

Internal Assessment Resource

Languages Level 2

This resource supports assessment against Achievement Standard 91119 version 2

Standard title: Interact using spoken French to share information and justify ideas and opinions in different situations

**Credits:** 5

Resource title: Part-time work

**Resource reference:** Languages 2.3A v5 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 | February 2017 Version 5To support internal assessment from 2017 |
| Quality assurance status | These materials have been quality assured by NZQA.NZQA Approved number AA-01-2017-91119-05-5786 |
| 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 present a portfolio of a minimum of two interactions where they share information and justify ideas and opinions in French. For example the interactions could be between students or with you (the teacher). Their personal contribution to all interactions should total about 4 minutes, but quality is more important than quantity.

Where you have access to a native speaker one of these interactions could take place between the student and the native speaker.

The interactions can be kept together in an electronic portfolio. You and your students may decide to keep learning logs to go with the selection of interactions, but this is entirely up to you.

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”.

Conditions

Although some interactions will be in pairs or groups, each student’s work must be assessed individually.

Methods for recording interactions could include videoing, digitally recording in a computer lab, or using a digital voice recorder, cell phone, or MP3 player. The recording of the interactions must be of good enough quality to ensure that all participants can be heard clearly. It must be stored in a safe and accessible location.

Students will be rewarded for contributing to and maintaining the interaction. Their range of language in the interactions is not shown through grammatical structures but rather through their ability to use a range of appropriate language and conversational strategies to share and justify information, ideas and opinions in different situations and maintain and sustain the interaction.

Additional information

Judgement

You will need to consider all pieces submitted for assessment to make an overall judgement. Each piece will not be marked separately, but considered in terms of how it contributes to the overall picture of evidence of achievement for the student. Feedback on the quality of interaction (not grades), given to students during the year is crucial in making sure students submit pieces that give them the greatest opportunity for success. The success criteria for the portfolio must be made clear to students.

A series of learnt interviews or role plays is not appropriate.

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Student instructions

Introduction

This activity requires you to present a portfolio of a minimum of two spoken interactions conducted in French. Interactions will be in pairs or groups, but your work will be assessed individually.

Your interactions must be recorded. Methods include videoing, digitally recording in a computer lab, or using a digital voice recorder, cell phone, or MP3 player. The recording of this interaction must be of good enough quality to ensure that all participants can be heard clearly. It must be stored in a safe and accessible location.

Your assessment and final grade will come from a holistic evaluation of the quality of your selected interactions. Your personal contribution to the interactions should total about 4 minutes, but quality is more important than quantity.

In good quality interactions you will:

* select language to effectively communicate and clarify meaning between yourself and the people you are talking to, taking into account the purpose and audience;
* express and justify opinions with examples and references;
* begin appropriately, participate actively, keep the interaction going, clarify meaning when necessary, and encourage the involvement of the person interacting with you;
* use your language and cultural knowledge to communicate and interact appropriately with your audience.

Conversational strategies, where appropriate, are very important for the overall quality of your interactions. Strategies include using fillers, asking questions, interrupting, recognising cues, agreeing and disagreeing, thanking, encouraging, repeating, apologising, pausing, prompting, seeking clarification.

All work must be your own.

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

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

Task

Participate in and record a minimum of two of the following interactions.

Discussion with friend/s about subject choices and possible careers

It is subject choice time for next year. Discuss with your friend/s what subjects you are going to take next year and why. You might discuss the job you would like to have when you leave school and what your possible study/training options are towards this, the pros and cons of the job you want, the rate of pay, the hours, and the possible advantages of knowing another language for particular jobs. You’ll need to make sure that you justify any ideas and opinions you share.

Conversation about leisure time

Imagine you are having a conversation with a French friend or a native speaker of the language. Find out about how young French teenagers spend their spare time and what is important to them. Share information and opinions about young New Zealanders and what you and your friends find important and/or worrying and/or exciting.

You could carry out this task face to face as a role play, with a native speaker or through the use of social networking tools such instant messaging, Skype, or Facebook applications.

