



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

Exemplar for Internal Achievement Standard

French Level 1

This exemplar supports assessment against:

Achievement Standard 91964

**Interact in spoken French to share and respond to information, ideas,
and opinions**

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

New Zealand Qualifications Authority

To support internal assessment

Grade: Achieved

For Achieved, the student needs to interact in spoken French to share and respond to information, ideas, and opinions.

This involves using relevant language in unrehearsed and unscripted conversation, and referring to events or experiences in the present as well as the past or future. Communication will be achieved overall despite inconsistencies.

The assessed student is on the right in both videos.

The student has interacted about important people in her life and her personal interests. There is evidence of use of language covering past and/or future events and experiences, e.g. the past tense "*elle est née à Rotorua*". The student is starting to build on aspects of her contribution, e.g. "*je m'entends bien avec mon amie parce que nous avons une personnalité similaire*".

Interactive strategies are evident in both interactions. The student asks formulaic questions such as "*Comment s'appelle ta mère*", "*Quel âge a-t-elle?*" and "*et toi?*", and reacts to her partner's comments with simple responses, e.g. "*je ne sais pas*" and "*super*". Occasionally her reactions begin to be more spontaneous, e.g. "*moi aussi je suis super*" and "*J'adore Mont Ruapehu*".

Both recordings demonstrate a consistent level of language, and communication is achieved overall despite inconsistencies.

For Merit, the student would need additional evidence of interactive strategies to support the conversation, for example responses to questions that go further than the formulaic. There should also be additional evidence of building on aspects of information, ideas, and opinions (the student could increase the details in their responses).

Communication was threatened at times, e.g. past/future tense confusion, mother tongue interference, e.g. "*New Zealand*", and some lexical items such as "*ennuyeux*" and "*idée*". At Merit there would not be inconsistencies that significantly hinder communication.

Grade: Merit

For Merit, the student needs to interact capably in spoken French to share and respond to information, ideas, and opinions.

This involves using interactive strategies to support the conversation and a range of language. There will be evidence of building on aspects of the information, ideas, and opinions exchanged. Communication will not be significantly hindered by inconsistencies.

The assessed student is on the left in both videos.

The student has interacted capably about her family life, as well as negotiating weekend plans with her partner. There is evidence of using language at the expected level and talking about present, past or future events and experiences in both interactions, e.g. using the past tense *“le week-end dernier je suis allée au cinéma avec...mes trois frères”*.

Both interactions successfully demonstrate a range of language, and the student includes details to build on aspects of her contribution, e.g. *“je m’entends bien avec mère parce que nous aimons Netflix et elle est très gentille”*.

Interactive strategies are used to facilitate both interactions. The student asks questions, e.g. *“tu veux aller à la plage avec moi et mon frère dimanche?”* and reacts to her partner’s comments with simple responses, e.g. *“moi aussi”* and *“oh, j’adore”*.

Both recordings demonstrate a consistent level of language, and there are no inconsistencies that significantly hinder communication across the interactions.

For Excellence, the student could demonstrate further variety of language, for example by increasing the detail in the information shared. For Excellence there should be additional evidence of interactive strategies to enhance the communication in reactions and responses to what their partner says. For example, when talking about the movie she could react with a personal opinion such as *“ah oui, moi aussi j’ai regardé Barbie et c’était fantastique”*.

Grade: Excellence

For Excellence, the student needs to interact skilfully in spoken French to share and respond to information, ideas, and opinions.

This involves successfully using interactive strategies that enhance the conversation and a range of language. Communication will not be hindered by inconsistencies.

The assessed student is on the left in video 1 and the right in video 2.

The student has shared information about her family life and what she did at the weekend, and negotiated plans for the upcoming weekend. There is evidence in both interactions of using language at the expected level and of talking about present, past or future events and experiences, e.g. using the past tense *"j'ai mangé au restaurant samedi soir, c'était bon"* and the future tense *"je vais regarder mon frère jouer au rugby"*.

Both interactions successfully demonstrate a range of language, and the student gives details to embellish what she is saying, e.g. *"je m'entends avec mon frère même s'il est un peu agaçant de temps en temps"* and *"j'adore ta robe...avec un pull parce qu'il va faire froid"*.

Interactive strategies are used to enhance both interactions. The student asks questions and reacts to her partners comments. At times, the reactions are simple and brief such as *"ah oui"* and *"j'ai hâte"*. However, she also engages with and extends appropriately on what her partner says to take the interaction further, e.g. *"oh c'était l'anniversaire de ma mère le week-end dernier"*. The interactions are natural, with pauses indicating that they are unrehearsed and unscripted.

Both recordings demonstrate a consistent language level, and there are no inconsistencies that hinder communication across the interactions.