



FRENCH



FRO1000W
WRITING PORTFOLIO GUIDE
NCEA LEVEL 1

FRENCH PORTFOLIO WRITING

NCEA LEVEL 1

Expected time to complete work

This work will take you about 15 hours to complete.

You will work towards the following standard:

Achievement Standard 90882 (version 2) French 1.5

Write a variety of text types in French on areas of most immediate relevance

Level 1, Internal assessment

5 credits

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The Achievement Standard 90882 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 on areas of most immediate relevance.

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

You will select **two of your written texts** for your final submission. The two texts will add up to a combined total of about **300 words**. At all times quality is more important than length.

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

INSTRUCTIONS

- You should complete the corresponding module first before you attempt the writing task. For example, do FRO1003 first, and then do the writing assessment FRO1003Y1.
- 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 August**.

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 FR1000 course materials, vocabulary lists, language functions materials 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 language 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 August**. 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 language 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 final writing submissions to the **FR1000W Writing dropbox**.

3 WRITING PORTFOLIO TASKS

OVERVIEW

The following writing portfolio tasks will help you provide evidence for Achievement Standard 90882. They are organised in broad themes and contain a number of tasks each.

You will need to choose a minimum of two tasks from the following and submit writing texts that have a combined length of approximately **300 words**.

FRO1003Y1	Holidays
FRO1004Y1	My free time
FRO1005Y1	A school trip
FRO1007Y1	Food
FRO1008Y1	Student exchanges
FRO1009Y1	Illness and accident

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 friend. However, you **must** discuss this with your Te Kura French teacher first, to ensure you are providing the best evidence possible.

FRO1003Y1 HOLIDAYS

Select **one** topic from the following list and write approximately 150 words.

1. A holiday blog

Write about one day of your holiday. You could include:

- a description of where you are staying and the people you are with
- when and how you travelled there
- what the weather has been like
- some of the activities you have done
- what you think of the area (with reasons).

2. A holiday I'd rather forget

Write an account of a holiday that was memorable for the wrong reasons. (It doesn't have to be true!) You could include:

- where and when you went
- who you were with
- what you did
- what the weather was like
- what happened
- where you ate
- what it was like
- why you have bad memories of this holiday
- a souvenir you have from this holiday.

WRITING PORTFOLIO TASKS

3. The best holiday ever

Write an account of a wonderful holiday (It doesn't have to be true) You could include:

- a suitable introduction
- where and when you went
- who you went with (avoid lists of names)
- details about what you did
- what it was like there
- something that surprised you
- how long you stayed there
- why you liked it
- why you'd like to go back/will never forget it.

4. A postcard

You're in France or a Francophone country and are **sending postcards** to your French-speaking friends (Note: French people still send postcards). You could include:

- a greeting and a signature
- where you are (explain postcard image)
- what you are doing and with whom
- what you've already done and seen
- where you have eaten
- what you have really enjoyed
- something surprising
- where you're going to next
- how you're feeling about your French trip.

FRO1004Y1 MY FREE TIME

Select **one** topic from the following list and write approximately 150 words.

1. How does it look?

You have been clothes shopping with a friend in Paris. **Write a blog post** about your experience. You could include:

- a photo of yourself in the garment you bought
- an introduction to your topic
- the importance of greeting the assistant in French shops
- description of what you tried on
- what your friend thought
- any communication (or other) problems you had
- the price and payment
- a suitable ending.

2. **I've seen a great movie**

Write a report about a good movie you've just seen. You could include:

- basic information about the movie (genre, sequel ...)
- a short summary of the plot
- when and where you saw it
- what you liked about it and why
- comments on the actors/acting.

3. **At the Art Gallery/Museum**

Write a report about a visit to the above. You could include:

- where you went
- what you saw/learnt
- the artworks/artefacts
- what you enjoyed most and why
- why art and culture are important to you
- who your favourite artists are and what you like about them
- something surprising you discovered.

4. **A day in the life of an animal**

You're an animal describing a day in your life. **Write an account** of your day as this animal.

You could include:

- an introduction to yourself
- how you like to spend your day
- what you like and dislike
- the humans you live with
- who you prefer and why
- what you like to eat
- any problems you face
- a good or bad experience you've had
- your plans for tomorrow.

5. **A very good memory**

Write an account of a good memory. It could be a moment of pride or victory or just a nice experience. You could include:

- some background to introduce your topic
- where you were
- what you were doing
- who you were with
- some details about the memory
- why it's so special to you.

