

NZQA Approved

Internal Assessment Resource

Languages Level 1

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| This resource supports assessment against:Achievement Standard 90879 version 2Give a spoken presentation in French that communicates a personal response |
| Resource title: Virtual exchange! |
| 4 credits |
| 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 | February 2017 Version 4To support internal assessment from 2017 |
| Quality assurance status | These materials have been quality assured by NZQA. NZQA Approved number: A-A-02-2017-90879-04-4726  |
| 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. |

Internal Assessment Resource

Languages Achievement Standard 90879: Give a spoken presentation in French that communicates a personal response

Resource reference: Languages 1.2B v4 French

Resource title: Virtual exchange!

Credits: 4

Teacher guidelines

The following guidelines are designed to ensure that teachers can carry out valid and consistent assessment using this internal assessment resource.

Teachers need to be very familiar with the outcome being assessed by Achievement Standard Languages 90879. 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 assessment activity requires students to give a presentation in culturally appropriate spoken French, expressing personal information, ideas, and opinions.

A variety of contexts and scenarios are possible for a spoken presentation, and the selection will depend on individual teaching programmes and the interests and needs of your students.

Students need to be aware that, at this level, they are required to communicate beyond the immediate context, for example, about the past and/or the future. Discuss with students how this might be done.

Conditions

Presentations will be recorded for assessment purposes. They should be about one minute in length, but quality is more important than quantity.

Students may work alone, in pairs, or in a group. Where two or more students construct and perform a presentation together, each must have a significant role in both the creation and presentation so there is sufficient evidence for assessment of individual performance.

When delivering their presentation, students may have with them: prepared notes, cue cards, props, other supporting material, or a copy of the text, but they may not read directly from their notes. To do so will mean they have not met the Standard.

Resource requirements

Recording equipment will be required.

Additional information

This resource material should be read in conjunction with:

* the Senior Secondary Teaching and Learning Guides for Languages:
<http://seniorsecondary.tki.org.nz/>
* NCEA Level 1 Languages Conditions of Assessment:
<http://ncea.tki.org.nz/>.

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Languages Achievement Standard 90879: Give a spoken presentation in French that communicates a personal response

Resource reference: Languages 1.2B v4 French

Resource title: Virtual exchange!

Credits: 4

| Achievement | Achievement with Merit | Achievement with Excellence |
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| Give a spoken presentation in French that communicates a personal response. | Give a convincing spoken presentation in French that communicates a personal response. | Give an effective spoken presentation in French that communicates a personal response. |

Student instructions

Introduction

This assessment activity requires you to give a presentation in culturally appropriate spoken French, expressing personal information, ideas, and opinions.

Your presentation should be approximately one minute long, but quality is more important than quantity. Your presentation needs to be recorded for assessment and moderation purposes.

Before the assessment, your teacher will discuss the requirements of the Standard, including what you need to show in your spoken presentation.

Task

Imagine that your school has begun a ‘virtual exchange’ with a school in France, communicating via a website. The idea is that the website will include brief spoken presentations by members of your class. You are required to create a presentation suitable for inclusion on the site.

The following are suggested ideas for your spoken presentation. If you have another idea that you would like to use, discuss it with your teacher to ensure that it is suitable.

Introductions/Je me présente

Introduce yourself to the French students in the ‘exchange’ school.

* Your family
* Where you live
* What you like to do in your leisure time, at school
* What responsibilities you have at home
* Something you have done that you are proud of
* What you hope/plan to do when you finish school/studies.

My place/Chez moi

Introduce where you live and what you like best about it.

You might like to talk about, for example:

* your house and its distinctive/interesting features
* your town and where it its situated
* how long you have lived here
* what your room looks like and why you do/don’t like it
* when you leave home, where you want to live, and why.

Holidays/Les vacances

What are holidays like in New Zealand?

You might like to talk about, for example:

* when holidays take place in New Zealand
* what you like to do in the holidays
* a holiday you have taken, and what made it memorable
* a holiday you are planning to take, and why you are looking forward to it.

Free time/Le temps libre

What do young New Zealanders do in their spare time?

You might like to talk about, for example:

* what you usually do after school
* sporting or cultural activities you are involved in/used to be involved in
* what you did last weekend
* what you are planning to do this coming weekend
* a new activity that you would like to take up.

My school/Mon école

What is school life like in New Zealand?

