

**TASK**

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

**FORMAT**

Written

**TITLE**

La Mode

**TEACHING AND LEARNING CONTEXT**

After studying about French fashion and learning about 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

◆ Robes fluides sont parfaites pour l'été. Les robes viennent dans beaucoup de couleurs et de tailles. Ces robes peuvent être fantaisie ou décontractée. Vous pouvez porter des sandales ou des bottes, paire de lunettes de soleil et des bijoux pour compléter votre tenue.

## Robe fluide.



Un blouson Rose €42



~ rose  
~ noir  
~ jaune/or  
~ rose foncé

Un t-shirt Noir et blanc €26



un montre Noir et or €50



de sandales Blanc €30



des lunettes de soleil €40 or

## une tenue rose.

◆ Une de mes tenues et le 'Une tenue rose!'

J'adore les couleurs et le style de cette tenue est. Un costume rose, un t-shirt noir et blanc et des sandales blanc. Cette tenue est parfaite pour toutes les saisons. Les vêtements sont très à la mode. J'aime porter des vêtements qui sont à la mode parce que pour moi la mode c'est très important.

Un pantalon Rose €38



Les lunettes de soleil favorites sont devenues très à la mode. Il y a porté par beaucoup de célébrités.



# MODE

## 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

Ideas are communicated clearly with good fluency and accuracy. There are some good structures used and on the whole adjectives are used correctly (e.g. les robes “viennent”/ robes fluides sont parfaites / “peuvent être / vous pouvez porter / les lunettes soleil pointues).

There is a good range of vocabulary which is impressive for this age and stage of learning (“e.g. decontractés”) and a wide range of nouns (e.g. clothing items, seasons) as well as a variety of verbs.

While there are some spelling errors (e.g. “blank”, tendue) and grammar mistakes evident (e.g. Il y a porté; Pour complète... “Une de mes tenues “ this does not impede communication.

The text shows a good understanding of the purpose of the task which is to create a fashion spread in a magazine through appropriate descriptive language e.g. “beaucoup de couleurs et de tailles) for a target audience (teenage readers). This is a piece of work that demonstrates a good understanding of the task in hand.

While feedback might point to some of the errors in spelling and accuracy, 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.