



FRENCH



FRO3007Y1
SPOKEN PRESENTATION GUIDE
NCEA LEVEL 3

FRENCH SPOKEN PRESENTATION GUIDE

NCEA LEVEL 3

Expected time to complete work

This work will take you about 10 hours to complete.

You will work towards the following standard:

Achievement Standard 91544 (version 2) French 3.2

Give a clear spoken presentation in French that communicates a critical response to stimulus material

Level 3, Internal assessment

3 credits

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1 INTRODUCTION

This achievement standard involves using French to give a spoken presentation that communicates a personal response.

There are **seven tasks** for you to choose from in this guide. You will **choose one task** and prepare a spoken presentation of about **two to three minutes** in length.

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 may do the assessment at any time, but it is best to complete modules FRO3001 – FRO3007 first (with any accompanying vocabulary and grammar/structures support documents) and have a chat with your Te Kura teacher about whether you are ready or not.
- You should aim to complete the spoken presentation by the **end of September**.

You must:

- **make a video recording** of your spoken presentation. Audio only recordings will not be accepted
- **have your supervisor with you when you record your video**. Your supervisor must introduce you on the video.

You will be awarded a **Not Achieved** if you do not have a supervisor.

YOU WILL NEED:

- A quiet venue to make your recording.
- A good quality video recorder.
- A means to submit your final video file to the My Te Kura assessment dropbox. You can store your file in a Google Drive or another 'cloud' file storage system and upload the link to My Te Kura **FRO3007Y1 Spoken presentation assessment dropbox**. Submit your final submissions as video files in one of the following formats: .mp4, .wmv, .avi, .mov.

2 CONDITIONS

- All the work that you include in your spoken presentation **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.
- Your supervisor does not have to be present while you prepare and practise, however **your supervisor must be present during the actual video recording**. If you are attending a school this must be a supervisor from your school.
- **Your spoken presentation needs to be recorded on video** for assessment and moderation purposes. Record your spoken presentation digitally using the My Te Kura facility, cell phone or other mp4 format. You should be in full view of the camera at all times. You should position the camera to capture your full body to allow facial and body language to be observed. Filming must be continuous.
- You may have the text of the spoken presentation with you, or use notes such as cue cards to help you. However, **you must not read your spoken presentation** straight from your notes as it will then be 'reading aloud' rather than a presentation.
- When you record your presentation don't forget to check that your recording is clear and audible.
- Your video recording, or a link to your video, (and any notes used during the recording) must be uploaded to the **FRO3007Y1 Spoken presentation assessment dropbox**.
- Plagiarism detection software may be used to check this is your own work.
- 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 language samples in the assessment schedule may not be used unless it is significantly reworked.

SUPERVISOR REQUIREMENTS

- A supervisor must be present at specified times for this assessment. You must provide the full name of the supervisor and their relationship to you (e.g. parent, teacher, teacher aide etc.) when you upload your assessment to the **FRO3007Y1 Spoken presentation assessment dropbox** or a link to your video.

Information for the Supervisor

- Your student will come to you to arrange a time when he/she is ready to record their spoken presentation. Your student should video their presentation.
- Your student is allowed cue cards, notes, or the text of their spoken presentation to refer to when they make their recording. But, **he/she must not read** entirely from their notes. It is a spoken presentation, not a reading aloud assessment.
- To assist with authenticity you need to introduce yourself at the beginning of the student's recording. **Please say the following when the student starts his/her recording:** 'This is (your name – first name and surname) supervisor of (student's name – first name and surname)'.
- Thank you for your help.

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SPOKEN PRESENTATION TASKS

OVERVIEW

The following spoken presentation task will help you provide evidence for Achievement Standard 91544.

You will need to choose **one task** and prepare a spoken presentation of about **two to three minutes** in length.

FRO3007Y1

1. Response to a film/literature/music

You have seen/studied a French film/a French literary work/a music video by a French or Francophone artist. In your spoken presentation you respond critically to this, with your own analysis, interpretation and/or evaluation. You could include any or all of the following:

- a suitable introduction to your stimulus material
- a brief description of the work
- information about the creation and creators of the work
- why you have chosen to present this work
- the main messages/themes of the work
- your thoughts and opinions on the work (positive/negative)
- a recommendation to your audience regarding this work
- a suitable ending.

2. Did you know ...?

In response to your own choice of stimulus material, you are to make a video presentation on an item or theme which is important to you and which will provide the audience with an insight into something with which they may not be familiar. The stimulus material could include anything in Note 5 of the Explanatory notes. You could include any or all of the following, as appropriate to your topic:

- a suitable introduction to your stimulus material (idea/object), which may include showing it to the audience if it is portable
- an explanation of the stimulus material
- an indication of why it is important to you and why you have chosen to talk about it
- a comment on its wider importance
- suggestions or recommendations for the audience
- a suitably persuasive conclusion.

