

TASK

“Il faut t’imaginer une très belle ville et puis la créer! Après il faut la publier sur ton blog Nous allons lire les blogs et choisir la meilleure ville. La gagnante gagnera un prix.!”

FORMAT

Written

TITLE

Bienvenue à ma ville parfaite!

TEACHING AND LEARNING CONTEXT

After learning about towns and cities in French speaking regions and discussing the types of places they would like to live, students were asked to imagine the town of their dreams. They then worked on describing those places with the view to persuading other students that they should live there too.

STUDENT WORK

Bonjour tout le monde!

Bienvenue à ma ville parfaite! Ma ville s'appellera 'mon plus grand rêve'.

Dans ma ville, il y aura l'école avec garçons et filles parce que je crois que l'école avec garçons et filles est très amusante, fantastique et merveilleuse!! il y aura une grande, grand pâtisserie avec n'importe quel gâteau de votre choix! Moi, j'adore les gâteaux parce qu'ils sont délicieux!

On verra, un parc d'attractions dans le nord de ma ville. Il y aura un parc de cheval. Moi, j'adore des chevalux parce qu'ils sont très amusantes! Le parc de cheval sera situé dans le nord-est de ma ville.

Dans le sud de ma ville, nous pouvons avoir, un grand centre commercial avec tous les magasins! Moi, j'adore faire du shopping . Nous pouvons avoir, l'institut de beauté et la grand magasin de chaussure et un magasin designer!!

Dans l'ouest de ma ville, il y aura des châteaux gonflables. en face du château gonflable, on verra une fontaine de chocolat avec des jouets glissants. À cotè du chocolat fontaine, on aura un labyrinthe! Moi, je pense qu'il sera inoubliable. Dans le sud de ma ville, nous aurons, la gare, la banque, la gare routière, l'hôpital, le parc et le théâtre. Ces aspects est très essentials!!

Dans le sud-est de ma ville, il y aura un parc aquatique et un safari animaux ensemble! Également il y aura un Mcdonalds!!

Moi, je crois qu, il faudra à visiter "mon plus grand rêve"!!!!

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

This is a good piece of work which shows that the student has a clear understanding of how to complete each area of the task. Ideas are communicated clearly; there is good fluency through the use of a range of simple connectors (e.g. “et; “parce que”). In addition, the insertion of opinions (e.g. “je crois que” and “je pense que”) makes this piece interesting to read.

There are some basic errors that would suggest more attention to detail is needed (e.g. “une grande,grand pâtisserie”; “chevalux”; “a cote”).

Language awareness is good throughout the piece as prepositions are consistently correct and the tenses are used accurately and appropriately on the whole (e.g. on verra, il faudra »). For the most part, adjectives are also correct which shows that the student not only recognises but can appropriately use these language patterns. These adjectives add richness and depth to a simple piece of French! The text also reveals a good understanding of the purpose and potential audience.

Overall the piece shows that the student grasped fully the task and while feedback might point to the necessity to address some aspect of the work in need of further attention, as outlined above, on the whole the work is of a high standard.

LEVEL OF ACHIEVEMENT

Best fit on balance judgement =



Above expectations

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.