

Internal Assessment Resource

Languages Level 3

This resource supports assessment against:

Achievement Standard 91547

Standard title: Write a variety of text types in clear French to explore and justify varied ideas and perspectives

**Credits:** 5

Resource title: On exchange

**Resource reference:** Languages 3.5A 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 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. |

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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 imagine they are going on exchange to a French-speaking community or country. In this context, they produce a minimum of two pieces of writing, either a formal letter, a personal blog entry, or a magazine article.

Adapt or replace any of the suggested scenarios that are not appropriate or sufficiently real for your students. For example, the personal blog entry could be about cellphone use in schools instead of the impact of technology on education.

This assessment activity could be used in conjunction with assessment for Achievement Standard 91545 *Interact clearly using spoken French to explore and justify varied ideas and perspectives in different situations.* 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

Your overall judgement will be made on the basis of the total evidence contained in the pieces of writing. The evidence should be sufficient to demonstrate that the student is working at the level reasonably consistently rather than accidentally and occasionally.

Authenticity

The use of chatbots, generative AI, paraphrasing tools, spell checkers, or other tools that can automatically generatethe French content is not permitted and material generated by these tools should not be submitted as part of the student’s work.

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

* do not copy from another person or source without appropriate acknowledgement and significant modification using their own words
* do not receive guidance, scaffolding, instruction, assistance, or assessment conditions beyond what is specified as permissible in the Conditions of Assessment.

Resource requirements

You could support students with accessing and using a range of resources to help them draft and revise their writing, for example, word lists, dictionaries, textbooks, or grammar notes.

Additional information

None.

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Student instructions

Introduction

Imagine you are an exchange student to a French-speaking community or country. In this context, you are required to produce a minimum of two written texts in French within the following scenarios:

* a formal letter of application
* a personal blog entry
* an article in a school magazine.

Write in a format and style that is linguistically and culturally appropriate. Ensure that the content is clear, informed, well organised, and fit for the purpose and audience.

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 judgement. Language from the language samples may not be used unless it is significantly reworked.

The use of chatbots, generative AI, paraphrasing tools, spell checkers, or other tools that can automatically generate content is not permitted and material generated by these tools should not be submitted as part of your work. You may not:

* copy from another person or source without appropriate acknowledgement and significant modification using their own words
* receive guidance, scaffolding, instruction, assistance, or assessment conditions beyond what is specified as permissible in the Conditions of Assessment.

There is no word limit but it is recommended that, across the texts, you write a total of about 400–500 words. Quality is however more important than quantity.

You may draft and revise your writing. You may use resources such as word lists, dictionaries, text books, or grammar notes to help you when you are drafting and revising. Only your final versions will be assessed.

You will be assessed on how effectively you use French to explore and justify a variety of ideas and perspectives in your pieces of writing.

Task

Imagine that you are an exchange student to a French-speaking community or country. Within this context write a minimum of two texts, in French, within the following scenarios: a formal application letter; a personal blog entry; or a school magazine article.

In your writing, 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
* include some ideas and information from sources other than your own direct experience (for example, articles, films, or discussions with native speakers).

Use the following scenarios as the basis for your written texts. The bullet points are suggestions only.

Use your language and cultural knowledge to organise each text so that it is appropriate for the purpose and audience.

Formal application letter

After discussion with your classmates about the pros and cons of going on an exchange to a French-speaking community or country, you have decided that you would like to spend a year there as an exchange student.

Write a formal letter in French to a student exchange organisation, applying to go on an exchange programme to French-speaking community or country. In your letter, you could discuss:

* your personal background, history of learning French,and your motivation for visiting the French-speaking community or country
* the linguistic, cultural, and social advantages of spending a year as an exchange student in the French-speaking community or country
* the challenges that you expect to encounter and your strategies for overcoming them
* your expectations, hopes, or plans for the year of being an exchange student
* how you see yourself benefiting from the experience.

Personal blog entry

You are on exchange in a French-speaking community or country. Your class has had a debate on the moot that ‘Technology has a positive impact on education’. After the debate, you feel strongly about this issue and write an entry for your personal blog. In your blog entry, you could include some of the following:

* your reflections on some of the perspectives voiced by participants in the debate
* descriptions of technological tools (for example, computer, laptop, cellphone) used in teaching and learning, and how they are used
* consideration of the effectiveness of technology used for teaching and learning (Does it make lessons more interesting? Does it help students learn better?)
* some advantages and disadvantages of using technology in teaching and learning
* comparisons between the impact of technology on education in the French-speaking community or country and in New Zealand.