3. Living on the other side of the world

You are in France and have been asked to talk to a school or social group about life in New Zealand. You could include:

- a suitable introduction (with images/maps where appropriate)
- a brief self-introduction explaining why you are in France

SPOKEN PRESENTATION TASKS

- details of where you live and what you think of it
- where in New Zealand you would like to live if you had the choice and why
- some general information about New Zealand (cities, landscape, variety, national parks, economic activity, climate, beaches, anything surprising)
- things that New Zealand is known for (eco-tourism, adventure tourism, scenery, rugby...)
- cultural details (bicultural heritage, language, cuisine, immigration)
- environmental and social issues (is New Zealand green?, equality, cost of living, housing, transport, politics)
- your thoughts about the future of New Zealand, trends and changes
- a suitable conclusion.

4. New Zealand in France: World War One

You are applying to become one of a group of New Zealand students of French selected to take part in World War One commemorations. After researching the topic, you are required to submit a video of a speech on New Zealand soldiers' role on the Western Front. You could include:

- a suitable introduction to your topic
- a brief explanation of your family connection to a World War One soldier
- your reasons for wanting to be part of this group
- some general information about involvement of New Zealand soldiers in Northern France/ Belgium during World War One
- New Zealand's links with Le Quesnoy
- a joint project your school is undertaking with a French school
- the Musée de la Carrière Wellington in Arras
- your thoughts on World War One and war in general
- a suitable conclusion.

5. We might have been French

You have been asked to address a school or social group in a French-speaking country about New Zealand's connections with France. You will need to research these connections. You could include:

- a suitable introduction to your topic
- information about the earliest visits of French to New Zealand (explorers, whalers, missionaries in Northland, Bishop Pompallier, Mother Aubert)
- information about the settlement of Akaroa
- the story of how New Zealand became British rather than French
- information about Akaroa today (descendants of early French settlers)
- other Franco-New Zealand links (historic rugby rivalry)
- New Zealanders in France (rugby players ...)
- Franco-New Zealand relations

- your thoughts on how being a French colony might have changed the development of New Zealand
- the value of learning French
- a suitable conclusion.

6. A French exchange

You are about to return to New Zealand after a 6 month exchange in France. Before leaving you are invited to speak to your sponsors or local association to do any or all of the following:

- greet/address the audience suitably
- thank them for their support
- describe your stay
- share what you have learnt
- mention what you found surprising
- outline cultural differences between France and New Zealand
- say what you would like to do as a result of this experience
- show how their support has been justified
- conclude appropriately.

7. Tahiti trip

You have been visiting Tahiti as a member of a school group which has been staying with host families for two months. Because your French has progressed a lot during your stay, you have been asked to make a speech on behalf of your group to cover any or all of the following:

- a suitable greeting/address to the audience
- thanks to the host families
- thanks to the school
- acknowledgement of any gifts you have been given
- recap on some of the activities you have done and what you thought of them
- indicate some of the things you have learnt from your experience
- talk about what has been most memorable for you and why
- mention the value of this sort of exchange
- refer to the planned return visit from your exchange partners
- a suitable conclusion.

You may also submit other speaking in French that you have done. This must be in video format. Make sure you discuss this with your Te Kura French teacher **before you start preparing your presentation** so you can make an informed choice as to whether this item provides the best evidence of your speaking skills.

4 TIPS FOR SUCCESSFUL SPEAKING

Key things you need to do to gain this standard:

- Submit one spoken presentation about two to three minutes in length. **Remember quality is more important than length.**
- Explain and justify a viewpoint in response to stimulus material relevant using a range of language that is fit for purpose and audience.

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

Planning and preparing:

- Read the instructions, the topic, assessment schedule and any other details.
- Brainstorm your ideas.
- Think about how to capture the attention of the listener.
- Pay special attention to any formal or respectful language you should use.
- Present your information and ideas in a logical sequence.
- Communicate key information and ideas clearly.
- Develop your ideas by giving examples and explanations.
- Use a range of language and vocabulary.
- Give and support point(s) of view.
- Analyse, interpret and evaluate issues.

Practising:

- Use cue cards or notes while you are trying to remember your sequence of ideas.
- Speak clearly and audibly – practise saying your presentation several times right through in a clear voice.
- Use accurate pronunciation and intonation.
- Avoid long pauses.
- Check before doing a final recording that what you say can be heard easily.

Recording:

- When you are confident, video record your prepared spoken presentation with your supervisor present.
- Avoid over-using notes or cue cards when recording as they may detract from the presentation. You will not achieve the standard if you read completely from your notes or cue cards.
- Position the camera to capture your full body to allow facial and body language to be observed. Filming must be continuous.
- Record your presentation digitally using the My Te Kura facility, cell phone or other mp4 format.

5 THE STANDARD AND EXPLANATORY NOTES

ACHIEVEMENT STANDARD 91544 (VERSION 2) FRENCH 3.2

Give a clear spoken presentation in French that communicates a critical response to stimulus material

Level 3, Internal assessment

3 credits

ACHIEVEMENT CRITERIA

Achievement	Achievement with Merit	Achievement with Excellence
Give a clear spoken presentation in French that communicates a critical response to stimulus material.	Give a clear, convincing spoken presentation in French that communicates a critical response to stimulus material.	Give a clear, effective spoken presentation in French that communicates a critical response to stimulus material.

