Internal Assessment Resource

Languages Level 2

This resource supports assessment against Achievement Standard 91122 version 2

Standard title: Write a variety of text types in French to convey information, ideas, and opinions in genuine contexts

**Credits:** 5

Resource title: Submissions for School Journal

**Resource reference:** Languages 2.5B v4 French

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| This resource:* Clarifies the requirements of the standard
* Supports good assessment practice
* Should be subjected to the school’s usual assessment quality assurance process
* Should be modified to make the context relevant to students in their school environment and ensure that submitted evidence is authentic
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| Date version published by Ministry of Education | January 2016 Version 4To support internal assessment from 2016 |
| Quality assurance status | These materials have been quality assured by NZQA.NZQA Approved number AA-01-2016-91122-04-5757 |
| Authenticity of evidence | Teachers must manage authenticity for any assessment from a public source, because students may have access to the assessment schedule or student exemplar material.Using this assessment resource without modification may mean that students’ work is not authentic. The teacher may need to change figures, measurements or data sources or set a different context or topic to be investigated or a different text to read or perform. |

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Teacher guidelines

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

Teachers need to be very familiar with the outcome being assessed by the achievement standard. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing students against it.

Context/setting

This activity requires students to write a variety of texts and submit a minimum of two of their best pieces for publication in a French school journal.

While a French school journal is suggested as the context, it could equally well be a newspaper, magazine, web page, or writing competition. Similarly, the text types can be changed. Finalise the details to fit with your teaching and learning programme.

Conditions

As part of regular teaching and learning, students write a variety of texts, both “free” (spontaneous) and “controlled” (prepared). Students need sufficient opportunity to write a range of texts for a range of purposes, from which they can make a selection for final submission.

Although stages of writing include brainstorming, outlining, drafting, revising, and proof reading, only the final text is required as evidence (though students could be asked to keep earlier drafts in case authenticity needs to be established).

Texts may be presented in electronic form or hand written.

A system needs to be devised for collating this evidence. This could be negotiated with students, for example, manila folders, document wallets, clear files, or digital storage.

After negotiation with you, students select a minimum of two texts from their collection of written texts and submit these for assessment. This selection must demonstrate language use across a range of contexts and for a range of purposes.

The total number of words over the texts should be approximately 400 words.

You will consider all pieces submitted before making a holistic judgement. Each piece will not be assessed separately, but considered inasmuch as it contributes to the whole portfolio. Overall judgement will be made from the total evidence collected, showing that the student is working at a level “consciously and reasonably consistently” rather than “accidentally and occasionally”.

Students need to be made aware of the success criteria and of the level and complexity of language required at Level 7 of the NZ Curriculum. Feedback and feed-forward is also part of normal classroom practice and gives a clear indication to students of the level at which they are working.

At all times quality is more important than quantity.

Resource requirements

A range of resources to support drafting and reworking could include search engines, word lists, spelling and grammar checkers, pamphlets, dictionaries, textbooks, grammar notes, or people (friends, family, or native speakers).

Additional information

For further information, see “Authenticity” <http://www.nzqa.govt.nz/providers-partners/assessment-and-moderation/assessment-of-standards/generic-resources/authenticity/>

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Student instructions

Introduction

This assessment activity requires you to write a minimum of two texts for inclusion in a “school journal” that your class is producing to send to your sister school in a French speaking country.

The length of the texts may vary. The total length (across the texts) should be approximately 400 words, however, quality is more important than quantity. Make sure that your texts collectively demonstrate the quality of writing of which you are capable.

The work you submit must be your own. You may not copy or otherwise reuse language that has been created by someone else, nor may you ask someone else to do any writing for you.

Unmodified extracts from any external source may not be included without acknowledgement of sources and will not be considered for the final achievement judgement. You may not use the language samples from the assessment schedule in your own work without substantial modification.

The writing will take place throughout the year, during or at the conclusion of a relevant programme of work.

Teacher note: Insert date for final submission here.

Task

In consultation with your teacher, choose a text type from a minimum of two of the seven categories in Resource A.

Use your language and cultural knowledge to create texts that are appropriate for the school journal project. In your texts, you will communicate information and express and justify ideas and opinions.

Draft and rework your writing over time. You may use resources such as search engines, word lists, spelling and grammar checkers, pamphlets, dictionaries, textbooks, and grammar notes to help you. But you may not ask someone else to proofread or correct your writing.

See Resource B for information on quality writing.

