



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

2009

Internal Assessment Resource

Subject Reference: **Languages 3.3**

Internal assessment resource reference number:
Lang/3/3_B1

Task A: Talking about a movie

Task B: Cell phone etiquette

Task C: International student exchanges

Supports internal assessment for

Achievement Standard: 90560 v2 (French)

Converse in French using complex language in less familiar contexts

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 and used in conjunction with:

- the **current registered version** (version 2) of the languages **achievement standard 3.3**, French
- the **explanatory notes** for the achievement standard 3.3 version 2;
- the **Assessment Guidelines for NCEA Learning Languages – version 4** in the NCEA Support Materials section of the Te Kete Ipurangi (TKI) site (www.tki.org.nz/e/community/ncea/support.php);
- the NCEA **Level 3 appendices** for French in the NCEA Support Materials section of the Te Kete Ipurangi (TKI) site, 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 8 of the French curriculum documents and support materials.

Teachers should also refer to the national moderator's reports from previous years for guidance when preparing assessment material for internally assessed achievement standards. Go to the NZQA website (www.nzqa.govt.nz)> NCEA> standards and assessment> Search Standards and Assessment e.g. French; Achievement Standards; Level 1. To access the national moderator's reports from previous years, click on **view all documents** for any one of the three internally assessed standards at each level.

Notes for teachers

It is appropriate for teachers to make adjustments to meet specific language requirements, and to adapt this resource material to best suit their situation. Assessment material needs to be at the national standard, and fair and valid for all students.

This resource material consists of four components:

- suggested **instructions for students** that state the level of performance required to achieve the standard at all levels;
- suggested **tasks** for a conversation;
- a generic **assessment schedule** for assessors to use when making professional judgement decisions about levels of performance;
- annotated supporting material **specific to the selected language** with examples of possible learner responses. (Note: these will be published in a separate file on TKI).

For this material to be valid, teachers need to insert details as appropriate e.g. specific language, the achievement standard, as indicated by < > and the statements in italics.

Section One: French assessment schedule: AS90560 version 2

This assessment schedule should be used in conjunction with the material provided in Section Two, and given to students along with the task.

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 nominated person in French about (the set topic) under the set conditions. • The student contribution to the conversation is about two minutes. • The student contribution to the conversation is audible and comprehensible. • Relevant information, ideas and/or opinions are exchanged and supported. • Complex language up to and including Level 8 of the curriculum, or equivalent, is used. • Communication is achieved overall, despite errors in language. 	<ul style="list-style-type: none"> • A conversation is held with a nominated person in French about (the set topic) under the set conditions. • The student contribution to the conversation is about two minutes. • The student contribution to the conversation is audible and comprehensible. • Relevant information, ideas and/or opinions are exchanged and supported with some development. • A variety of complex language up to and including Level 8 of the curriculum, or equivalent, is used. • Any errors in language do not significantly hinder communication. 	<ul style="list-style-type: none"> • A conversation is held with a nominated person in French about (the set topic) under the set conditions. • The student contribution to the conversation is about two minutes. • The student contribution to the conversation is audible and comprehensible, and fluent. • Relevant information, ideas and/or opinions are exchanged and supported with substantial development. • A wide variety of complex language up to and including Level 8 of the curriculum, or equivalent, is used. • Any errors in language do not hinder communication.

Examples of Learner Responses

Note: these are for reference only and **should not be reproduced word for word** as part of your contribution to the conversation.

<p>Il faut que le gouvernement prenne des mesures pour empêcher les gens de circuler en ville. Est-ce qu'il y a des transports en commun dans ta ville en France ?</p>	<p>En prenant la voiture tous les jours on contribue à la pollution de l'air. Il faut que le gouvernement prenne des mesures pour empêcher les gens de circuler en ville. Est-ce qu'il y a des transports en commun dans ta ville en France ? Et est-ce que ça réduit la pollution ?</p>	<p>En prenant la voiture tous les jours on contribue à la pollution de l'air. Pour résoudre le problème de la pollution et des embouteillages en ville nous devrions tous prendre les transports en commun au lieu de circuler en voiture. Il faut que le gouvernement prenne des mesures pour empêcher les gens de circuler en ville. Est-ce qu'il y a des transports en commun dans ta ville en France ? Et est-ce que ça réduit la pollution ?</p>
<p>AO8.2 Develop an argument or point of view with reasons.</p>		

Assessment material checklist for teachers

- **The task** is appropriate for the curriculum level and in keeping with the standard. (Refer to explanatory note 6 for this standard). The task relates to the teaching and learning, is suitably open ended, allowing for interaction, and **leads students to provide evidence of performance against the achievement objectives in Level 8 of the curriculum.** (Refer to the section with the heading 'Conversation' on page 6 of the 'Assessment Guidelines for NCEA Learning Languages – version 4'.)
- The standard to be assessed is identified on the assessment material: i.e. the assessment activity and assessment schedule.
- The achievement standard number, version, and title are consistent with the current registered version (version 2) of the standard for the selected language.
- There are instructions for students that clearly state what is required to achieve the standard for all levels of performance.
- There are appropriate statements outlining the conditions for students in keeping with the 'Assessment Guidelines for NCEA Learning Languages – version 4'. These conditions have been negotiated with the students and are transparent.
- The statements in the assessment schedule clearly describe the performance levels (quality and quantity) that meet the requirements of the standard (judgement statements), and are consistent with the wording in the current registered version of the standard.
- Examples of learner responses are given and included as part of the assessment schedule.
- Note: An assessment schedule sets out what is required in order to achieve the standard (with Merit/Excellence) whereas a marking schedule provides feedback to students on their performance, i.e. an Assessment Schedule is what is given to the students in advance, while a Marking Schedule is what is given back to the students to show how a judgement has been reached. (*A marking schedule is not included with this internal assessment resource material. However, the assessment schedule provided could be used as the basis for a marking schedule.*)

