



FRENCH



FRO3000W
WRITING PORTFOLIO GUIDE
NCEA LEVEL 3

FRENCH WRITING PORTFOLIO

NCEA LEVEL 3

Expected time to complete work

This work will take you about 15 hours to complete.

You will work towards the following standards:

Achievement Standard 91547 (Version 1) French 3.5

Write a variety of text types in clear French to explore and justify varied ideas and perspectives

Level 3, 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 explore and justify varied ideas and perspectives.

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1 INTRODUCTION

The assessment for Achievement Standard 91547 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 explore and justify varied ideas and perspectives.

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 **400–500 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 FRO3003 first, and then do the writing assessment FRO3003Y1.
- 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 **FR3000W 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 91547.

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

- | | |
|------------------|--|
| FRO3003Y1 | <ol style="list-style-type: none">1. A conflict or controversial issue (essay)2. Exchanges: The pros and cons (essay)3. The future of employment (essay) |
| FRO3004Y1 | <ol style="list-style-type: none">1. Is New Zealand green? (magazine article)2. Where are we heading? (short story) |
| FRO3005Y1 | <ol style="list-style-type: none">1. Book/film/arts event (review)2. New Zealand and sport (magazine article) |
| FRO3006Y1 | <ol style="list-style-type: none">1. New Zealand war heroes (essay)2. Immigration in France and New Zealand: A comparison (essay) |

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.

FRO3003Y1 TASK SET

1. A conflict or controversial Issue

You are attending school in a French-speaking country and have been asked to write an **essay** on an issue that interests you.

You could include:

- a suitable introduction to your topic
- an overview of the issue in question
- some history/ background (if relevant)
- recent trends in relation to the issue
- your ideas and opinions on the issue
- injustice
- complexity surrounding the issue
- your suggestions for solutions to problems
- a suitable conclusion.

PORTFOLIO TASKS

2. Exchanges: The pros and cons

You are on an exchange in a French-speaking country and have been asked to consider the value of school exchanges. Write an **essay** on the subject.

You could include:

- a suitable introduction to your topic
- an overview of current exchange opportunities
- the history and development of exchanges
- your thoughts on the value of exchanges
- exchange compared with gap year
- challenges faced by students on exchanges
- living with a host family and going to school
- real life learning
- justification of cost
- lifelong benefits
- a suitable conclusion.

3. The future of employment

You are at school in a French-speaking country and your class is considering career options and reflecting on issues around the changing job market. Write an **essay** on the subject.

You could include:

- a suitable introduction to your topic
- what you would like to do as a career
- qualities you have which would be valuable/suited to this career
- how you intend to prepare yourself to achieve this goal
- uncertainty about future of employment for young people
- comparison between youth employment prospects in your host country and in New Zealand
- comparative information on employment in both countries
- the ethics of internships (paid, unpaid)
- changes of career during lifetime
- qualities you feel are essential for employability
- suitability of current secondary education as preparation for life
- qualities employers are seeking
- money issues
- user-pays tertiary education
- male/female inequality in job market
- a suitable conclusion.

FRO3004Y1 TASK SET

1. Is New Zealand green?

You are writing an **article for an online French magazine** devoted to environmental issues.

You discuss New Zealand's environmentally-friendly reputation. You could include:

- a suitable introduction to your topic
- New Zealand's pristine reputation
- your thoughts on whether this reputation is warranted
- renewable energy, nuclear free
- causes of environmental pollution
- housing, transport efficiency
- farming trends
- protection of waterways
- re-wilding areas for protection of native fauna, introduced predators
- national parks and walking tracks
- population distribution
- eco-tourism
- Māori relationship to the land
- organic farming, WWOOFing
- a suitable conclusion.

2. Where are we heading?

You are entering a competition for French students for which you are required to submit a **short story** set in the future. Your story could include:

- an engaging opening
- a clever plot
- inclusion of future innovations you imagine (communication, technology, transport)
- interplanetary travel
- issues and dangers facing humanity (overpopulation, climate change)
- sources of conflict (poverty, inequality, religion, ideology, politics, economics)
- education
- an interesting conclusion.

