

Achievement Standard

Subject Reference

Languages 2.3

Title

Converse in French in a less familiar context

Level 2

Credits 3

Assessment Internal

Subfield Languages

Domain French

Registration date 11 November 2004

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This achievement standard involves conversing clearly in French to convey and seek information and/or ideas in a less familiar context.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> Converse clearly in French, to convey and seek 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"> Converse clearly in French, to convey and seek relevant information and/or ideas in a less familiar context, with some development, using a variety of appropriate language. Any errors in language use do not significantly hinder communication. 	<ul style="list-style-type: none"> Converse clearly in French, to convey and seek relevant information and/or ideas in a less familiar context, with substantial development, using a wide variety of appropriate language. Interaction 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 contexts* refers to topics/communicative situations/settings that may be outside the personal experience of the learner but have been learned 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.
 - *Clearly* 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 conversation.
 - *Language* in speaking refers to vocabulary and language structures, as well as pronunciation, intonation, and tones, as appropriate to French.
 - *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 a conversation between the teacher/assessor and the student, where the total contribution from the student should be about two minutes. The conversation must not be between two students.
- 7 Conversation situations at this level should arise from the topics and contexts of the French curriculum guidelines. Examples of situations are making travel arrangements, solving travel problems, applying for a (part-time) job or a student exchange, giving advice, interviewing principal/teachers in an exchange school.
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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.