

Information for Editors/Uploaders: Exemplar

Exemplar Details

Subject	French
Level	2
Achievement Standard Number & Standard Identifier (e.g. 90647 1.4)	91119 2.3
Standard Title	Interact using spoken French to share information and justify ideas and opinions in different situations

Student Work Details: File Names

Student 1 – Low Excellence	91119-EXP-student1
Student 2 – High Merit	91119-EXP-student2
Student 3 – Low Merit	91119-EXP-student3
Student 4 – High Achieved	91119-EXP-student4
Student 5 – Low Achieved	91119-EXP-student5
Student 6 – High Not Achieved	Student 6 from existing online exemplars: Online Exemplars Resource A

Additional Notes (e.g. more detail about the location of files if existing work is to be re-used)

Student 1

The student is on the right in all three interactions.

Remove identifiers:

91119-EXP-student1_1:

“Bonjour Sarah” at 0.04

“Au revoir Sarah” at 3.54

91119-EXP-student1_2:

“Bonjour Sarah” at 0.03

“Ah, Sarah...” at 0.08

“Au revoir Elekis” at 3.18

Student 2

The student is on the left in the first interaction.

Remove identifiers:

91119-EXP-student2_1:

“Anna et Sayaka” at 0.01-0.02

91119-EXP-student2_2:

“Sayaka et Anna” at 0.00-0.02

91119-EXP-student2_3:

“Sayaka et Anna” at 0.00-0.01

Student 3

The student is on the left in the first interaction.
These interactions are the same as for Student 4.

91119-EXP-student3&4_1 needs to be rotated 90 degrees]

Remove identifiers:

91119-EXP-student3_2

“Keely et Hannah” at 0.01

91119-EXP-student3_3

“Keely et Hannah” at 0.01

Student 4

The student is on the right in the first interaction.
These interactions are the same as for Student 3.

91119-EXP-student3&4_1 needs to be rotated 90 degrees]

Remove identifiers:

91119-EXP-student4_2

“Keely et Hannah” at 0.01

91119-EXP-student4_3

“Keely et Hannah” at 0.01

Student 5

The student is on the right in the first interaction.

91119-EXP-student5_1:

Remove identifiers:

“Salut Kaitlyn” at 0.02

“Salut Clementine” at 0.03

91119-EXP-student5_2

“Salut Kaitlyn” at 0.02

91119-EXP-student5_3

“Salut Kaitlyn” at 0.01

“Salut Clementine” at 0.03

Student 6

The student is on the left in the first interaction.

Remove identifiers:

Clip 1:

“Au revoir Stephanie” at 01.34

Clip 2:

“Bonjour Lexi” at 0.02

“Merci Lexi” at 03.01

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NAMs: you do not need to enter anything into the grey box below or the next header page - your Team Leader and/or the Assessment and Moderation Services team will complete these. Please proceed to complete the student commentaries for each grade boundary in the template on page 3.

Admin Purposes: Assessment and Moderation Services			
Team Leader		Date Submitted ARM	
Location of Commentary File Please describe alternative location if not S: Drive (e.g. email, CD, DVD, USB)		S: Drive	
Location of Student Work Files Please describe alternative location if not S: Drive (e.g. email, CD, DVD, USB)		S: Drive	
Permission Slips Please type in Y/N if applicable			
Dates Completed:			
ARM Checks	23/01/2015	Editor Approval	
Uploading		Publication	



National Certificate of Educational Achievement
TAUMATA MĀTAURANGA Ā-MOTU KUA TAEA

Exemplar for Internal Achievement Standard French Level 2

This exemplar supports assessment against:

Achievement Standard 91119

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

An annotated exemplar is an extract of student evidence, with a commentary, to explain key aspects of the standard. It assists teachers to make assessment judgements at the grade boundaries.