FRO3005Y1 TASK SET

1. A book/film/arts event review

You are contributing to an on-line magazine set up by New Zealand students of French in collaboration with students in francophone countries. Write a **review** for the arts section on an item of your choice (preferably a French work). You could include:

- a suitable introduction to your topic
- an overview of the content (literature/film/theatre/dance/music)
- plot (if appropriate)
- themes
- details about the author/creator
- reference to the artists involved
- your critical response to the topic
- your recommendation regarding the topic
- details of access to work (dates, times, titles, artists, cost).

2. New Zealand and sport

You are contributing to an on-line magazine set up by New Zealand students of French in collaboration with students in francophone countries. Write an **article** on the importance of sport in New Zealand. You could include:

- a suitable introduction
- a general overview of sport in New Zealand (school, club, team, individual, participation, expectations)
- a more detailed view of some more popular sports
- some unusual sports
- dangerous sports, adventure sports
- importance of sport to New Zealand as a nation
- your views on the prominence of sport at the expense of other leisure pursuits
- spectating, regional/team affiliations
- sporting heroes
- history, amateur, professional
- the value of sport for a balanced life-style
- a suitable conclusion.

FRO3006Y1 TASK SET

1. New Zealand war heroes

As part of a writing competition for New Zealand students of French to mark the commemoration of World War 1, you have been invited to write an **essay** on a New Zealand serviceman, woman or group who played a memorable part in France/Belgium during the war. (This could include the role of conscientious objector). You will need to research this topic and must acknowledge any sources. You could include:

- a suitable introduction to your topic
- some background details
- description of the contribution made by this person/group
- where they were and what happened to them
- recognition of their efforts
- their post-war life (if they survived)
- your ideas and opinions on the importance of this person/group
- your thoughts on the renewal of interest in war commemoration by young people
- your opinions of the goal of world peace and how it might best be achieved
- a suitable conclusion.

2. Immigration in France and New Zealand: a comparison

New Zealand and France both have sizeable immigrant populations but their composition is very different. Write an **essay** for a French Association competition on this topic. You could include:

- a suitable introduction to your topic
- an overview of the history of immigration in both countries
- differing reasons for immigration to both countries
- immigrants and refugees
- similarities and differences in immigrant populations of both countries
- issues arising from historical political decisions
- Treaty of Waitangi/rights of indigenous population
- negative aspects and benefits of immigration
- racism and xenophobia
- current issues associated with immigration (employment, exploitation, housing, integration, secular policy [in France], religious traditions, differing attitudes and values)
- a suitable conclusion.

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 total length.
- Remember quality is more important than quantity.
- Explore and justify varied ideas and perspectives.
- 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 FR3000 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 FR3000 course. Remember to refer to the Grammar and Vocabulary Resource (FRO3000VS).
- 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 explore and justify your ideas and perspectives 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 91547 (VERSION 1) FRENCH 3.5

Write a variety of text types in clear French to explore and justify varied ideas and perspectives

Level 3, Internal

5 credits

Achievement	Achievement with Merit	Achievement with Excellence
Write a variety of text types in clear French to explore and justify varied ideas and perspectives.	Write a variety of text types in clear convincing French to explore and justify varied ideas and perspectives.	Write a variety of text types in clear effective French to explore and justify varied ideas and perspectives.

EXPLANATORY NOTES

1. This achievement standard is derived from the Learning Languages learning area, Communication strand, Curriculum Level 8 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, 2012.

2. Achieved

Write a variety of text types in clear French involves organising text in a linguistically and culturally appropriate format and style, and organising informed content which is fit for purpose and audience. Communication is achieved overall, despite inconsistencies such as:

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

Merit

Write a variety of text types in clear convincing French involves developing ideas and perspectives in French which is generally credible and connected. 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.

Excellence

Write a variety of text types in clear effective French involves developing ideas and perspectives in French which is controlled and integrated. Language and language features are capably selected and successfully used that are fit for purpose and audience. Communication is not hindered by inconsistencies.

