

Achievement Standard

Subject Reference

Languages 2.6

Title

Produce crafted writing in French on a less familiar topic, with the support of resources

Level 2

Credits 3

Assessment Internal

Subfield Languages

Domain French

Registration date 11 November 2004

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This achievement standard involves drafting, reworking, and presenting writing in French, with the support of resources, which develops information and/or ideas on a less familiar topic.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> Write a crafted text in French, on a less familiar topic, that develops relevant information and/or ideas, using appropriate language. Communication is achieved overall despite errors in language use. 	<ul style="list-style-type: none"> Write a crafted text in French, on a less familiar topic, with substantial development of 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"> Write a crafted text in French, on a less familiar topic, with extensive development of relevant information and/or ideas, using a wide variety of appropriate language. Language is used confidently and any errors in language use do not hinder communication.

Explanatory Notes

- This achievement standard is derived from the writing 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 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.
 - *Develops* refers to expanding upon or clarifying ideas with detail/reasons/descriptions/explanations. *Substantial development* is when many of the ideas are expanded upon, and *extensive development* is when most of these are expanded upon.
 - *Crafted* refers to text organised in an appropriate format and style, drafted and reworked.
 - *Language* in writing refers to vocabulary and language structures as well as spelling and punctuation appropriate to French.
 - *Errors in language use* refers to errors in the use of vocabulary and language structures.
- 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 will be required from one text containing a minimum of 175 words. Quality is more important than length. For achievement with excellence, a high level of accuracy is expected.
- Material included in the text that is sourced from elsewhere should be acknowledged and should not be included in the word count.
- 7 Writing may be imaginative, descriptive or narrative. Types may include a short story, research project, brochure, job application, curriculum vitae, email, etc. Only written language will be assessed.
- 8 *Resources* may include a dictionary or word list, grammar reference book, thesaurus, CD-ROM, computer or word processor (including spelling or grammar checks).

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