

Internal Assessment Resource

Languages Level 3

This resource supports assessment against:

Achievement Standard 91545

Standard title: Interact clearly using spoken French to explore and justify varied ideas and perspectives in different situations

**Credits:** 6

Resource title: Teenage life

**Resource reference:** Languages 3.3A v4 French

|  |
| --- |
| 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 |

|  |  |
| --- | --- |
| Date version published by Ministry of Education | January 2025 Version 4  To support internal assessment from 2025 |
| 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

Achievement standard: 91545

Standard title: Interact clearly using spoken French to explore and justify varied ideas and perspectives in different situations

Credits: 6

Resource title: Teenage life

Resource reference: Languages 3.3A v4 French

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 assessment requires students to present recordings of a minimum of two interactions in French in which they discuss topics related to teenage life.

The scenarios used should reflect the interests of your students. For example, if it is more relevant, include a debate about cellphone use in schools here and in a French-speaking community or country instead of the impact of technology on education.

This assessment activity could be used in conjunction with Achievement Standard 91547 *Write a variety of text types in clear French to explore and justify varied ideas and perspectives*. In other words, students could be assessed for their interactive speaking and their writing using the same learning context. If this is done, ensure that the students are not achieving double credit for simply reusing the same ideas and language.

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 3 Languages Conditions of Assessment  
  <http://ncea.tki.org.nz/Resources-for-Internally-Assessed-Achievement-Standards>

Conditions

The context for each assessment piece must be different (and involve different participants) so that students have the opportunity to use a variety of language and language features in French. Consult with students when making decisions about participants or media (for example, whether the interaction is face-to-face or using communication technology).

The interactions should be digitally recorded for marking and moderation purposes. Recordings must be safely stored and of good enough quality for all participants to be heard and distinguished clearly.

Your overall judgement will be made on the basis of the total evidence contained in the recordings, and should embody confidence that the student is working at that level reasonably consistently rather than accidentally and occasionally.

Note that the technology context used here is very similar to that used in assessment resource 3.5B. If students are being assessed using both resources, change one of these contexts.

Authenticity

The use of chatbots, generative AI, paraphrasing tools, spell checkers, or other tools that can automatically generate the French content is not permitted and material generated by these tools should not be used throughout the assessment.

Teachers must closely supervise the process of evidence collection to ensure that students:

* do not practise the **exact task** with their partner(s) prior to the assessment
* do not rote-learn or script role plays
* do not use French notes, language learning resources, or dictionaries **during** the interactions.

Resource requirements

Recording equipment.

Additional information

Students will need to store their recordings in a safe place, for example, in a folder on a classroom computer or the teacher’s laptop or on a class blog or wiki.

Internal Assessment Resource

Achievement standard: 91545

Standard title: Interact clearly using spoken French to explore and justify varied ideas and perspectives in different situations

Credits: 6

Resource title: Teenage life

Resource reference: Languages 3.3A v4 French

Student instructions

Introduction

This assessment activity requires you to take part in and video record a minimum of two interactions in French about teenage life.

In your interactions, you should:

* express, explore, and justify (with explanations or evidence) your own ideas and perspectives
* explore and support/challenge (with explanations or evidence) the ideas and perspectives of others
* use language and language features that are fit for purpose and audience.

You will be assessed on how effectively you use spoken French to explore and justify varied ideas and perspectives.

Conditions

Your teacher will give you dates for your interactions and instructions on how the recordings should be stored.

You will be assessed individually.

It is suggested that your interactions total about four to five minutes, but quality is more important than quantity.

You may not use cue cards or count a pre-learnt role-play or dialogue as an interaction, but you may use materials that are authentic and appropriate to the context (for example, a map or an image).

All work must be your own. The use of chatbots, generative AI, paraphrasing tools, spell checkers, or other tools that can automatically generate the French content is not permitted and material generated by these tools should not be used throughout the assessment.

Teachers must closely supervise the process of evidence collection to ensure that students:

* do not practise the **exact task** with their partner(s) prior to the assessment
* do not rote-learn or script role plays
* do not use French notes, language learning resources, or dictionaries **during** the interactions.

You may not use any language from the language samples in the assessment schedule unless it has been significantly reworked. Because this Standard assesses interaction, the language you use should fit naturally into the discussion.

