

Achievement Standard

Subject Reference	Languages 3.2		
Title	Give a prepared speech in French using complex language		
Level	3	Credits	3
		Assessment	Internal
Subfield	Languages		
Domain	French		
Registration date	7 December 2005	Date version published	7 December 2005

This achievement standard involves composing and delivering a prepared speech in French using complex language, on a less familiar topic, for a specific audience and purpose.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> Give a clear speech in French, on a less familiar topic, which gives relevant information and/or ideas and expresses a point of view, using complex language. Communication is achieved overall, despite errors in language. 	<ul style="list-style-type: none"> Give a clear, organised speech in French, on a less familiar topic, which develops relevant information and/or ideas and expresses a point of view, using a variety of complex language. Any errors in language do not significantly hinder communication. 	<ul style="list-style-type: none"> Give a clear, organised and fluent speech in French, on a less familiar topic, which substantially develops relevant information and/or ideas and expresses a point of view, using a wide variety of complex language. Any errors in language do not hinder communication.

Explanatory Notes

- This achievement standard is derived from the speaking skills achievement objectives in the Language Skills strand of *French in the New Zealand Curriculum*, Learning Media, Ministry of Education, 2002, up to and including Level 8.
- Communication functions, language structures, vocabulary and socio-cultural aspects are consistent with levels up to and including Level 8 of the French curriculum guidelines, or equivalent.

- 3 Assessment activities and student responses will reflect socio-cultural aspects as appropriate.
- 4 Definitions:
- *Complex* refers to the use and/or comprehension of language corresponding to communication functions, language structures, vocabulary and socio-cultural aspects in accordance with the strands and achievement objectives up to and including Level 8 of the French curriculum, or equivalent.
 - *Less familiar* refers to communicative situations/settings which provide an opportunity to go beyond the personal experience of the learner and are appropriate to the language functions and culture up to and including Level 8 of the French curriculum guidelines, or equivalent.
 - *Clear* means audible and comprehensible.
 - *Language* in speaking refers to vocabulary and structures, as well as pronunciation, intonation and tones, as appropriate to French.
 - *Audience* refers to one or more persons, eg teacher, group, class, and may be a real speaking situation.
 - *Organised* indicates that the speech should be logically sequenced, eg: chronologically; with an introduction, development and conclusion; subtopics in order of importance; contrasts and comparisons; shifts in time/place; etc.
 - *Develops* refers to expanding upon or clarifying ideas with detail/reasons/descriptions/explanations. It is *substantial* when many of the ideas are expanded upon.
 - *Errors in language* refers to errors occurring in the use of vocabulary and structures, as well as pronunciation, intonation and tones as appropriate to French. Any hesitation should be natural (appropriate pausing) and should not detract from the fluency of the speech.
 - *Significantly hinder* refers to the extent to which the errors compromise the communication of the whole speech, rather than a few isolated incidences.
 - *Hinder* refers to fewer errors, but there may still be isolated incidences.
- 5 Evidence is required from one speech of at least two minutes of speaking time. Quality is more important than length.
- 6 A *prepared speech* must be for a specific audience and purpose eg a welcome to visitors, persuasive speech to a meeting, speeches at celebrations etc. Topics for speeches could include: topical issues (political, social and environmental, eg drink-driving, the effects of tourism) and speeches of introduction and information (surviving at school, cultural difference(s), a farewell address), as appropriate to Level 8 of the French curriculum, or equivalent. If speeches of introduction or farewell are used they must include a point of view.

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