

Achievement Standard

Subject Reference

Languages 2.2

Title

Give a prepared spoken presentation in French on a less familiar topic

Level 2

Credits 3

Assessment Internal

Subfield Languages

Domain French

Registration date 11 November 2004

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This achievement standard involves composing, preparing and giving a spoken presentation in French on a less familiar topic and for a specific audience and purpose.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> Give a clear spoken presentation in French, which gives relevant information and/or ideas in a less familiar context, using appropriate language. Communication is achieved overall despite errors in language use. 	<ul style="list-style-type: none"> Give a clear, organised spoken presentation in French, which develops relevant information and/or ideas, using a variety of appropriate language. Any errors in language use do not significantly hinder communication. 	<ul style="list-style-type: none"> Give a clear, organised spoken presentation in French, with substantial development of relevant information and/or ideas, using a wide variety of appropriate language. Delivery is confident and fluent and any errors in language use do not hinder communication.

Explanatory Notes

- This achievement standard is derived from the speaking skills achievement objectives in the Language Skills of *French in the New Zealand Curriculum*, Learning Media, Ministry of Education, 2002, up to and including Level 7.
- Communication functions, language structures, vocabulary and socio-cultural aspects will be consistent with levels up to and including Level 7 of the French curriculum guidelines, or equivalent.

- 3 Assessment activities and student responses will reflect socio-cultural aspects as appropriate.
- 4 Definitions:
- *Appropriate language* refers to the use and/or comprehension of language corresponding to the strands and achievement objectives up to and including Level 7 of the French curriculum guidelines, or equivalent.
 - *Less familiar* refers to topics/communicative situations/settings that may be outside the personal experience of the learner but have been learnt about in the course of instruction and are appropriate to the language and culture up to and including Level 7 of the French curriculum guidelines, or equivalent.
 - A *spoken presentation* can be a demonstration of a process or an illustrated talk, eg promotion of a product or tourist destination, or presenting a biography of a famous person.
 - *Clear* means audible and comprehensible, ie it is an error if incorrect pronunciation changes or obscures the intended meaning. Any hesitation should be natural, ie appropriate pausing, and should not detract from the clarity of the talk.
 - *Language* in speaking refers to vocabulary and language structures, as well as pronunciation, intonation, and tones, as appropriate to French.
 - *Audience* refers to one or more persons, eg teacher, group, or class, and could be a real speaking situation.
 - *Organised* indicates that the presentation should be logically sequenced, eg: chronologically; with an introduction, development and conclusion; contrasts and comparisons; time/place shifts; subtopics in order of importance, etc.
 - *Develops* refers to expanding upon or clarifying ideas. *Substantial development* is when many of the ideas are expanded upon.
 - *Errors in language use* refers to errors in the use of vocabulary and language structures, as well as pronunciation, intonation, and tones, as appropriate to French.
- 5 This achievement standard is to be used in conjunction with the vocabulary and structures appendix for French that can be accessed from <http://www.tki.org.nz/e/community/ncea/support.php>.
- 6 Evidence is required from one spoken presentation of a minimum length of two minutes of speaking time. Quality is more important than length. For achievement with excellence, a high level of accuracy is expected.

Quality Assurance

- 1 Providers and Industry Training Organisations must be accredited by the Qualifications Authority before they can register credits from assessment against achievement standards.
- 2 Accredited providers and Industry Training Organisations assessing against achievement standards must engage with the moderation system that applies to those achievement standards.

Accreditation and Moderation Action Plan (AMAP) reference

0226