

## TASK

Give an oral presentation to your classmates about a family holiday spent in a French-speaking country, using digital media.

## FORMAT

Oral

## TITLE

Mes vacances en France

## TEACHING AND LEARNING CONTEXT

Students had been learning about various tourist regions of French-speaking countries. They were then asked to imagine that they had been on a holiday with their family in a French speaking region and they now had to prepare an oral presentation to the class describing the holiday.

Students were asked to use digital media to make their presentation (e.g. audio file / a video / a Powerpoint presentation with a voice-over). This student chose to record an audio clip of himself talking about a trip to France to visit his aunt and his experiences during his time there.



Listen to this audio at [www.curriculumonline.ie](http://www.curriculumonline.ie)

Features of Quality: Student Language Portfolio	
<p><b>Exceptional</b></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><b>Above expectations</b></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><b>In line with expectations</b></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><b>Yet to meet expectations</b></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

On the whole ideas are communicated clearly in this piece and, for the most part, with good accuracy. While some sentences are unclear the student can be understood for the most part.

There is a good range of vocabulary evident in the work. The student uses a variety of nouns, verbs and adjectives to describe his trip such as daily activities and food. There are also some impressive phrases and rich descriptions used (e.g. “coup de soleil”; “acheter pour mon frère”; “montagnes russes” “moules”; “je suis allé”). Accuracy is good for the most part and the passé composé and imparfait are used appropriately and are confidently delivered.

The student displays a good awareness of language although at times clarity is impeded due to the student’s pronunciation and intonation (e.g. “russes”; “choses”; “étaient”) so feedback might suggest that further work is needed here.

The text reveals a good understanding of the purpose and audience as well as a good understanding of aspects of the target language country and culture, revealed in descriptions of food and of the times of meals in France as well as the reference to the fact that *moules* are a specialty of Normandy.

Overall this is a piece of work that reflects most of the features of quality very well. While feedback might point to the necessity to address some aspects such as pronunciation and intonation, 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.



Exceptional



Above expectations



In line with expectations



Yet to meet expectations