



## **FRENCH**



**FRO2000W**  
**WRITING PORTFOLIO GUIDE**  
**NCEA LEVEL 2**

# FRENCH WRITING PORTFOLIO

## NCEA LEVEL 2

### **Expected time to complete work**

This work will take you about 15 hours to complete.

### **You will work towards the following standards:**

Achievement Standard 91122 (Version 2) French 2.5

**Write a variety of text types in French to convey information, ideas, and opinions in genuine contexts**

Level 2, Internal

5 credits

### **In this guide you will focus on:**

Developing a writing portfolio in which you will gather evidence of your ability to write a variety of text types in clear French to communicate information, ideas, and opinions in genuine contexts.

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# 1 INTRODUCTION

The assessment for Achievement Standard 91122 requires you to **submit at least two pieces** of writing in a writing portfolio, showing your ability to write a variety of texts in French to communicate information, ideas, and opinions in genuine contexts.

There are four separate tasks for you to choose from in this guide.

You can submit up to four pieces of writing, from which you will then choose at least two for your final submission.

The pieces of writing for your **final submission** will add up to a combined total of about **400 words**. At all times quality is more important than quantity.

The following instructions provide you with a way to structure your work to demonstrate what you have learned to allow you to achieve success in this standard.

## INSTRUCTIONS

- You should complete the related module first before you attempt the writing task. For example, do FRO2003 first, and then do the writing assessment FRO2003Y1.
- You have one opportunity to get general feedback from your teacher and improve on your writing on each task you submit.
- You should aim to complete the writing tasks (including any reworking after receiving feedback from you teacher) by the **end of September**.

## 2 CONDITIONS

- All the work that you include in your writing portfolio **must be entirely your own work**. Extracts from external sources should not be included without acknowledging the sources. Any extracts from external sources will not be considered in the final achievement judgement.
- You can use relevant resources such as the course materials, vocabulary lists, grammar summaries and a range of commonly used real-life resources, including the internet, which may be used to support drafting and reworking.
- As you are expected to be able to work consistently at the level of language you display in your portfolio writing, we strongly advise you to **only** use the French you have learnt during this course, or French you know to be correct, and to use any additional resources with caution. The course material provides sufficient language for you to gain Excellence in this standard.
- French from the French samples in the assessment schedule may not be used unless it is significantly reworked.
- There are **no reassessment opportunities** for this standard, so make sure you choose your best two pieces and let your teacher know before the end of September. If you are in doubt, you may discuss your choice with your Te Kura French teacher.
- **The work you submit must be your own**. You may not copy or otherwise reuse French that has been created by someone else. You may not ask someone else to do any writing for you.
- Plagiarism detection software may be used to check this is your own work.

### SUPERVISOR REQUIREMENTS

- Supervision is not required for this assessment.
- Upload your draft and writing submissions to the **FR2000W Writing dropbox**.

# 3 PORTFOLIO TASKS

## OVERVIEW

The following four sets of writing tasks will help you provide evidence for the writing portfolio submission for Achievement Standard 91122.

Each task set has separate instructions. You will find these below.

- |                  |  |
|------------------|--|
| <b>FRO2003Y1</b> | <ol style="list-style-type: none"><li>1. A visit to a French-speaking country (email or blog post)</li><li>2. A visit to New Zealand (email)</li><li>3. If I were rich (essay)</li></ol>             |
| <b>FRO2004Y1</b> | <ol style="list-style-type: none"><li>1. A French exchange (email)</li><li>2. Staying with a host family (blog post)</li><li>3. At school in a French-speaking country (blog post)</li></ol>         |
| <b>FRO2005Y1</b> | <ol style="list-style-type: none"><li>1. What to wear in New Zealand (email)</li><li>2. A shopping expedition in Paris (blog post)</li><li>3. Haute couture (magazine article)</li></ol>             |
| <b>FRO2006Y1</b> | <ol style="list-style-type: none"><li>1. Problems page (magazine article)</li><li>2. Health &amp; Fitness pages (magazine article)</li><li>3. Art &amp; Leisure section (magazine article)</li></ol> |

You may also submit other authentic writing in French that you have done. This might be some writing that you have done in addition to the writing portfolio tasks e.g. a letter to a French-speaking friend. However, you **must** discuss this with your Te Kura French teacher first, to ensure you are providing the best evidence possible.

Students may write on any of the suggested topics below or a combination of more than one. It is not expected that you will cover everything under each heading; these are just some ideas to guide your thinking. You may also write on any theme of your choice, provided the requirements of the standard are met.

