

## Achievement Standard

**Subject Reference** Languages 3.3

**Title** Converse in French using complex language in less familiar contexts

**Level** 3

**Credits** 3

**Assessment** Internal

**Subfield** Languages

**Domain** French

**Registration date** 7 December 2005

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This achievement standard involves exchanging and supporting relevant information, ideas and/or opinions in a conversation in French, using complex language in less familiar contexts.

### Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> <li>Converse clearly in French, in less familiar contexts, exchanging and supporting relevant information, ideas and/or opinions, using complex language. Communication is achieved overall, despite errors in language.</li> </ul>	<ul style="list-style-type: none"> <li>Converse clearly in French, in less familiar contexts, exchanging and supporting relevant information, ideas and/or opinions, with some development, using a variety of complex language. Any errors in language do not significantly hinder communication.</li> </ul>	<ul style="list-style-type: none"> <li>Converse clearly and fluently in French, in less familiar contexts, exchanging and supporting relevant information, ideas and/or opinions, with substantial development, using a wide variety of complex language. Any errors in language do not hinder communication.</li> </ul>

### 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.

- 2 Communication functions, language structures, vocabulary and socio-cultural aspects will be 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.
  - *Clearly* means audible and comprehensible.
  - *Language* in speaking refers to vocabulary and language structures, as well as pronunciation, intonation and tones, as appropriate to French.
  - *Exchanging and supporting relevant information, ideas and/or opinions* refers to the sharing of and response to ideas and information via questions, responses and feedback from both participants. A substantial amount of the conversation should be provided by the student, not the teacher.
  - *Development*, refers to expanding upon or clarifying ideas, and/or being able to state a point of view and support it. In conversation this does not necessarily require extensive amounts of detail for each point made, but may be expressed by questions, fillers, expressions, seeking clarification, giving feedback etc throughout. Development is *substantial* when the student develops their ideas while assuming a significant role in the conversation.
  - *Errors in language* refers to errors occurring in the use of vocabulary and language 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 conversation.
  - *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 a conversation between the teacher and the student (it must not be between two students). The contribution from the student should be about two minutes, but quality is more important than duration.
- 6 Conversation situations at this level should arise from the topics and contexts suggested in the French curriculum guidelines, or equivalent. The conversation could involve exchanging and supporting ideas and opinions (eg about student exchanges, students and part-time employment), discussions and debates (eg advantages and disadvantages of lowering the drinking age, city/community life, wearing school uniforms). The conversation topic should be integral to the teaching programme as is stated in Level 8 of the languages curriculum.

### 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