

TASK

Write a letter/email to introduce yourself which can be used to match you to a suitable student in your partner school

FORMAT

Written

TITLE

Je me présente

TEACHING AND LEARNING CONTEXT

Every year the school runs an exchange programme with a partner school in France with TY students. To match Irish students with a suitable student in France, Irish students write a letter to introduce themselves. The teacher in France then uses that letter to match the students with a French student who will become their penpal and they will eventually stay with each other.

In this task the students were asked to imagine what they might write in their initial letter to help the French teacher match them with a student they would things in common with.

Student Work

Salut!

Je m'appelle Keela. J'ai quatorze ans. J'habite à GrangeGorman à Dublin. Il y a cinq personnes dans ma famille. J'ai une soeur, elle s'appelle Olwyn et j'ai un frère il s'appelle Emmet. J'ai un chien, il a trois ans.

J'ai beaucoup de passe temps par exemple: Le cinéma et la télé. Je regarde toutes sortes de film. J'aime regarder les films comiques et films d'action mais mon genre favori est les thrillers. Parfois je vais au cinéma avec mes amis, j'adore le cinéma parce que c'est relaxant. Normalement je regarde des émissions. Je n'aime pas les info ou les westerns parce que ils sont ennuyeux. Mon émission préférée est Stranger Things. Quelle est ton émission préférée?

J'adore la musique. J'écoute toutes sortes de musique, mais normalement j'écoute du pop. Je télécharge la musique sur mon i-phone, Spotify est une merveille! Tu aimes Spotify? Mon artiste préféré est Jorja Smith et ma chanson préférée est Be Honest. Je déteste le rock c'est pas mon truc. Je ne joue pas d'un instrument mais le piano m'intéresse. Je jouais du piano. Tu joue d'un instrument?

Mon passe temps préférée est le sport. J'aime le sport. Je joue au basket, c'est ma passion. J'y joue chaque lundi et jeudi avec mon amie Éabha à mon école et mon équipe 'Tolka'. Je joue un match de basket le samedi, j'adore les matchs de basket. Mon joueur préféré est LeBron James parce que il est très rapide, et mon équipe préférée est LA Lakers. Parfois je fais du cyclisme avec ma soeur et je fais de la natation avec mes cousins. Tu fais de la natation ou du cyclisme?. À vrai dire, je ne supporte pas le foot, c'est barbant et c'est pas mon truc. Es que tu aimes le foot?

C'est tout pour le moment, j'attends tes nouvelles avec impatience.

Ton amie, Keela.

Features of Quality: Student Language Portfolio

<p>Exceptional</p> <p>A piece of work that reflects these features to a very high standard. The strengths of the work far outstrip its flaws.</p>	<p>Ideas are communicated very clearly, with very good fluency, accuracy and range of vocabulary</p> <p>The text shows very good awareness of language and social conventions and of language patterns</p> <p>The text reveals a very good understanding of the purpose and potential audience for the communication and, where appropriate, aspects of the target language country/countries or culture</p>
<p>Above expectations</p> <p>A piece of work that reflects these features very well. The student shows a clear understanding of how to complete each area of the task. Feedback might point to the necessity to address some aspect of the work in need of further attention but, on the whole the work is of a high standard.</p>	<p>Ideas are communicated clearly, with good fluency, accuracy and range of vocabulary</p> <p>The text shows good awareness of language and social conventions and of language patterns</p> <p>The text reveals a good understanding of the purpose and potential audience for the communication and, where appropriate, aspects of the target language country/countries or culture</p>
<p>In line with expectations</p> <p>A piece of work that reflects most of these features well. It shows a good understanding of the task in hand. Feedback might point to areas needing further attention but the work is generally competent.</p>	<p>Ideas are communicated clearly enough to be understood, with limited fluency, accuracy and range of vocabulary</p> <p>The text shows a limited awareness of language and social conventions and of language patterns</p> <p>The text reveals some understanding of the purpose and potential audience for the communication and, where appropriate, aspects of the target language country/countries or culture</p>
<p>Yet to meet expectations</p> <p>A piece of work that falls some way short of the demands of the Classroom-Based Assessment and its associated features. Perhaps the student has made a good attempt, but the task has not been grasped clearly or is marred by significant lapses. Feedback will draw attention to fundamental shortcomings that need to be addressed.</p>	<p>Ideas are frequently communicated unclearly and are limited to very basic words and phrases</p> <p>The text shows little or no awareness of language and social conventions or of language patterns</p> <p>The text reveals little or no understanding of the purpose and potential audience for the communication or aspects of the target language country/countries or culture</p>

Students select their best texts within the timeframe stipulated by the NCCA. They are free to choose any three items they have created over the time period, to submit for assessment, as long as at least one text is in oral format and at least one text shows awareness of aspects of the country/ countries and/ or culture of the language. Teachers assess each text individually using the features of quality. Expectations of the standard they achieve will be at a level appropriate to their age and experience at that stage in their language learning in junior cycle.

TEACHER ANNOTATIONS USING THE FEATURES OF QUALITY

In the text ideas are very clearly communicated with very good fluency, accuracy and a range of vocabulary. The student uses a very good range of verbs (e.g. rather than repeat the verb *aimer* they use *m'intéresse*, *ne supporte pas*, *j'adore*) and a variety of adjectives e.g. *ennuyeux/barbant*, *relaxant*. To add to the fluency of the piece, some adverbs of frequency are used such as *normalement* and *parfois*. In addition, there are examples which show a very good understanding of the language (e.g. the use of the pronoun "y"). The work also shows linguistic flair as the students uses expressions such as *une merveille*, *c'est pas mon truc* and *à vrai dire*.

There is a very good language awareness throughout the piece. Agreements and genders are mostly correct with a handful of small errors. Examples of awareness include *mes amis*, remembering *ils sont* for the plural and the feminine agreement for *ton émission préférée*. The student also shows language awareness when using *faire du*, *de la* and *jouer au*. The use of connectors such as *et* and *mais* plus the expressions like *à vrai dire* help the flow of the piece.

The work shows a very good understanding of the purpose and potential audience. Not only does the student inform their future pen-pal about themselves but they do it in such a way that it flows very well and is easily understood. The student also engages the reader by asking questions as well as expressing clear opinions.

On the whole this is a piece of work that reflects the features to a very high standard and in which the strengths of the work far outstrip its flaws

LEVEL OF ACHIEVEMENT

Best fit on balance judgement =



Exceptional

The annotations capture observations by the student's teacher, using the features of quality, with a view to establishing the level of achievement this work reflects. The annotations and judgments were confirmed by a Quality Assurance group, consisting of practicing MFL teachers and representatives of the Inspectorate, the State Exams Commission and the Junior Cycle for Teachers support service.