Select and submit the final version of a minimum of two texts for assessment. Texts may be submitted in electronic form or handwritten.

Keep all drafts of your work. You may be asked to verify the authenticity of your work by doing further writing in class time.

Resource A: Possible text scenarios

Category 1

My favourite:

* person e.g. singer, actor, sportsperson, family member
* place
* thing
* memory
* holiday destination.

Category 2

Reviews:

* film/book/show
* restaurant
* TV programme
* video game
* a new technology e.g. iPhone.

Category 3

How to:

* make a food item
* play a game/sport
* wear an item of national significance.

Category 4

Share an opinion on an issue:

* social e.g. driving age, alcohol, body art
* environmental e.g. pollution, endangered animals
* school e.g. rules, uniform, bullying.

***Category 5***

Get creative:

* retell a myth or legend
* write a story based on a picture or a series of pictures
* create a cartoon
* write a poem or a song.

***Category 6***

Real life accounts of:

* being a secondary student
* having a part-time job
* going on a language exchange
* being a member of a sports team.

***Category 7***

Consumer corner:

* compare and contrast products, give advice on the best buy e.g. MP3 v iPod
* products/shops/companies to avoid or to use, i.e. recount experiences, give opinion.

Resource B: Quality writing

Quality writing:

* effectively communicates information and expresses and justifies ideas and opinions that are relevant in the context
* uses language and cultural knowledge appropriate for the task and the intended audience
* uses language appropriate to the text type
* uses appropriate formats and styles
* develops and connects the opinions, information, and ideas to produce an integrated whole
* gives examples and makes comparisons to illustrate points
* gives convincing reasons and explanations
* clearly sequences information and ideas
* uses connecting words
* uses language expected at Level 7 of the NZ Curriculum (your teacher will provide examples of language at this level).

Quality writing may also show knowledge of cultural aspects of France in order to make comparisons where appropriate.

Communication will not be hindered by inconsistencies in, for example, format, spelling, lexical choice, level of formality, language conventions, language features.

Assessment schedule: Languages 91122 French – Submissions for School Journal

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| French is used to communicate and justify opinion(s) and/or information, and/or ideas in at least two different text types with genuine purposes. The texts fulfil the communicative intents of the tasks and are characterised by the selection of language and language features fit for the task and audience. Cultural conventions are used where appropriate.Communication is achieved overall, although there may be inconsistencies in choice and use of language features. The overall selection of text types is approximately 400 words.ExampleAchète un iPad!Tu peux répondre à tes mèls et surfer le net facilement. C’est pratique, mais c’est plus cher qu’un netbook. Tu pourras même envoyer des mèls dans le bus !*The examples above are indicative samples only.* | Convincing French is used to develop and justify opinion(s) and/or information, and/or ideas in at least two different text types with genuine purposes. Opinions, information, and ideas are generally expressed in a credible and connected way. A range of language and languages features are used that fit the specific purpose and audience for each text type, using cultural conventions where appropriate. Communication is not significantly hindered by inconsistencies in choice and use of language and language features. The overall selection of text types is approximately 400 words.ExampleSi tu aimes la technologie, tu vas sûrement vouloir acheter le nouveau iPad. C’est pratique pour communiquer, travailler et s’amuser. Tu pourras envoyer et répondre à des mèls et surfer le net – mais après tout, on peut faire ça avec tous les ordinateurs. Alors pourquoi le iPad ? Parce que ça peut être aussi un livre électronique et une console de jeu.*The examples above are indicative samples only.* | Effective French is used to develop and justify opinion(s) and/or information, and/or ideas in at least two different text types with genuine purposes. Opinions, information, and ideas are expressed in a controlled and integrated way. A range of language and language features are capably selected and successfully used to fit the specific purpose and audience for each text type, using cultural conventions where appropriate. Communication is not hindered by inconsistencies in choice and use of language and language features. The overall selection of text types is approximately 400 words.ExampleL’arrivée d’un nouveau gadget comme le iPad, est un événement longtemps attendu. Mais avant de prendre une décision et de dépenser tout ton argent, il vaudra mieux peut-être te demander si tu en as vraiment besoin. Un autre écran ajoutera-t-il quelque chose à ta vie ou est-ce que ce sera tout simplement une nouvelle façon de gaspiller ton temps? Pour moi, le temps est précieux et je préfère le passer avec les êtres humains.*The examples above are indicative samples only.* |

Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.