## FRO2003Y1 TASK SET

### 1. A visit to a French-speaking country

Write an email to your friends or a post on your **holiday blog** describing your travel experiences. You could include:

- Suitable greetings and farewells (email)
- A description of where you are and what it is like
- Weather
- What you have been doing there
- Eating experiences
- Major attractions
- People you have met

## PORTFOLIO TASKS

- Communication with the locals
- Any difficulties or unpleasant experiences
- What you would most recommend and why
- What you are planning to do/ would like to do while there.

### 2. A visit to New Zealand

Your French-speaking friends are planning a trip to New Zealand. Write them an **email** with your recommendations. You could include:

- Suitable greetings and farewells
- Introduce the topic (by referring to their proposed trip)
- Recommendation of best time of year to visit
- Suggestion for places to visit and why you recommend them
- Suitable length of time to spend in NZ/ North Island/South Island
- Questions about their preferences?
- Any challenges they may encounter (language/place names/food/culture/driving)
- Information on flora & fauna
- Recommendations for accommodation/travel
- Information on racial diversity
- Advice on what to bring and why.

### 3. If I were rich

You are entering a competition to win a place at an international student forum in Paris. Write an **essay** outlining what you would do if you won a fortune. You could include:

- Suitable introduction to the topic
- How you would spend the money personally
- Ambitions (study/travel)
- How you might use the money to make a difference to the situation of others
- What you wouldn't do and why
- Any dangers inherent in winning a fortune
- Whether you think it would change your life and why
- Suitable conclusion.

## FRO2004Y1 TASK SET

### 1. A French Exchange

You have just been paired with a French-speaking correspondent who will soon be coming to stay with you. **Email to introduce yourself.** You could include:

- Suitable greeting and farewell
- Self-introduction
- Some personal details about you and your interests
- Information about family and pets (attach photos)

- Where you live/ conditions to expect in house
- Differences to expect at school
- Eating
- Questions for your correspondent (interests/preferences)
- Suggestions for activities to do during visit
- Climate and weather for time of year
- Recommendations of what to bring.

## 2. Staying with a Host Family

You are in a French-speaking country for 6–12 months and are keeping a blog in French to share with your classmates in New Zealand. **Write a blog post.** You could include:

- Where you are
- How long you have been there
- How you are finding your host family experience
- What you think of the food
- Whether or not you enjoy school and why
- Differences you have noticed
- Things you miss about home
- How you are progressing with the language
- Things that you really like/dislike and why
- Anything surprising
- Something exciting you have done.

## FRO2005Y1 TASK SET

### 1. What to Wear in New Zealand

Your exchange student is coming to stay with you soon. You have previously exchanged personal details but in this **email** you are responding to your correspondent's questions about clothing in New Zealand. You could include:

- Suitable greeting and farewell
- An introductory response to the questions asked
- Warning about school uniform
- Description of school uniform and what you think of it
- What you would like to wear by choice
- Surprising things (e.g. bare feet/ compulsory sunhats for juniors)
- Climate in New Zealand / where you live
- Season/weather expected during student's visit
- Suggestions for clothing to bring and why
- A brief description of an event that will take place (e.g. school ball) and what to wear
- Activities you might do and suggestions for suitable clothing to bring.

**2. A Shopping Expedition in Paris**

On your school trip to France you have had the opportunity to go clothes shopping in Paris. In your **travel blog** you write in French about your experiences. You could include:

- Suitable introduction to topic
- Where you went shopping and with whom
- What you saw
- What you bought and why
- What you didn't buy and why
- Challenges you faced shopping in French
- Cultural issues (importance of greeting assistant)
- Attitude and service of staff
- Observations about what people in the street were wearing
- Cost compared to clothing in New Zealand (you may need to research this)
- Anything that surprised you.

**3. Haute Couture**

You are interested in clothing design and have chosen to do a project on French fashion. After researching the topic on the internet, write an **article** for an on-line magazine about a fashion event in Paris. You could include:

- A suitable introduction to your topic
- The description of a fashion parade
- Whether Haute Couture is practical for wearing
- The value of Haute Couture
- Haute Couture and the image of France
- Your favourite fashion designers and why you like them
- Any criticism you have of the fashion industry
- The ethics of size
- The life/exploitation of models
- A suitable conclusion.



## FRO2006Y1 TASK SET

New Zealand students of French have started an **online collaborative magazine** to which you are contributing an **article**.

### 1. Problems.

You are responsible for the **Problems** page. Someone has written to you with a problem and you offer advice. You could include:

- The letter from the correspondent outlining the problem
- Your advice, offering one or more suggestions for solving the problem
- Any general information about the issue.