New Zealand Qualifications Authority

To support internal assessment

	Grade Boundary: Low Excellence
1.	<p>For Excellence, the student needs to interact using effective spoken French to communicate information and justify ideas and opinions in different situations. Interactions need to give explanations or provide evidence to support their own views and/or the views of others.</p> <p>Effective French will be shown by a range of language that is consistently fit for the context, and by skilful selection from a repertoire of language features and strategies to maintain the interaction.</p> <p>Communication will not be hindered by inconsistencies.</p> <p>The exemplified student appears on the right in all three interactions.</p> <p>The student uses effective French to communicate information and explain her views, e.g. <i>‘Je pense que l’art c’est ma passion’, ‘car c’est une façon de s’exprimer’,</i> and <i>‘Non... parce que..’ ‘il est recommandé de ne pas fumer’.</i></p> <p>The interactions are maintained by the student through a skilful selection from a repertoire of language features and strategies. She asks questions, listens to what is said, and responds accordingly, with more than simple formulaic phrases, e.g. <i>‘C’est très bien, Sarah, que tu fais [de] l’exercice’. ‘Tu t’entends bien avec tes parents?’ ‘Que feras-tu?’</i></p> <p>There are some language inconsistencies, especially with pronunciation, that come close to hindering communication, e.g. <i>‘c’est incroyable’, ‘de temps en temps’</i> and <i>‘la meilleure région’,</i> but overall communication is achieved and the flow of the interaction is not hindered.</p> <p>For a more secure Excellence, the student could provide additional evidence of a range of language at the expected level.</p>

	Grade Boundary: High Merit
2.	<p>For Merit, the student needs to interact using convincing spoken French to communicate information and justify ideas and opinions in different situations. Interactions need to give explanations or provide evidence to support their own views and/or the views of others.</p> <p>Convincing French will be shown by a range of language that is fit for the context, and by generally successful selection from a repertoire of language features and strategies to support the interaction.</p> <p>Communication will not be significantly hindered by inconsistencies.</p> <p>The exemplified student appears on the left in the first interaction.</p> <p>The student demonstrates convincing French by the use of a range of language to communicate information, e.g. <i>‘J’étais dans le film Harry Potter... Je voudrais créer un balai volant’</i>. She is able to explain and support her views, e.g. <i>‘On serait ensemble! Je trouve ça très dur’</i>.</p> <p>The student is genuinely engaged throughout all three interactions, and uses a wide repertoire of interactive language and strategies, e.g. <i>‘Mais il serait très cher’, ‘Ma pauvre!’</i>. She makes good use of formulaic phrases, e.g. <i>‘Tu blagues là!’</i>, but is also able to extend comments made by her partner, e.g. <i>‘Peut-être, mais tu dois être en bonne forme’</i>.</p> <p>There are inconsistencies, e.g. <i>‘Alors, qu’est-ce que tu veux faire l’avenir?’</i> and <i>‘Il y a un fantôme s’appelle Myrtle, C’est excité’</i>, but these do not hinder communication significantly.</p> <p>This student shows an impressive ability to interact in a range of contexts, and meets the Excellence criteria of successful selection from a repertoire of language features and strategies.</p> <p>To reach Excellence, the student would need to show additional evidence of a range of language at the appropriate level.</p>

	Grade Boundary: Low Merit
3.	<p>For Merit, the student needs to interact using convincing spoken French to communicate information and justify ideas and opinions in different situations. Interactions need to give explanations or provide evidence to support their own views and/or the views of others.</p> <p>Convincing French will be shown by a range of language that is fit for the context, and by generally successful selection from a repertoire of language features and strategies to support the interaction.</p> <p>Communication will not be significantly hindered by inconsistencies.</p> <p>The exemplified student appears on the left in the first interaction.</p> <p>The student communicates information and offers evidence to support her views, e.g. <i>'parce que je suis paresseuse</i>. She is engaged and plays an active part in maintaining the interactions, e.g. <i>'Que veux-tu faire dans la vie?', 'Pourquoi?'</i> and <i>'Ah, d'accord!'</i> In the first interaction she helps her partner out several times, e.g. with <i>'bonne idée'</i> and <i>'la natation'</i>.</p> <p>There is a range of language used that fits the specific purpose and audience of each interaction, e.g. <i>'Pour garder la forme je joue au tennis et je fais de la gymnastique...'</i> and <i>'Que fais-tu pendant le weekend?'</i></p> <p>The interactions are not significantly hindered by inconsistencies e.g. <i>'En Tahiti, il n'y a pas beaucoup d'histoire'</i> or <i>'Que fais-tu pour garde la forme?'</i></p> <p>This student demonstrates an ability to use straightforward language to give information and opinions.</p> <p>For a more secure Merit, there will be additional evidence of a range of language to justify ideas and opinions, e.g. by explaining or supporting her views.</p>