WRITING PORTFOLIO TASKS

6. A moment of terror

Write an account of one of the most frightening experiences of your life. You could include:

- a brief introduction to the scene
- where you were
- who you were with
- what happened
- why you were frightened
- how you reacted
- how the incident/event ended
- what you have learned from the experience.

FRO1005Y1 A SCHOOL TRIP

Select **one** topic from the following list and write approximately 150 words.

1. A school trip

You have recently returned from a school trip to a French-speaking country and are **writing an email** to tell friends/family about your experiences. You could include:

- suitable greetings and endings
- where you went
- who else was with you
- what you did
- what it was like
- something you really enjoyed
- something you didn't like
- things that surprised you
- cultural differences you noticed
- what you learned/gained from the trip.

2. Arranging a trip

You are going on a school trip to a French-speaking country and will be staying for part of the time with a host family. **Write an email** to your correspondent. You could include:

- introducing yourself (if this is your first contact)
- asking about their family
- talking about your family and particularly yourself and interests
- asking about what to expect (school, weather, activities)
- asking about what to bring
- asking what they know about NZ
- asking about their region
- mentioning some things you're looking forward to

- thanking them in advance for hosting you
- ending the email appropriately (remember you're talking to someone your own age).

FRO1007Y1 FOOD

Select **one** topic from the following list and write approximately 150 words.

1. In a café/restaurant

You are in a French-speaking country and have been out for a meal in a café or restaurant.

Write a diary entry or blog post about your experience. You could include:

- arriving in the café/restaurant
- who you went with
- your first interaction with the waiter
- what you thought of the menu
- how well you understood/made yourself understood
- what was recommended
- what you ate and drank
- what you thought of the food
- any surprises
- talking about a problem and how it was resolved
- how you paid the bill (was it the same as in NZ)
- whether you were expected to leave a tip (you may have to research this).

2. It's delicious!

You are staying with a French host-family and are describing a meal you have eaten.

Write a diary entry or blog post. You could include:

- what the meal was (breakfast/lunch/dinner)
- how and where the meal was eaten (similarities/differences with eating in NZ)
- who was present
- what you noticed that was different (serving the food, courses, order of courses, portions, bread)
- how long the meal took
- what was discussed at the table and what the family asked you about eating in NZ
- what you told them about eating habits of New Zealanders
- what you ate and drank and what you thought about it
- how you coped with communication during the meal
- anything that surprised you.

FRO1008Y1 STUDENT EXCHANGES

Select **one** topic from the following list and write approximately 150 words.

1. Welcoming your French exchange student

You have an exchange partner coming to spend several weeks with you.

Write an email or letter to them. You could include:

- suitable greeting
- brief description of yourself, family and where you live
- differences to expect at school
- activities you plan to do
- ask for information about the student's interests, personal details, family
- ask if they have any particular requests
- ask what they already know about New Zealand
- talk about the season/weather and advise on suitable clothing to bring
- discuss meeting up on a social network, give your details
- end message appropriately.

2. Planning a party

When your exchange student is staying, you and your friends are putting on a party for them.

Write an email with information for attendees. You could include:

- description of the proposed event
- when and where the party will take place
- what you propose to do
- what guests should bring (food, drink, entertainment)
- what you should wear
- what arrangements you have made for music/entertainment/activities
- information for parents regarding pick-up times
- transport arrangements/offers of rides
- request for information on dietary restrictions/preferences
- RSVP arrangements
- suitable ending.

FRO1009Y1 ILLNESS AND ACCIDENT

Select **one** topic from the following list and write approximately 150 words.

1. An accident

You have injured yourself playing sport or have suffered an illness which has kept you away from social media. You're now well enough to let your French-speaking friends know what happened. **Write a Facebook post or similar.** You could include:

- an apology for your absence
- a description of what happened and the circumstances
- what happened next
- who helped you and how
- update of your present condition
- when you expect to be better
- whether the accident/illness will affect your activity in the future.

2. A doctor's appointment

You have been sick or injured in a French-speaking country and visited the doctor or health-professional. **Write an email** to your friends and relatives about your experience. You could include:

- a suitable introduction to your topic
- when this occurred
- why you went to the doctor (symptoms)
- how the doctor examined you
- what treatment was recommended/prescription
- how long you will take to recover
- cost of treatment
- how you paid
- any follow up
- how you are feeling now.

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 **300 words**. Remember quality is more important than length
- communicate basic personal information, 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 and any other details carefully.
- Go back through the modules of the FR1000 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 FR1000 course. Remember to refer to the Language Functions explanations.
- Brainstorm your ideas or make a mind map, then write a draft. Edit it carefully as many times as you like, and then write your final version in PDF or Word format.
- 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 and develop your information/ideas/opinions as fully as you can. Some parts of a task – such as the recipe ingredients – will not require full sentences.
- Show that you know how to use language in a variety of ways and use language that is fit for the purpose and audience, e.g. use formal language if addressing the principal.
- Proofread your work very carefully to make sure that understanding is not hindered by inconsistencies.

