

TASK

Write a piece for the French Class Blog entitled “Comment mener une vie saine ».

FORMAT

Written

TITLE

Le Blog de Class

TEACHING AND LEARNING CONTEXT

For a healthy eating week in the school, students in this class were asked to write a speech about healthy eating that would be published on the class blog.

STUDENT WORK

Bonjour mes amis ! Je m'appelle Pedro et aujourd'hui Je vais vous expliquer comment mener une vie saine. La France c'est une exemple au Le jeunes mangent très bien Dans les cantines a l'école. Il y a beaucoup de règlements en France pour les écoles et pour les cantines, mais ~~il n'y en~~ Il n'y en a pas en Irlande. Il y a beaucoup de problèmes d'alimentation en Irlande, pour exemple, trop jeunes dans Irlande ont une problèmes avec de santé. Certains jeunes aime rester a la maison, regarder trop de Netflix, mais ils n'aiment pas faire des exercices, parce qu'ils sont paresseux.

Aimes-tu rester et regarder le Netflix ?

J'aime regarder la TV mais J'adore faire des exercices dormir 8 heures par nuit e manger de fruits et des légumes Aussi je dis non aux cigarettes et l'alcool. Toujours ! J'essaie passer du temps avec mes amis parce que nous rions beaucoup.

Dans notre cantine la nourriture est terrible ! Pourtant ~~si tu veux~~ si tu veux avoir mangé du lion il faut manger des fruits et des légumes chaque jour, et boire deux litres d'eau par jour et voilà ! C'est simple.

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 piece of work that reflects the features of quality to a very high standard. The ideas are communicated very clearly throughout and the message is very fluently expressed with an impressive range of vocabulary and structures.

While ideas are expressed accurately for the most part, there are some spelling errors and a slight reliance on phonics (sample, au) however this does not impede the overall communication. There is an impressive range of vocabulary and verbs evident which show that the student has an impressive command of the language (e.g. “Je dis non au...”) and at times, a flair for verbal constructs (il n’y en a pas). In addition, the text includes some impressive idioms (“avoir mangé du lion”).

The text also reveals a very good understanding of the purpose of the piece which is to tell students how to have a healthy life. The introduction and conclusion are very appropriate (“aujourd’hui je vais vous expliquer comment mener une vie saine”). It also concludes clearly and with a flourish “voilà” and albeit, an over-simplified and misspelt “c’est sample”. The references to aspects of the target language culture are meaningfully and relevantly woven into text when the student compares the food served in French canteens with the food served in his school in Ireland. On the whole this is a piece that reflects the features of quality to a very high standard.

Note from QA Group

It is noted that while there are a number of inaccuracies in this piece of work, on the whole it shows a lot of depth. On balance this is a piece of work that reflects the features of quality and the outline of the exceptional descriptor and overall the strengths of the work far outstrip the 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.



Exceptional



Above expectations



In line with expectations



Yet to meet expectations