	Grade Boundary: High Achieved
4.	<p>For Achieved, the student needs to interact using spoken French to communicate information and justify ideas and opinions in different situations. Interactions need to provide evidence to support their own views and/or the views of others.</p> <p>Communication will be achieved overall, despite inconsistencies.</p> <p>The exemplified student appears on the right in the first interaction.</p> <p>The student communicates information and offers some evidence to support her views, e.g. <i>'Tahiti est très pittoresque et joli'</i>. There is evidence of simple strategies to help her maintain the interaction, even when it moves into unexpected areas, e.g. <i>'Artificiel?'</i> and <i>'Vraiment?'</i></p> <p>There are inconsistencies, but overall these do not significantly hinder communication, e.g. <i>'Tu es gagné déjà?'</i></p> <p>To reach Merit, the student would need to meet the requirement for a range of language. A wider range would convincingly communicate and justify her own information/ideas and opinions, and enhance the ways that she interacts with and comments on those of others.</p>

	Grade Boundary: Low Achieved
5.	<p>For Achieved, the student needs to interact using spoken French to communicate information and justify ideas and opinions in different situations. Interactions need to provide evidence to support their own views and/or the views of others.</p> <p>Communication will be achieved overall, despite inconsistencies.</p> <p>The exemplified student appears on the right in the first interaction.</p> <p>The student contributes some information across the three interactions, e.g. <i>'mon père est très stricte et un peu protecteur'</i>, and at times is able to explain her views, e.g. <i>'la vie... très stressant parce que je suis très occupée avec mes devoirs'</i>. Her contribution to the third interaction is limited, but enough information is shared to enable the other speaker to interact.</p> <p>There is evidence that the student has some simple interactive strategies, e.g. <i>'oui'</i>, <i>'c'est cool'</i>, <i>'désolée'</i> and <i>'et toi?'</i>, and can ask questions.</p> <p>Communication is achieved despite inconsistencies, e.g. <i>'parce que je vais un prof'</i>, <i>'je ne jouais pas la guitare parce que trop difficile'</i>, and <i>'je vous pourrais la Provence'</i>. Despite the inconsistencies, the other speaker is able to understand.</p> <p>For a more secure Achieved, the student could show additional language at the expected level. This would show that she is able to communicate and explain her own information, ideas and opinions, and interact with/comment on/refer to those of others.</p>

	Grade Boundary: High Not Achieved
6.	<p>For Achieved, the student needs to interact using spoken French to communicate information and justify ideas and opinions in different situations. Interactions need to provide evidence to support their own views and/or the views of others.</p> <p>Communication will be achieved overall, despite inconsistencies.</p> <p>The exemplified student speaks second in the first interaction.</p> <p>There is some information given, e.g. <i>'je pense peut-être la musique – j'adore la musique – c'est mon matière'</i>, <i>'je suis une secrétaire pour l'école primaire – c'est très facile'</i>. The interaction does show some of the language features and strategies of interacting, e.g. <i>'et toi?'</i>, <i>'Pourquoi?'</i> and <i>'Ah oui?'</i></p> <p>To reach Achieved, the student will show an ability to move beyond the simple <i>oui/non</i> type answers, and show evidence of being able to help maintain and sustain the conversation by providing information or opinions with which the listener can also interact.</p> <p>To reach Achieved, the language provided by the student will come closer to the 3 minutes suggested.</p>