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 at <http://seniorsecondary.tki.org.nz>.
2. *Give a clear spoken presentation* involves explaining and justifying a viewpoint in culturally appropriate spoken French.

Communication is achieved overall despite inconsistencies in, for instance:

- language features
- pronunciation
- intonation
- gesture
- rhythm patterns
- delivery speed or audibility
- stress patterns
- tones.

Give a clear, convincing spoken presentation involves explaining and justifying a viewpoint, in French that 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.

Give a clear, effective spoken presentation involves explaining and justifying a viewpoint, in French that is controlled and integrated. A range of 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. *Clear* refers to language that gives no doubt as to intended meaning.
4. *Critical response* refers to a presentation which includes analysis, interpretation, or evaluation of stimulus material.
5. *Stimulus material* refers to any linguistically and culturally appropriate material used as a starting point for a spoken presentation, such as text, poster, music video, lyrics, literature, TV, film, personal experience and the observation of cultural practices. Contexts may be concrete or abstract. The stimulus material may either be chosen by the student or provided by the assessor.
6. Conditions of Assessment related to this achievement standard can be found at www.tki.org.nz/e/community/ncea/conditions-assessment.php.
7. Presentation Clarifications
www.nzqa.govt.nz/ncea/subjects/languages/clarifications/3/presentation/

6 ASSESSMENT SCHEDULE

Evidence/Judgements for Achievement	Evidence/Judgements for Achievement with Merit	Evidence/Judgements for Achievement with Excellence
<p>The student gives a clear spoken presentation in French in which they review a cultural activity that they have participated in.</p> <p>The student communicates a critical response to stimulus material, that is, the presentation includes analysis, interpretation, or evaluation of stimulus material.</p> <p>The presentation explains and justifies a viewpoint, for example, the student shares personal perspectives and explores the views of others.</p> <p>The student includes New Zealand Curriculum level 8 communication skills, language, and cultural knowledge that are appropriate for the task and the intended audience, for example: <i>Il faut voir ce film super qui a été tourné en France. C'est une histoire d'amour donc si vous préférez les films d'action ou d'horreur je vous conseille de rester à la maison.</i></p> <p>Communication is achieved overall despite inconsistencies (in, for example, language features, pronunciation, intonation, gesture, rhythm patterns, delivery speed or audibility, stress patterns, or tones).</p> <p>The example above relates to only part of what is required, and is just indicative.</p>	<p>The student gives a clear, convincing spoken presentation in French in which they review a cultural activity that they have participated in.</p> <p>The student communicates a critical response to stimulus material, that is, the presentation includes analysis, interpretation, or evaluation of stimulus material</p> <p>The presentation explains and justifies a viewpoint, for example, the student shares personal perspectives and explores the views of others.</p> <p>The language is generally credible and connected.</p> <p>The student selects and uses a range of language and language features that are fit for the purpose and the audience.</p> <p>The student includes New Zealand Curriculum level 8 communication skills, language, and cultural knowledge that are appropriate for the task and the intended audience, for example: <i>Il faut absolument voir ce film si vous êtes romantique et si vous avez besoin d'oublier la réalité. C'est l'histoire d'un coup de foudre entre les personnages principaux. Il y a ceux qui disent que c'est un conte de fée, et d'autres qui ne sont pas d'accord. Il faudrait que vous voyiez ce film pour décider ce que vous en pensez.</i></p> <p>Communication is not significantly hindered by inconsistencies (in, for example, language features, pronunciation, intonation, gesture, rhythm patterns, delivery speed or audibility, stress patterns, or tones).</p> <p>The example above relates to only part of what is required, and is just indicative.</p>	<p>The student gives a clear, effective spoken presentation in French in which they review a cultural activity that they have participated in.</p> <p>The student communicates a critical response to stimulus material, that is, the presentation includes analysis, interpretation, or evaluation of stimulus material</p> <p>The presentation explains and justifies a viewpoint, for example, the student shares personal perspectives and explores the views of others.</p> <p>The language is controlled and integrated.</p> <p>The student capably selects and successfully uses a range of language and language features that are fit for the purpose and audience</p> <p>The student includes New Zealand Curriculum level 8 communication skills, language, and cultural knowledge that are appropriate for the task and the intended audience, for example: <i>Selon moi ce film charmant est à ne pas manquer. Bien qu'il soit une histoire d'amour il y a tout ce qu'il faut pour vous plaire. Dès le début il y a une intrigue captivante, des acteurs exceptionnels et une histoire d'amour extraordinaire. D'après moi ce film est un superbe exemple du cinéma français et le meilleur film de l'année.</i></p> <p>Communication is not hindered by inconsistencies (in, for example, language features, pronunciation, intonation, gesture, rhythm patterns, delivery speed or audibility, stress patterns, or tones).</p> <p>The example above relates to only part of what is required, and is just indicative.</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.

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SUBMITTING YOUR PORTFOLIO

Before you upload your spoken presentation to your teacher, check you have done the following:

- Check that your video recording is clear and audible.
- Name your file – **FRO3007Y1_(your first name)_(your surname)_your ID**
- Upload your video file, or a link to the video file, to the **FRO3007Y1 Spoken presentation assessment dropbox**.

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