### 2. Health & Fitness

You are a correspondent for the **Health & Fitness** pages. Write an article giving advice on ways to stay healthy. You could include:

- Advice on diet, giving reasons
- Food to avoid and why
- A recipe for a healthy dish
- Smoking and drinking
- Managing stress
- Sleep
- Sport and exercise
- Relationships and communication
- Leisure activities.

### 3. Arts & Leisure

You are a reporter for the **Arts & Leisure** section. Write a review of an arts event (concert, exhibition, performance, film, book, music). You could include:

- An introduction to your topic
- Details about the artist/author/musician
- A description of the event/film/book/music
- Your response to it (strengths / weaknesses)
- What you might have done differently if you had been the creator/artist
- A final recommendation
- Practical details about dates, venues, titles, costs.

## 4 TIPS FOR SUCCESSFUL WRITING

Key things you need to do to gain this standard:

- Submit two pieces of writing. The total length of your writing is about **400 words**.
- Remember quality is more important than quantity.
- Communicate information, and express and justify ideas and opinions.
- Communicate overall, despite any inconsistencies in language.

If you are aiming for merit or excellence, take careful note of what you need to do by looking at the standard and explanatory notes in the next section of this guide.

Other useful tips:

- Read the instructions, the topic, the assessment schedule and any other details.
- Go back through the modules of the FR2000 course and take note of any relevant information e.g. useful vocabulary or structures, advice on how to develop and/or sequence your information/ideas/opinions.
- Use a range of the vocabulary and structures that you have learnt and are familiar with especially those from the FR2000 course. Remember to refer to the Grammar and Vocabulary Resource (FRO2000S).
- Brainstorm your ideas or make a mind map, then write an electronic draft. Edit it carefully as many times as you like, and, once you have received global feedback on your draft, incorporate suggestions for improvement into your final version.
- Make sure that your writing is structured in a way that fits the task (e.g. by using paragraphs, or by starting and finishing a letter appropriately) and that your information/ideas and/or opinions flow logically. Where appropriate, start a new paragraph for each new idea or example.
- Write using full sentences if appropriate, and communicate information, and express and justify ideas and opinions as fully as you can. Show that you know how to use French in a variety of ways.
- Proofread your work very carefully to make sure that understanding is not hindered by inconsistencies.

# 5 THE STANDARD AND EXPLANATORY NOTES

## ACHIEVEMENT STANDARD 91122 (VERSION 2) FRENCH 2.5

Write a variety of text types in French to convey information, ideas, and opinions in genuine contexts

Level 2, Internal

5 credits

Achievement	Achievement with Merit	Achievement with Excellence
Write a variety of text types in French to convey information, ideas, and opinions in genuine contexts.	Write a variety of text types in convincing French to convey information, ideas, and opinions in genuine contexts.	Write a variety of text types in effective French to convey information, ideas, and opinions in genuine contexts.

### EXPLANATORY NOTES

1. This achievement standard is derived from the Level 7 Communication, Language Knowledge, and Cultural Knowledge strands in the Learning Languages Learning Area of *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007; and is related to the material in the *Teaching and Learning Guide for Languages*, Ministry of Education, 2010 at <http://seniorsecondary.tki.org.nz>.
2. *Write* refers to organising text in a linguistically and culturally appropriate format and style, and may include:
  - drafting
  - reworking over a period of time.

*Write a variety of text types in French to convey information, ideas, and opinions in genuine contexts* involves writing texts that fulfil communicative intents that are as realistic as possible, and that communicate information, and express and justify ideas and opinions. Communication is achieved overall, despite inconsistencies, such as:

- format
- spelling
- lexical choice
- level of formality
- language conventions
- language features.

*Write a variety of text types in convincing French to convey information, ideas, and opinions in genuine contexts* involves developing and connecting information, ideas, and opinions in French that is generally credible. A range of language and language features are selected and used that are fit for purpose and audience. Communication is not significantly hindered by inconsistencies.

## THE STANDARD AND EXPLANATORY NOTES

*Write a variety of text types in effective French to convey information, ideas, and opinions in genuine contexts* involves developing and integrating information, ideas, and opinions in French that is controlled. A range of language and language features that are fit for purpose and audience are capably selected and successfully used. Communication is not hindered by inconsistencies.

