen the following advertisement in the newspaper for a 'GO'. You know the French assistant has already done this and approach them to have a conversation about the job so that you can find out more. Your teacher will play the role of the French assistant with 'GO' experience.

You could converse about the following:

- The skills and experience necessary for the job
- Information about the various Club Med sites and talking about your preferences
- Your reasons for wanting the job
- Working hours, pay, accommodation, transfer expenses, uniform and medical insurance, etc.

This task allows you to communicate on the following achievement objectives:

7.2 Communicate about future plans

7.4 Give and respond to information and opinions, giving reasons

**You have been given periods in class to prepare for your assessment.
Conversation order will be decided on the day and determined by
Your conversation will be recorded for assessment reference purposes.
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Adventurous active young people wanted

Can you sing, dance, act, ski, sail, look after kids?

Do you mix well with everyone?

You could be a GO (activity organiser) in one of the many Club Meds all over the world.

Send your CV and a recent photo to Club Med.

Locally based interviews will be arranged in all major towns in NZ

Topic 4 : Specific language examples:

| Language | Achievement | Merit | Excellence |
|-----------------|--------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| French | Je voudrais être GO parce que je parle anglais et français. Est-ce qu'il y a des clubs meds dans des pays francophones ? | Je m'intéresse au poste de GO dans un Club Med parce que je parle bien français et l'anglais est ma langue maternelle. Est-ce qu'il y a des clubs meds dans des pays francophones ? | Je m'intéresse beaucoup au poste de GO dans un Club Med parce que je parle bien français et l'anglais est ma langue maternelle. En plus je m'entends très bien avec tout le monde. Mais est-ce qu'il y a des clubs meds dans des pays francophones ? |
| | AO 7.4 Give and respond to information and opinions, giving reasons. | | |