You might like to talk about, for example:

* school hours, timetable, homework
* your favourite subjects, teachers
* features of your school that you particularly like/dislike
* a school day that you particularly remember (for good or bad reasons)
* the subjects you plan to study next year.

Visiting New Zealand/ Visite en Nouvelle-Zélande

What does New Zealand offer visitors (including the students at your ‘virtual exchange’ school, when they hopefully come to visit you)?

You might like to talk about, for example:

* things you do in your spare time
* a personal recommendation of an event you have witnessed or a place you have been to and very much liked
* places/activities in your area that your class will take visitors from their ‘virtual exchange’ school
* seasons, weather, suitable clothing, modes of transport etc.

French class/La classe de français

What is it like to learn French in New Zealand?

You might like to talk about, for example:

* why you like/chose to learn the French language
* what your French teacher is like
* some interesting/exciting things you have done in French (for example, been to a French restaurant or to a cinema to see a French film)
* whether or not you will study French next year and why/why not
* how you hope to use your knowledge of French in the future.

Story time/Raconter une histoire

Tell a story – maybe a personal story about something funny that happened to you or something that went wrong for you.

You might like to talk about, for example:

* where this took place
* who was there
* what happened
* how you felt
* any lessons you learnt.

All work must be your own. Extracts from external sources should not be included without acknowledging the sources. Any extracts from external sources will not be considered in the final achievement judgement.

You may not use the language from the language samples unless it has been significantly reworked.

You may use prepared notes, cue cards, props, or other supporting material. However, you must not read from these verbatim. If you do, you will not achieve the Standard.

Assessment schedule: Languages 90879 French: Virtual exchange!

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The student gives a spoken presentation in French that communicates a personal response. They do this by providing a recording of a spoken presentation on one of the suggested topics, or a suitable alternative.The spoken presentation is approximately one minute long.In the presentation, the student shares personal information, ideas, and opinions that are relevant to the task.There is evidence of communicating beyond the immediate context, for example, about the past and/or future.Communication is achieved overall, although understanding may be hindered in some places by inconsistencies.For example:*J’aime le netball parce que c’est rapide et c’est très bon pour ma santé. Je joue le samedi. Mon équipe s’appelle Les étoiles d’argent. Le week-end dernier, mon équipe a gagné contre l’équipe de Whangarei.**The examples above relate to only part of what is required, and are just indicative.* | The student gives a convincing spoken presentation in French that communicates a personal response. They do this by providing a recording of a spoken presentation on one of the suggested topics, or a suitable alternative. The spoken presentation is approximately one minute long.In the presentation, the student shares personal information, ideas, and opinions that are relevant to the task.There is evidence of communicating beyond the immediate context, for example, about the past and/or future.There is development of the information, ideas, and opinions that is generally credible and connected. The student selects and uses a range of language and language features appropriate for the purpose and audience.Communication is achieved, and understanding is not significantly hindered by inconsistencies.For example:*Le netball qui est mon sport préféré est vraiment bon pour la santé. Tous les samedis, je joue pour une équipe qui s’appelle Les étoiles d’argent. Le week-end dernier était formidable car mon équipe a gagné contre l’équipe de Whangarei. C’est formidable car l’équipe de Whangarei est une équipe fantastique.* *The examples above relate to only part of what is required, and are just indicative.* | The student gives an effective spoken presentation in French that communicates a personal response. They do this by providing a recording of a spoken presentation on one of the suggested topics, or a suitable alternative.The spoken presentation is approximately one minute long.In the presentation, the student shares personal information, ideas, and opinions that are relevant to the task.There is evidence of communicating beyond the immediate context, for example, about the past and/or future.There is development of the information, ideas, and opinions that is controlled and integrated. The student capably selects and successfully uses a range of language and language features appropriate for the purpose and audience.Communication is achieved, and understanding is not hindered by inconsistencies.For example:*Je pense que le sport est bon pour la santé, c’est pourquoi je joue au netball. Je joue depuis trois ans dans une équipe qui s’appelle Les étoiles d’argent. C’est une petite équipe mais les filles sont gentilles et travaillent dur. Mon équipe a gagné contre l’équipe de Whangarei qui est une équipe impressionnante. Le match était vraiment serré jusqu’à la dernière minute.* *The examples above relate to only part of what is required, and are just indicative.* |

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