5 THE STANDARD AND EXPLANATORY NOTES

Achievement Standard 90882 (version 2) French 1.5

Write a variety of text types in French on areas of most immediate relevance

Level 1, Internal assessment

5 credits

ACHIEVEMENT CRITERIA

Achievement	Achievement with Merit	Achievement with Excellence
Write a variety of text types in French on areas of most immediate relevance.	Write a variety of text types in convincing French on areas of most immediate relevance.	Write a variety of text types in effective French on areas of most immediate relevance.

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 write a variety of texts on areas of most immediate relevance.
3. Definitions

Write refers to composing and organising text in a linguistically and culturally appropriate format and style, and may include:

- drafting
- reworking over a period of time.

Write on areas of most immediate relevance refers to using language, related to basic personal information and past, present, and/or future experiences, in order to express personal information, ideas and opinions in culturally appropriate written French.

Communication is achieved overall, despite inconsistencies, such as:

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

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

THE STANDARD AND EXPLANATORY NOTES

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

Variety refers to texts selected from a range of different text types, which have been created for different purposes. At all times the quality of the texts in the selection, considered as a whole, is more important than length.

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

6 ASSESSMENT SCHEDULE

Achievement	Achievement with Merit	Achievement with Excellence
<p>The student writes a variety of text types in French on areas of most immediate relevance.</p> <p>The student provides a collection of at least two examples of written texts.</p> <p>The student texts are of different text types and are for genuine purposes.</p> <p>The texts provide a total of about 300 words.</p>	<p>The student writes a variety of text types in convincing French on areas of most immediate relevance.</p> <p>The student provides a collection of at least two examples of written texts.</p> <p>The student texts are of different text types and are for genuine purposes.</p> <p>The texts provide a total of about 300 words.</p>	<p>The student writes a variety of text types in effective French on areas of most immediate relevance.</p> <p>The student provides a collection of at least two examples of written texts.</p> <p>The student texts are of different text types and are for genuine purposes.</p> <p>The texts provide a total of about 300 words.</p>
<p>The texts communicate basic personal information, ideas and opinions.</p> <p>Over the texts there is evidence of communicating beyond the immediate context, for example, about the past and/or future.</p>	<p>The texts communicate basic personal information, ideas and opinions.</p> <p>Over the texts there is evidence of communicating beyond the immediate context, for example, about the past and/or future.</p> <p>The texts show 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 that are fit for the purpose and audience of the tasks.</p>	<p>The texts communicate basic personal information, ideas and opinions.</p> <p>Over the texts there is evidence of communicating beyond the immediate context, for example, about the past and/or future.</p> <p>The texts show 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 that are fit for the purpose and audience of the tasks.</p>
<p>The student achieves communication overall, despite inconsistencies in aspects such as format, spelling, lexical choice, level of formality, language conventions, or language features.</p>	<p>Inconsistencies do not significantly hinder communication.</p>	<p>Inconsistencies do not hinder communication.</p>

ASSESSMENT SCHEDULE

<p>Exemple</p> <p><i>Ma ville se trouve dans le sud de la Nouvelle-Zélande. Il y a beaucoup de choses à faire. J'adore ma ville. Pendant les vacances, je suis allé à Auckland.</i></p>	<p>Exemple</p> <p><i>Ma ville se trouve dans le sud de la Nouvelle-Zélande. C'est bien parce qu'il y a beaucoup de choses à faire. Il faut visiter le musée. Pendant les vacances de Pâques, je suis allé à Auckland pour rendre visite à mes cousins et nous avons fait beaucoup de choses.</i></p>	<p>Exemple</p> <p><i>Ma ville c'est la capitale, Wellington, et elle se trouve dans l'île du Nord en Nouvelle-Zélande. C'est très amusant ici parce qu'il y a toujours beaucoup de choses à faire. Si vous visitez ma ville, il faut surtout visiter le célèbre musée Te Papa. Pendant les vacances de Pâques, je suis allé à Auckland et j'ai fait beaucoup de choses mais à mon avis Auckland est moins intéressante que Wellington.</i></p>
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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 send your portfolio to your teacher, check you have done the following:

- 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 writing topic, your name and student ID number
- uploaded them to the **FR1000W 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.

You should aim to complete the writing tasks (including any reworking after receiving feedback from your Te Kura teacher) by **end of August**.