

TASK

Create a feature/ magazine fashion spread for teenagers in your class

FORMAT

Written

TITLE

La Mode L'automne

TEACHING AND LEARNING CONTEXT

After learning about French fashion and shopping in France, students were asked to create a feature or a magazine spread for teenagers in their class which might include some fashion tips. This student has chosen to focus on Autumn in the feature.

STUDENT WORK

La Mode L'automne.

J'aime porter des vêtements qui sont confortable.
Comme un survêtement avec des baskets.

Je m'habille avec, des vêtements décontractés.

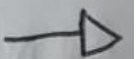
Quand je fais du shopping j'achète des vêtements et
des bijoux. Je fais aussi les magasins pour trouver
des accessoires. Comme des lunettes de soleil et
un sac à dos. Je fais le magasins chaque mois.

Moi j'aime beaucoup les magasins, M&M et Penney's
parce qu'ils offrent une variété de vêtements.

J'aime porter le vêtement uni parce qu'ils sont très
joli. J'adore la mode d'automne.

En Automne, j'en porterais:

- Un bottine brun clair parce qu'ils sont à la mode et
un bottine à l'air confortable. Je les mettrais avec un
jean bleu clair, un pull à col roulé gris en laine et un
chapeau brun clair.



• Un robe fleurie orange parce que c'est léger et j'aime porter un robe parce qu'ils sont à la mode. Je les mettrais avec des lunettes de soleil, de sandales brun foncé et un blouson en jean bleu avec déchirés.

• Pour mon dernier tenu, j'ai choisi des vêtements décontractés. J'ai porterais un t-shirt rose rayée, un legging en coton noir, un sweat à capuche gris et un sac et des chaussures assorties.



Junior Cycle MFL (French)
Classroom Based Assessment 2



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

Ideas are communicated clearly throughout the work with a fluency of language that is sometimes very good.

There is a very good range of vocabulary and accuracy is good There are a number of mistakes. Some sentences are missing verbs and the conditional tense is used incorrectly (j'ai porterais, je les mettreais).

The text also shows a good awareness of language and social conventions although the language awareness is limited at times. The work would be improved by greater manipulation of the language.

The text reveals a good understanding of the purpose and potential audience as the register used is appropriate and the piece clearly demonstrates what one might wear in Autumn.

On the whole the student shows a clear understanding of the task in hand and while there are aspects of the work that are in need of further attention, 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.