Task

The following scenarios provide contexts for three interactions. The bullet points for each scenario are only suggestions about what you might discuss.

Teacher note: For each scenario, assign (or consult with students about) suitable pairs, groups, and media (for example, face-to-face or using technology).

Is the grass really greener?

An exchange student from a French-speaking community or country has joined your class. He/she is really interested in the differences and similarities between teenage life here and back in their country. Have a discussion about the pros and cons of being a teenager here in New Zealand as opposed to being a teenager growing up in the French-speaking community or country. You could consider the following:

* the possible advantages and disadvantages of growing up in New Zealand
* what you wished New Zealand had here but is something that is easily accessible in the French-speaking community or country (such as access to a variety of shows)
* comparisons and contrasts between life in the French-speaking community or country and in New Zealand
* future employment prospects.

Technophile or technophobe?

The exchange student has commented on the way technology is used in the classroom is different to back in their country. This has prompted the class to debate the moot that “Technology has had a positive impact on education”. You and your two other teammates are brainstorming ideas. You could consider the following:

* the differences between the way technology is used in the French-speaking community or country and in New Zealand
* the positive and negative impacts of technology use in education
* whether technology is creating better educated students
* what technologies you use in your own education
* how language teaching and learning benefit from technology
* what side of the moot you hope your team gets.

Remember the days of the old school yard

Your teacher either grew up or has spent time in a French-speaking community or country as an exchange student. It has been a few years since they have lived there and, like anywhere, life has changed. Your teacher and the exchange student had a passionate discussion about why their respective era is the better era to have grown up in. They have asked you to take sides and explore the opposing person’s view.

You could consider the following in your discussion:

* daily life in the different eras
* different approaches to education and schooling
* socialising and interests (for example, sports and other leisure activities)
* the arts (for example, literature, music, architecture)
* food and drink.

You could do this as part of a group discussion in class, one-on-one with your teacher, or one-on-one with an international student.

If you choose to do the discussion with your teacher you will need to be prepared to lead the discussion in order to show that you can maintain and sustain the conversation using language features and strategies.

In your interactions, aim to:

* speak clearly, so that your meaning is understood
* demonstrate a degree of fluency and spontaneity (that is, maintain and sustain interactions without previous rehearsal)
* use appropriate interactive strategies such as fillers, asking unprepared questions and discussing interesting details, interrupting, recognising cues, prompting, thanking, repeating, inviting agreement or disagreement, seeking clarification
* make appropriate use of cultural conventions such as courtesies and gestures.

As far as possible, avoid inconsistencies that might hinder communication (for example, inconsistencies in language features, pronunciation, intonation, rhythm patterns, delivery speed or audibility, stress patterns, or tones).