3. *Variety refers to a selection made from a range of different texts created for different audiences and purposes. At all times the quality of the texts in the selection, considered as a whole, is more important than length.*
4. *Genuine contexts refers to real-life rather than contrived or artificial situations. Where situations involve simulation, the simulation should be as realistic as possible: ie plausible, rather than contrived.*
5. *A range of commonly used real-life resources may be used to support drafting and reworking.*
6. *Conditions of Assessment related to this achievement standard can be found at <http://ncea.tki.org.nz/Resources-for-Internally-Assessed-Achievement-Standards>.*
7. *Look at this link for clear, simple explanations about how to do this standard. <https://www.nzqa.govt.nz/ncea/subjects/languages/clarifications/2/writing/>*

## 6 ASSESSMENT SCHEDULE

<b>Achievement</b>	<b>Achievement with Merit</b>	<b>Achievement with Excellence</b>
French is used to communicate and justify opinion(s) and/or information, and/or ideas in at least two different text types with genuine purposes.	Convincing French is used to develop and justify opinion(s) and/or information, and/or ideas in at least two different text types with genuine purposes.	Effective French is used to develop and justify opinion(s) and/or information, and/or ideas in at least two different text types with genuine purposes.
The texts fulfil the communicative intents of the tasks and are characterised by the selection of language and language features fit for the task and audience. Cultural conventions are used where appropriate.	Opinions, information, and ideas are generally expressed in a credible and connected way. A range of language and language features are used that fit the specific purpose and audience for each text type, using cultural conventions where appropriate.	Opinions, information, and ideas are expressed in a controlled and integrated way. A range of language and language features are capably selected and successfully used to fit the specific purpose and audience for each text type, using cultural conventions where appropriate.
Communication is achieved overall, although there may be inconsistencies in choice and use of language features.	Communication is not significantly hindered by inconsistencies in choice and use of language and language features.	Communication is not hindered by inconsistencies in choice and use of language and language features.
The overall selection of text types is approximately 400 words.	The overall selection of text types is approximately 400 words.	The overall selection of text types is approximately 400 words.

ASSESSMENT SCHEDULE

<p><b>Exemple</b></p> <p><i>Au lycée, on peut faire beaucoup de sports, par exemple les sports d'hiver et les sports d'été. En hiver on peut jouer au rugby, au foot, au netball et au hockey. En été, on peut jouer au volley et au tennis. Si vous voulez pratiquer le netball, je vous conseille d'aller voir le prof de sport; il a beaucoup d'information.</i></p>	<p><b>Exemple</b></p> <p><i>Voilà des renseignements à propos des sports offerts au lycée.</i></p> <p><i>Le netball: un sport d'hiver, joué en équipe. Si vous avez besoin de plus d'informations, n'hésitez pas à demander à un des profs de sport, ou allez directement au bureau de sport qui se trouve au gymnase.</i></p>	<p><b>Exemple</b></p> <p><i>Vous êtes un sportif sérieux? Vous voulez faire partie d'une équipe? Vous cherchez quelque chose à faire pendant la pause?</i></p> <p><i>Voilà toutes les informations dont vous aurez besoin.</i></p> <p><i>Le netball: pratiqué en hiver, ce sport d'équipe est populaire. Il y a une trentaine d'équipes de tous niveaux. L'entraînement a lieu le lundi et le jeudi de 15h30 à 17h, le match c'est le samedi matin. La première reunion aura lieu pendant la récré, le 5 mars, dans la salle 202. Venez nombreux!</i></p>
<p>The examples above are indicative samples only.</p>	<p>The examples above are indicative samples only.</p>	<p>The examples above are indicative samples only.</p>

Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the achievement standard.

# 7 SUBMITTING YOUR TASKS AND PORTFOLIO

## SUBMIT EACH TASK

Once you have completed each writing assessment task (e.g. FRO2003Y1), upload it to the **FR2000W Writing dropbox**.

Your teacher will give you **general feedback** about your writing to support your learning. You may then rework and improve it. Make sure you name your file with the task code e.g.:

**FRO2003Y1\_(your first name)\_(your surname)\_your ID**

**FRO2005Y1\_(your first name)\_(your surname)\_your ID**

After it is returned to you, keep your writing in a safe place (e.g. a folder or file on your computer) as you may choose to submit this piece as part of your final writing portfolio for AS91122.

## CHECKLIST

Have you:

- written on the topic
- organised your writing in an appropriate format and style
- communicated information, and expressed and justified varied ideas and opinions
- communicated overall despite inconsistencies?

Any questions about this, ask your Te Kura teacher.

## SUBMIT YOUR PORTFOLIO

Before you finalise your portfolio with your teacher, check you have:

- completed at least two tasks
- acted on the general feedback and guidance given by your Te Kura teacher to improve your writing. Your Te Kura teacher will also be happy to give you advice and guidance about your final choice of two texts, but the choice you make is ultimately your responsibility
- named the digital files appropriately with the task code, your name and student ID number
- uploaded them to the **FR2000W writing dropbox**
- notified your teacher of the two tasks you want to include in your portfolio. Do this **well before** the final submissions are due so that you have time to consider and choose the best examples of your writing skills.

Aim to complete the final submission of your portfolio by the **end of September**.