THE STANDARD AND EXPLANATORY NOTES

3. *Variety of text types* refers to a range of different text types which have been created for different audiences and purposes.
4. *Clear* refers to language that gives no doubt as to intended meaning.
5. *Explore and justify varied ideas and perspectives* involves evaluating and giving explanations or evidence to support own ideas and perspectives as well as supporting or challenging those of others.
6. The quality of the texts, considered as a whole, is more important than length.
7. Look this link for clear, simple explanations about how to do this standard.
www.nzqa.govt.nz/ncea/subjects/languages/clarifications/3/writing/

6 ASSESSMENT SCHEDULE

Achievement	Achievement with Merit	Achievement with Excellence
<p>In clear French, at least two written texts of various types for the agreed scenarios have been produced. The total length of the texts is approximately 400–500 words.</p> <p>Across the texts, varied ideas and perspectives are explored and justified. This is done by:</p> <ul style="list-style-type: none"> evaluating and giving explanations or evidence to support their own ideas and perspectives supporting or challenging the ideas and perspective of others. 	<p>In clear, convincing French, at least two written texts of various types for the agreed scenarios have been produced. The total length of the texts is approximately 400–500 words.</p> <p>Across the texts, varied ideas and perspectives are explored and justified. This is done by using language that is generally credible and connected to:</p> <ul style="list-style-type: none"> evaluate and give explanations or evidence to support their own ideas and perspectives support or challenge the ideas. 	<p>In clear, effective French, at least two written texts of various types for the agreed scenarios have been produced. The total length of the texts is approximately 400–500 words.</p> <p>Across the texts, varied ideas and perspectives are explored and justified. This is done by using language that is controlled and integrated to:</p> <ul style="list-style-type: none"> evaluate and give explanations or evidence to support their own ideas and perspectives support or challenge the ideas and perspectives of others.

ASSESSMENT SCHEDULE

<p>Writing:</p> <ul style="list-style-type: none"> • is organised in a linguistic and culturally appropriate format and style • consists of content that is informed and fit for the purpose and audience • makes appropriate use of New Zealand Curriculum level 8 communication skills, language and cultural knowledge, for example: <p>Passer une année à l'étranger devrait être le rêve de tout le monde! J'apprends le français depuis cinq ans et j'ai toujours eu envie d'aller en France. Un de mes buts est de regarder la télévision et de lire un livre en français et tout comprendre! J'aurai fait beaucoup de progrès après mon année en France et c'est parfait parce que j'ai l'intention d'aller à l'université.</p>	<p>Writing:</p> <ul style="list-style-type: none"> • demonstrates use of a range of language and language features that are fit for the purpose and audience • is organised in a linguistic and culturally appropriate format and style • makes appropriate use of New Zealand Curriculum level 8 communication skills, language and cultural knowledge, for example: <p>Pourquoi apprendre une langue étrangère? Pour moi, comme pour beaucoup d'élèves, c'est pour pouvoir communiquer dans une autre langue et voyager. J'ai toujours voulu vivre en famille en France, aller au lycée et parler français tous les jours. Après tout ça je pourrai m'exprimer plus facilement en français. Je veux être prof de français donc il faut que je parle couramment.</p>	<p>Writing:</p> <ul style="list-style-type: none"> • demonstrates capable selection and successful use of a range of language and language features that are fit for the purpose and audience • is organised in a linguistic and culturally appropriate format and style • makes appropriate use of New Zealand Curriculum level 8 communication skills, language and cultural knowledge, for example: <p>Je n'aurais jamais cru/e, assis/e dans ma classe de français à l'âge de treize ans que je serais un jour sur le point de voyager en France. Bien que ça fasse cinq ans que j'apprends le français je ne parle toujours pas couramment. Je serais content (e) si vous m'envoyiez vivre avec une famille où personne ne parle anglais ainsi, sans le moindre doute, j'améliorerais mon français. À mon retour, je compte étudier la langue à la fac et éventuellement devenir prof de français.</p>
<p>Communication is achieved overall despite inconsistencies (such as format, spelling, lexical choice, level of formality, language conventions, or language features).</p>	<p>Communication is not significantly hindered by inconsistencies (such as format, spelling, lexical choice, level of formality, language conventions, or language features).</p>	<p>Communication is not hindered by inconsistencies (such as format, spelling, lexical choice, level of formality, language conventions, or language features).</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. FRO3003Y1), upload it to the **FR3000W 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.:

FRO3003Y1_(your first name)_(your surname)_your ID

FRO3004Y1_(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 AS91547.

CHECKLIST

Have you:

- written on the topic
- organised your writing in an appropriate format and style
- communicated information, and explored and justified varied ideas and perspectives
- 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 **FR3000W 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.

The date for final submission of portfolios is the **end of September**.