Assessment schedule: Languages 91545 French – Teenage life

|  |  |  |
| --- | --- | --- |
| **Evidence/Judgements for Achievement** | **Evidence/Judgements for Achievement with Merit** | **Evidence/Judgements for Achievement with Excellence** |
| The student has produced a portfolio containing a selection of recordings of at least two spoken interactions. The student’s overall contribution to the total interactions is about four to five minutes.  Across the recordings, the student has interacted clearly using spoken French.  The student has taken an active part in the interactions, exploring and justifying varied ideas and perspectives.  The student accounts for and sustains their own views.  The student provides explanations or evidence to support or challenge the ideas and perspectives of the other participants.  The student’s participation is characterised by:   * a degree of fluency and spontaneity (that is, they can maintain and sustain an interaction without previous rehearsal) * use of appropriate interactive strategies such as fillers, asking unprepared questions and discussing interesting details, interrupting, recognising cues, prompting, thanking, repeating, inviting agreement or disagreement, seeking clarification * appropriate use of cultural conventions such as courtesies and gestures.   The student uses appropriate New Zealand Curriculum level 8 communication skills, language and cultural knowledge, for example:  *Tu n'as pas beaucoup d'idées, Jean. Tu veux rester ici parce qu'il n'y a pas beaucoup de monde?*  *Mais oui! C'est simple. Il y a moins de pollution, moins de voitures et tout ça parce qu’il n’y a pas beaucoup de monde.*  *D'accord, d'accord. Je suis triste que tu partes. Mais qu'est-ce que tu dis? À mon avis il n'y a pas assez de monde. Avec une plus grande population, l'économie serait plus forte.*  *Je ne veux pas parler de l'économie! Je n’oublierai pas que je ne fais jamais la queue ici, et pendant notre journée à la plage – nous étions seuls!*  Communication is achieved overall, although interactions may be hindered in some places by inconsistencies (in, for example, language features, pronunciation, intonation, rhythm patterns, delivery speed or audibility, stress patterns, or tones).  *The examples above are indicative samples only.* | The student has produced a portfolio containing a selection of recordings of at least two spoken interactions. The student’s overall contribution to the total interactions is about four to five minutes.  Across the recordings, the student has interacted clearly using convincing spoken French.  The student has taken an active part in the interactions, exploring and justifying varied ideas and perspectives.  The student accounts for and sustains their own views.  The student provides explanations or evidence to support or challenge the ideas and perspectives of the other participants.  The student’s participation is characterised by:   * use of a range of language that is fit for purpose and audience * generally successful selection from a repertoire of language features and strategies to maintain the interaction * a degree of fluency and spontaneity (that is, they can maintain and sustain an interaction without previous rehearsal) * use of appropriate interactive strategies such as fillers, asking unprepared questions and discussing interesting details, interrupting, recognising cues, prompting, thanking, repeating, inviting agreement or disagreement, seeking clarification * appropriate use of cultural conventions such as courtesies and gestures.   The student uses appropriate New Zealand Curriculum level 8 communication skills, language and cultural knowledge, for example:  *Tes idées sont plus simples que les miennes, Jean. Ta raison principale pour rester ici, c’est parce qu'il y a moins de monde?*  *Bien sûr que oui. C'est simple. Avec une petite population, il n'y a ni pollution ni voitures.*  *D'accord, d'accord. Je suis triste que tu partes mais est-ce que tu comprends vraiment ce que tu dis? Avec une petite population, l'économie restera faible.*  *Ne parlons pas de l'économie! Je ne fais jamais la queue ici et j’ai passé une journée sur une plage déserte – ce sont des choses que je n'oublierai pas. Viens me voir en France et tu verras!*  Interactions are not significantly hindered by inconsistencies (in, for example, language features, pronunciation, intonation, rhythm patterns, delivery speed or audibility, stress patterns, or tones).  *The examples above are indicative samples only.* | The student has produced a portfolio containing a selection of recordings of at least two spoken interactions. The student’s overall contribution to the total interactions is about four to five minutes.  Across the recordings, the student has interacted clearly using effective spoken French.  The student has taken an active part in the interactions, exploring and justifying varied ideas and perspectives.  The student accounts for and sustains their own views.  The student provides explanations or evidence to support or challenge the ideas and perspectives of the other participants.  The student’s participation is characterised by:   * successful use of a range of language that is consistently fit for purpose and audience * skilful selection from a repertoire of language features and strategies to maintain the interaction * a degree of fluency and spontaneity (that is, they can maintain and sustain an interaction without previous rehearsal) * use of appropriate interactive strategies such as fillers, asking unprepared questions and discussing interesting details, interrupting, recognising cues, prompting, thanking, repeating, inviting agreement or disagreement, seeking clarification * appropriate use of cultural conventions such as courtesies and gestures.   The student uses appropriate New Zealand Curriculum level 8 communication skills, language and cultural knowledge, for example:  *Tu n'as aucune idée, Jean. La raison pour laquelle tu veux rester c'est parce qu'il n'y a pas grand monde?*  *Évidemment c'est simple. Moins il y a de population, moins il y a de pollution.*  *D'accord d'accord. Ça me rend triste que tu partes, mais est-ce que tu te rends compte – le manque de population contribue à une économie faible.*  *L'argent n'est pas la chose la plus importante. Tout ce que je veux dire c'est que j'adore ne pas faire la queue! Je n'oublierai jamais notre journée à la plage – une plage entière à nous deux! Il faut que tu me rendes visite en France pour vraiment comprendre!*  Interactions are not hindered by inconsistencies (in, for example, language features, pronunciation, intonation, rhythm patterns, delivery speed or audibility, stress patterns, or tones).  *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.