



FRENCH



FRO1006Y1
SPOKEN PRESENTATION GUIDE
NCEA LEVEL 1

FRENCH SPOKEN PRESENTATION GUIDE

NCEA LEVEL 1

Expected time to complete work

This work will take you about 10 hours to complete.

You will work towards the following standard:

Achievement Standard 90879 (version 2) French 1.2

Give a spoken presentation in French that communicates a personal response

Level 1, Internal assessment

4 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 **five** tasks for you to choose from in this guide. You will **choose one task** and prepare a spoken presentation of about **one minute** 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 FRO1001–FRO1006 first 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 **FRO1006Y1 Speaking 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 recording (and any notes used during the recording) must be uploaded to the **FRO1006Y1 Speaking 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 **FRO1006Y1 Speaking 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.

3 SPOKEN PRESENTATION TASKS

OVERVIEW

The following spoken presentation task will help you provide evidence for Achievement Standard 90879.

You will need to prepare a spoken presentation of about **one minute** in length.

SELECT ONE OF THE FOLLOWING TASKS:

1. A trip around New Zealand

Your host-sibling's parents intend visiting New Zealand. You record a short video to help them. You could include:

- A suitable greeting and ending
- Advice about the best time of the year to visit
- What you can do in different seasons
- Where to start
- Some sights they shouldn't miss
- Your favourite place
- What to be careful of
- Foods to try
- Something you've done that you'd recommend
- How long they should come for
- Some information about typical Kiwi things.

2. The best holiday of my life

You're talking to your audience about the best holiday you can ever remember. You could illustrate your talk by standing in front of projected images or holding up photos. You could include:

- a suitable introduction to your topic
- when and where you went
- who went with you (avoiding lists of names)
- details of what you did
- what it was like
- something that surprised you
- how long you stayed there
- why it was the best holiday of your life
- why you would like to go back.

3. My favourite place in the world

You're describing to your audience your favourite place. You could illustrate your talk by standing in front of projected images or holding up photos. You could include:

- a suitable introduction to your topic
- where your favourite place is

SPOKEN PRESENTATION TASKS

- why you love being there
 - who you go with (if anyone)
 - what you like to do there
 - how you feel when you're there
 - details about the first time you went there
 - how often you go there
 - when you plan to go back there.
- 4. A very precious thing**
- You are talking about an object that means a lot to you. You could illustrate your talk by bringing the object to show the audience if it is portable, or a photo if it is not. You could include:
- a suitable introduction to your topic
 - an explanation of what you are showing
 - how you obtained the object
 - why it is so important to you
 - what it reminds you of
 - who it reminds you of
 - how you feel when you are holding it
 - a particular memory associated with the object
 - where you usually keep it
 - what you will do with the object in the future.
- 5. How to make a ...**
- You are demonstrating to your audience how to make/do something. You are filmed as you talk your way through the process. You must be careful to communicate a personal response, so you should share your own opinions and ideas as you work. You could base your demonstration on:
- how to bake something
 - preparing a favourite dish
 - how to do a sport/play an instrument
 - a tutorial on an IT operation
 - how to drive a car/operate a machine
 - how to care for a pet
 - explaining a favourite hobby.

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 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 one minute in length. **Remember quality is more important than length.**
- share personal information, ideas and opinions that are relevant to the task using a range of 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

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.

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.
- 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 90879 (VERSION 2) FRENCH 1.2

Give a spoken presentation in French that communicates a personal response

Level 1, Internal assessment

4 credits

ACHIEVEMENT CRITERIA

Achievement	Achievement with Merit	Achievement with Excellence
Give a spoken presentation in French that communicates a personal response.	Give a convincing spoken presentation in French that communicates a personal response.	Give an effective spoken presentation in French that communicates a personal response.

EXPLANATORY NOTES

1. This achievement standard is derived from the Learning Languages Communication Strand Curriculum Level 6 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. Curriculum Level 6 includes the communication skills, language and cultural knowledge needed to communicate a personal response.
3. Definitions

A *personal response* could include but is not limited to:

- describing and/or responding to images or cultural practices
- telling a story or stories
- reporting family, personal, or everyday events
- describing opinions, emotions, or feelings elicited by stimulus material
- self-introduction or welcome.

Communicates a personal response refers to expressing personal information, ideas and opinions in culturally appropriate spoken French.

Communication is achieved overall, despite inconsistencies, such as:

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

THE STANDARD AND EXPLANATORY NOTES

Convincing means that there is development of the information, ideas and opinions which is generally credible and connected. The presenter selects and uses a range of language and language features that are fit for purpose and audience. Communication is not significantly hindered by inconsistencies.

Effective means that there is development of the information, ideas and opinions which is controlled and integrated. The presenter capably selects and successfully uses language and language features that are fit for purpose and audience. Communication is not hindered by inconsistencies.

4. Conditions of Assessment related to this achievement standard can be found at <http://ncea.tki.org.nz/Resources-for-Internally-Assessed-Achievement-Standards>.

ASSESSMENT SCHEDULE

Achievement	Achievement with Merit	Achievement with Excellence
<p>The student provides a recording of a spoken presentation in French related to the chosen task.</p> <p>The spoken presentation is approximately one minute long.</p> <p>In the presentation, the student shares personal information, ideas, and opinions that are relevant to the task.</p> <p>There is evidence of communicating beyond the immediate context, for example, about the past and/or future.</p> <p>Communication is achieved overall, although understanding may be hindered in some places by inconsistencies.</p> <p>Communication is achieved overall, although understanding may be hindered in some places by inconsistencies.</p> <p>For example: Je veux aller en France parce que j'adore le pays et j'aime le français. J'espère visiter Paris.</p>	<p>The student provides a recording of a convincing spoken presentation in French related to the chosen task.</p> <p>The spoken presentation is approximately one minute long.</p> <p>In the presentation, the student shares personal information, ideas, and opinions that are relevant to the task.</p> <p>There is evidence of communicating beyond the immediate context, for example, about the past and/or future.</p> <p>There is development of the information, ideas, and opinions that is generally credible and connected.</p> <p>The student selects and uses a range of language and language features appropriate for the purpose and audience.</p> <p>Communication is achieved, and understanding is not significantly hindered by inconsistencies.</p> <p>For example: J'ai envie d'aller en France pour parler français et pour visiter le pays. J'espère surtout visiter Paris et je veux passer une journée au Louvre.</p>	<p>The student provides a recording of an effective spoken presentation in French related to the chosen task.</p> <p>The spoken presentation is approximately one minute long.</p> <p>In the presentation, the student shares personal information, ideas, and opinions that are relevant to the task.</p> <p>There is evidence of communicating beyond the immediate context, for example, about the past and/or future.</p> <p>There is development of the information, ideas, and opinions that is controlled and integrated.</p> <p>The student capably selects and successfully uses a range of language and language features appropriate for the purpose and audience.</p> <p>Communication is achieved, and understanding is not hindered by inconsistencies.</p> <p>For example: J'ai vraiment envie d'aller en France. Je vais parler français tous les jours et j'espère visiter les beaux monuments de Paris, surtout le Louvre. La France est un très grand pays avec beaucoup de choses à faire et à voir.</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 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 – **FRO1006Y1_(your first name)_(your surname)_your ID**
- Upload your video file, or a link to the video file, to the **FRO1006Y1 Speaking assessment dropbox**.

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

