

Achievement Standard

Subject Reference Languages 3.6

Title Write crafted text in French, using complex language, with the support of resources

Level 3 **Credits** 3 **Assessment** Internal

Subfield Languages

Domain French

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This achievement standard involves writing one crafted text in French, using complex language and on a less familiar topic, with the support of resources. It also involves organising ideas/information and/or points of view.

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, which organises relevant information/ideas and/or points of view, using complex language. Communication is achieved overall, despite errors in language. 	<ul style="list-style-type: none"> Write a crafted text in French, on a less familiar topic, which organises and develops relevant information/ideas and/or points of view, using a variety of complex language. Any errors in language do not significantly hinder communication. 	<ul style="list-style-type: none"> Write a crafted text in French, on a less familiar topic, which organises and substantially develops relevant information/ideas and/or points 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 writing 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 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.
 - *Crafted* refers to text organised in an appropriate format and style, drafted and reworked.
 - *Develops* refers to expanding upon or clarifying ideas with detail/reasons/descriptions/explanations. It is *substantial* when many of the ideas are expanded upon.
 - *Organises* refers to using a logical sequence and appropriate format, eg: chronological; introduction, development and conclusion; contrasts and comparisons etc.
 - *Point of view* is defined as an argument or opinion on a topic.
 - *Language* in writing refers to vocabulary and language structures, as well as spelling and punctuation, as appropriate to French.
 - *Errors in language* refers to errors occurring in the use of vocabulary and language structures, as appropriate to French.
 - *Significantly hinder* refers to the extent to which the errors compromise the communication of the whole text, rather than a few isolated incidences.
 - *Hinder* refers to fewer errors, but there may still be isolated incidences.
- 5 This achievement standard is to be used in conjunction with the vocabulary and structures appendices for French that can be accessed from <http://www.tki.org.nz/ncea>.
- 6 For assessment, evidence will be required from one piece of writing of at least 240 words. Quality is more important than length. Material included in the text that is sourced from elsewhere should be acknowledged and should not be included in the word count.
- 7 *Resources* may include a word list, a thesaurus, textbooks, dictionary, CD-ROM, computer or word processor (including spelling or grammar checks).
- 8 Writing may be imaginative, descriptive or narrative. Types of writing at this level could include essay, book or film review, advertisement, guidebook, article, research project, literary essay or writing designed for a web page. Written language only will be assessed.

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