Debate about part-time work

Your teacher is worried that perhaps his/her students are doing too much part-time work. Talk to a class mate about what part-time work you do, whether you like it or not, and the advantages and disadvantages of your job. Discuss whether or not you think part time work effects your studies. If you don’t have part-time work you could talk about what would be your ideal part-time work or justify why you don’t work and give your reasons.

Submit the recordings of your interactions for assessment.

Assessment schedule: Languages 91119 French - Part-time work

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| Interactions use spoken French to share information and justify ideas and opinions.The student provides a collection of recordings of at least two spoken interactions in different situations with genuine purposes. The student’s overall contribution to the total interactions is about 4 minutes. Interactions are characterised by the appropriate use of language features and strategies, such as fillers, asking questions, interrupting, recognising cues, prompting, thanking, repeating, inviting agreement or disagreement, and seeking clarification. Cultural conventions are used where appropriate.Communication is achieved overall, although interactions may be hindered in some places by inconsistencies.Example – Je dois choisir mes matières pour l’année prochaine. Je ne suis pas sûr/e … je ne sais pas quelles matières prendre. T’as des idées toi?– Pas trop. Je suis forte en français et en anglais tu sais, ça va. Je voudrais enseigner l’anglais en France un jour. C’est mon rêve. Qu’est-ce que tu voudrais faire plus tard?– Je ne suis pas sûr/e non plus. Prof peut-être, ou infirmier/infirmière. J’aimerais travailler avec les enfants. Qu’est-ce que tu en penses?*The examples above are indicative samples only.* | Interactions use convincing spoken French to share information and justify ideas and opinions.The student provides a collection of recordings of at least two spoken interactions in different situations with genuine purposes. The student’s overall contribution to the total interactions is about 4 minutes.A range of language is used that fits the specific purpose and audience of each interaction. The interactions are maintained by the student through generally successful selection from a repertoire of language features and strategies, e.g., fillers, asking questions, interrupting, recognising cues, prompting, thanking, repeating, inviting agreement or disagreement, and seeking clarification. Cultural conventions are used where appropriate.Interactions are not significantly hindered by inconsistencies.Example – Il faut choisir nos matières pour l’année prochaine. C’est pas facile. J’hésite toujours. Tu as déjà décidé toi?– Pas encore. J’ai toujours voulu devenir prof. Mes notes sont bonnes en langues … je pourrais voyager et travailler en même temps. Tu sais ce que tu vas faire après le lycée toi? – il faut peut-être choisir en pensant à ça, non?Prof, ça pourrait être intéressant … ou bien infirmier/infirmière, quelque chose où j’aiderais les autres. En fait, il faut prendre quoi comme sciences?*The examples above are indicative samples only.* | Interactions use effective spoken French to share information and justify ideas and opinions.The student provides a collection of recordings of at least two spoken interactions in different situations with genuine purposes. The student’s overall contribution to the total interactions is about 4 minutes.A range of language is used that consistently fits the specific purpose and audience of each interaction. The interactions are maintained by the student through skilful selection from a repertoire of language features and strategies, e.g., fillers, asking questions, interrupting, recognising cues, prompting, thanking, repeating, inviting agreement or disagreement, and seeking clarification. Cultural conventions are used where appropriate.Interactions are not hindered by inconsistencies.Example – Tu sais qu’on doit choisir nos matières pour l’année prochaine avant la fin de la semaine? C’est dingue! On va être en terminale, tu te rends compte?– Ben, oui, je vois … les examens à la fin de l’année comme d’habitude! Mais je crois qu’il faut réfléchir un peu, non? Même si on est fort/e/s dans toutes les matières!!Tu as pas pris rendez-vous avec la conseillère d’orientation? Elle m’a donné plein de conseils parce que je n’arrive pas à décider entre prof ou médecin. Pour l’instant, je prendrai le français, les maths et les trois sciences. Franchement, tout le monde te l’a dit – prends rendez-vous!– Bon, d’accord. , J’ai pensé faire la médecine aussi. Tiens, on est du même avis alors. Aider les autres me semble important, Mais tout le monde veut un métier bien payé aussi … Qu’est-ce qu’elle t’a dit exactement?*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.