2009

Internal Assessment Resource

Subject Reference: **French 3.3**

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

Task: <Teacher to insert the task topic, e.g. Cell phone etiquette>

Supports internal assessment for:

Achievement Standard: 90560 v2 (French)

Converse in French using complex language in less familiar contexts

Credits: 3

Student Instructions Sheet

For this achievement standard, you must exchange and support relevant information, ideas and/or opinions in a conversation in French, using complex language, in less familiar contexts.

Task < Teacher to insert the task scenario appropriate to the language>

Instructions

To achieve the standard you must:

- converse with your teacher. Your contribution to the conversation should be about two minutes. Note: quality is more important than duration;
- converse clearly;
- exchange and support relevant information, ideas and/or opinions;
- use complex language: i.e. achievement objectives, language structures, vocabulary and socio-cultural aspects, up to and including Level 8 of the curriculum, or equivalent; and
- achieve communication overall, despite errors in language.

To achieve the standard with **Merit** you must:

- converse with your teacher. Your contribution to the conversation should be about two minutes. Note: quality is more important than duration;
- converse clearly;
- exchange and support relevant information, ideas and/or opinions, with **some development**. Development in a conversation often involves interaction: e.g. making reference to things already said, clarifying and negotiating meaning;
- use a **variety** of complex language: i.e. achievement objectives, language structures, vocabulary and socio-cultural aspects, up to and including Level 8 of the curriculum, or equivalent; and
- use language where errors do not significantly hinder communication.

To achieve the standard with **Excellence** you must:

- converse with your teacher. Your contribution to the conversation should be about two minutes. Note: quality is more important than duration;
- converse clearly and **fluently**;
- exchange and support relevant information, ideas and/or opinions, with **substantial development**. Development in a conversation often involves interaction: e.g. making reference to things already said, clarifying and negotiating meaning while assuming a significant role in the conversation;
- use a **wide variety** of complex language: i.e achievement objectives, language structures, vocabulary and socio-cultural aspects, up to and including Level 8 of the curriculum, or equivalent; and
- use language where errors do not hinder communication.

Refer to the assessment schedule and examples of learner performance so you know what is required to achieve at each level.

The relevant achievement objectives for this level are:

- 8.1 *Communicate about certainty and uncertainty, possibility and probability*
- 8.2 *Develop an argument or point of view, with reasons*
- 8.3 *Recount a series of events to inform, persuade or entertain*
- 8.4 *Communicate the same information in different ways in different contexts*
- 8.5 *Respond to selected and adapted texts (for example, from literature, film, newspapers, magazines, television, video, radio...) from French speaking countries.*

Conditions

The conversation will be recorded for assessment reference, confirmation of judgements and verification purposes. Your teacher will keep the recording until quality assurance processes have been completed.

The conversation will be between you and your teacher. Your teacher/the assessor will take on the role of the<Insert reference to other speaker as appropriate>.

Cue cards may not be used. (*Note for teachers: use of cue cards in a conversation is not appropriate unless the cards are an integral part of the task. e.g. conversation with a travel agent with proposed dates on a brochure/calendar*).

Visual aids (e.g. OHT, props, souvenirs, pictures) may be used. Any language content of visual aids may be referred to, but may not be read aloud. <Teacher to modify this statement as appropriate.>

Your work must be your own. Refer to the school policy regarding authenticity.

<Teacher to modify the conditions so they are in keeping with the 'Assessment Guidelines for NCEA Learning Languages – version 4', school policy, and appropriate to his/her situation.>

Section Two: Suggested task scenarios

Task A: Talking about a Movie

As you come out the movie theatre from seeing a French film you run into the new French exchange student and you decide to go to have something to eat together. You want to talk about the movie you have seen

In your conversation, you could discuss:

- the film you have just seen e.g. whether or not he/she has seen it, what it was about, your point of view on a theme in the movie;
- other good French movies to see;
- how the exchange student is getting on in New Zealand and any problems she/he is having.

Task B: Cell Phone Etiquette

You are showing a Sengalese exchange student around the school and explaining what goes on in your school. During the conversation you talk about cell phones.

In your conversation, you could discuss:

- cell phone usage in your school and amongst young New Zealanders;
- rules regarding cell phones at school and in your community and your point of view on these rules;
- consequences if you break rules relating to cell phone use; and
- positive and negative aspects of having cell phones at school.

Task C: International Student Exchanges

Whilst on an exchange in France you are talking to a student who is thinking about doing an exchange to New Zealand. She/he wants to talk to you about it.

In your conversation you could discuss:

- the things the French student likes doing in their spare time so that you can suggest possible activities that will suit his/her interests;
- your point of view about why New Zealand is a great place to visit and learn English;
- the probability of what schools will offer in New Zealand;
- what the student knows already about New Zealand so that you can alter any misconceptions he/she may have.