School magazine article

You have spent a year in a French-speaking community or country as an exchange student. At the end of your stay, you have been invited to write an article for the school magazine that explores and challenges some cultural stereotypes.

In your article, you could discuss some of the following:

* common perceptions or stereotypes of certain cultural practices in the French-speaking community or country
* whether your first impression of the French-speaking community or country confirmed or challenged these stereotypes
* how your understanding and perceptions of the French-speaking community or country and its culture have changed throughout the year
* advice to future exchange students on how to deal with issues relating to cultural stereotypes.

Across the texts, aim to:

* write clearly, so that you communicate your intended meaning
* use language in a way that is controlled and integrated
* make appropriate use of New Zealand Curriculum Level 8 communication skills, language and cultural knowledge.

As far as possible, avoid inconsistencies that might hinder communication (for example, inconsistencies in format, spelling, lexical choice, level of formality, language conventions, or language features).

**Assessment schedule: Languages 91547 French – On exchange**

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| **Evidence/Judgements for Achievement** | **Evidence/Judgements for Achievement with Merit** | **Evidence/Judgements for Achievement with Excellence** |
| In clear French, the student has produced at least two written texts of various types for the agreed scenarios. The total length of the texts is approximately 400–500 words.  Across the texts, the student explores and justifies varied ideas and perspectives. They do this by:  evaluating and giving explanations or evidence to support their own ideas and perspectives  supporting or challenging the ideas and perspective of others.  Their writing:  is organised in a linguistic and culturally appropriate format and style  consists of content that is informed and fit for the purpose and audience  makes appropriate use of New Zealand Curriculum level 8 communication skills, language and cultural knowledge, for example:  *Passer une année à l’étranger devrait être le rêve de tout le monde! J'apprends le français depuis cinq ans et j'ai toujours eu envie d'aller en France. Un de mes buts est de regarder la télévision et de lire un livre en français et tout comprendre! J’aurai fait beaucoup de progrès après mon année en France et c’est parfait parce que j'ai l'intention d'aller à l'université.*  Communication is achieved overall despite inconsistencies (such as format, spelling, lexical choice, level of formality, language conventions, or language features).  *The examples above are indicative samples only.* | In clear, convincing French, the student has produced at least two written texts of various types for the agreed scenarios. The total length of the texts is approximately 400–500 words.  Across the texts, the student explores and justifies varied ideas and perspectives. They do this by using language that is generally credible and connected to:  evaluate and give explanations or evidence to support their own ideas and perspectives  support or challenge the ideas and perspectives of others.  Their writing:  demonstrates use of a range of language and language features that are fit for the purpose and audience  is organised in a linguistic and culturally appropriate format and style  makes appropriate use of New Zealand Curriculum level 8 communication skills, language and cultural knowledge, for example:  *Pourquoi apprendre une langue étrangère? Pour moi, comme pour beaucoup d'élèves, c’est pour pouvoir communiquer dans une autre langue et voyager. J’ai toujours voulu vivre en famille en France, aller au lycée et parler français tous les jours. Après tout ça je pourrai m'exprimer plus facilement en français. Je veux être prof de français donc il faut que je parle couramment.*  Communication is not significantly hindered by inconsistencies (such as format, spelling, lexical choice, level of formality, language conventions, or language features).  *The examples above are indicative samples only.* | In clear, effective French, the student has produced at least two written texts of various types for the agreed scenarios. The total length of the texts is approximately 400–500 words.  Across the texts, the student explores and justifies varied ideas and perspectives. They do this by using language that is controlled and integrated to:  evaluate and give explanations or evidence to support their own ideas and perspectives  support or challenge the ideas and perspectives of others.  Their writing:  demonstrates capable selection and successful use of a range of language and language features that are fit for the purpose and audience  is organised in a linguistic and culturally appropriate format and style  makes appropriate use of New Zealand Curriculum level 8 communication skills, language and cultural knowledge, for example:  *Je n’aurais jamais cru/e, assis/e dans ma classe de français à l’âge de treize ans que je serais un jour sur le point de voyager en France. Bien que ça fasse cinq ans que j'apprends le français je ne parle toujours pas couramment. Je serais content (e) si vous m'envoyiez vivre avec une famille où personne ne parle anglais ainsi, sans le moindre doute, j'améliorerais mon français. À mon retour, je compte étudier la langue à la fac et éventuellement devenir prof de français.* Communication is not hindered by inconsistencies (such as format, spelling, lexical choice, level of formality, language conventions, or language features).  *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.