

## TASK

Respond to Luca's Whatsapp message in writing or by recording a Whatsapp message.

Da: Luca  
Ciao ragazzi! Manca solo una settimana! Non vediamo l'ora di essere in Irlanda. Ma ditemi, che cosa mangiate di solito in Irlanda? I pasti sono simili ai nostri in Italia?

## FORMAT

Written

## TITLE

Che cosa mangiate di solito in Irlanda?

## TEACHING AND LEARNING CONTEXT

The students were learning about aspects of the target language country in relation to everyday living and social conventions. They were also learning to write short descriptions about present and future events and to analyse similarities and differences in relation to their peers' lives in the target language countries in the areas of eating habits. In this task the teacher gave the students a piece of stimulus in the form of a Whatsapp message and asked them to respond orally or in writing.



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

## Features of Quality: Student Language Portfolio

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| <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

Ideas are communicated clearly enough to be understood, with limited accuracy and the student demonstrates a good range of vocabulary throughout the piece (*"pasti"; "leggero"; "pesante"; di solito"*).

While there is an overdependence on key verbs (*"bere", "adorare"*) this does not impede the clarity of the message or overall fluency. The student's pronunciation is quite good - feedback might point to the correct pronunciation of some key words (e.g. *"fagioli", "gli", "domenica", "leggero", "principalmente"*).

The text displays a limited awareness of language and social conventions and the correct 'tu' form is used (*"come stai?"*). Awareness of language patterns is limited (e.g. *"non vedi l'ora di vederti"*) however verbs are well conjugated in the third person plural and definite articles are correctly used with nouns.

The student shows a very good understanding of the audience, clearly and appropriately addressing Luca, as the task required (*"Ciao. Come stai? In Irlanda le persone mangiano tre pasti generalmente."*)

The student makes a good comparison between meals in the two countries, as required by the task, by referring to the Irish love of potatoes and comparing it to Italy, albeit with some errors in pronunciation (*"Gli irlandese adorano le patate. Gli italiani non mangiano molto le patate"*) however the mistakes do not impede the communication.

## LEVEL OF ACHIEVEMENT

Best fit on balance judgement =



In line with 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