



FRENCH



FRO2000C
INTERACTION PORTFOLIO
NCEA LEVEL 2



FRENCH INTERACTION 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 standard:

Achievement Standard 91119 (version 2) French 2.3

Interact using spoken French to share information and justify ideas and opinions in different situations

Level 2, Internal assessment

5 credits

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1 INTRODUCTION

This assessment activity for Achievement Standard 91119 requires you to **submit at least two spoken interactions** in an interaction portfolio.

Your ability to interact using French to explore and justify varied ideas and perspectives in different situations will be assessed from these interactions.

Your overall contribution to the total interactions is about **four minutes**. At all times quality is more important than 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

- The interaction portfolio includes this guide and four separate tasks for you to choose from.
- You should complete the related module first before you attempt the interaction task. For example, do FRO2004 first, and then do the interaction assessment FRO2004Y3.
- Record your interactions. **All interactions need to be recorded as videos**. Record your interactions digitally using the My Te Kura facility, cell phone or other mp4 format.
- If you are having the conversation with your Te Kura teacher, you do not have to record it. They will do that.
- **When you record your conversation, you MUST NOT read anything on paper or on the screen. Try to be spontaneous and natural.**
- Your teacher will give you **general feedback** about each interaction to support your learning.
- You should aim to complete the interaction tasks by the **end of September**.

FOR YOUR CONVERSATION PARTNER

Please print and give a copy of the following to your conversation partner.

Thank you for helping with this interaction.

The best way to support this student is by:

- allowing them to take the lead in the conversation from time to time
- encouraging a range of views to be explored
- taking part in natural communication. That means the communication must not be pre-planned and must not be like an interview. Natural communication includes such things as:
 - referring back to things that have already been said
 - clarifying
 - negotiating meaning
 - using colloquial and formulaic expressions appropriate for the contexts.

2 CONDITIONS

IMPORTANT

- All the work that you include in your interaction portfolio **must be entirely your own work**. **Interaction is vital** in a conversation. You cannot script in advance.
- **When you record your conversation, you MUST NOT read anything on paper or on the screen. Try to be spontaneous and natural. If you read any notes, then your conversation is invalid. You cannot attempt the same task again.**
- The context for each assessment must be different so that you have the opportunity to use a variety of language and language features in French.
- 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 your information and justify ideas and opinions. However, we strongly advise you to **only** use the language you have learnt during this course, or language you know to be correct.
- Language from the language samples in the assessment schedule may not be used unless it is significantly reworked.
- There are **no reassessment opportunities** offered for this standard so make sure you consult with your Te Kura French teacher so that your choices for your portfolio provide the best evidence of your interaction skills.
- **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 script any interaction for you.

SUPERVISOR REQUIREMENTS

- Supervision is not required for this assessment.
- Upload your interaction submissions or a link to your video to the **FR2000C Interaction dropbox**.

3 PORTFOLIO TASKS

OVERVIEW

The following four interaction tasks will help you provide evidence for the interaction portfolio submission for Achievement Standard 91119.

Students may interact 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 of possible areas to include in your discussion. It is also permissible to interact on any theme of your choice provided the requirements of the standard are met.

FRO2004Y3

1. Travel
2. If I won a fortune
3. Choosing a career
4. School
5. Current events
6. A home-stay experience

FRO2005Y3

1. Clothing & fashion
2. Food & diet
3. Let's agree to differ

FRO2006Y3

1. Sport & leisure
2. A healthy lifestyle
3. Books, music & films

FRO2008Y3

1. Technology
2. Our future on earth

FRO2004Y3

1. **Travel** (discussing/planning a short or long stay in a French speaking country, seeking/ giving advice, schooling- similarities/differences with NZ, eating at home/out, typical leisure activities, recommendations of things to see/visit, important cultural differences, transport, accommodation, home-stay, activities to match your interests).
2. **If I won a fortune** (discussion of what you would do if you were very rich, changes to your life, purchases, living circumstances, sharing fortune, charity, travel, influence on future plans, what you wouldn't do, dangers, venture capitalism, creating business, leisure).
3. **Choosing a career** (discussing career options, dreams and ambitions for the future, money, education, interests, ethical choices, sustainability, helping others, what is important to you, employers' / employees' responsibilities, location, what you wouldn't choose to do and why, future of employment prospects for young people, taking risks, CVs, gap years, overseas experience, paid/unpaid internships, work experience, part-time jobs, volunteering).
4. **School** (discussing from research or experience differences between school in France and NZ, choice and range of subjects, compulsory/optional advantages and disadvantages, length of school day, timetable, eating at school, uniforms, physical space, relationship with teachers, style of lessons, attitude of students to school, importance of languages, exams and assessment, discipline, classroom behaviour).
5. **Current events** (discussion of news, accuracy of reporting, good/bad news, responsible journalism, responsibility and influence of media, reading/listening/viewing).
6. **A home-stay experience** (discussion of your experience living with a French-speaking family, comparison with life in New Zealand, attitudes, values, eating, relationships between family members, surprises, language difficulties, sleeping arrangements, accommodation, leisure activities, extra-curricular activities, hobbies, transport, travel, standard of living, pets).

FRO2005Y3

1. **Clothing & fashion** (discussing personal style, favourite clothes, colours, materials, uniforms, brands, designers, cost, haute couture, modelling, French/NZ style, scarf wearing, make-up, hair, judgement on appearance, status, retro, history, op-shopping, sewing/ knitting, shoes – comfort/elegance, sports gear).
2. **Food & diet** (discussing eating habits and preferences, comparison with France, fast-food, favourite Kiwi foods, typical French foods to try, wine, alcohol, healthy eating, diets, exercise, sleep, comparative French/NZ attitudes to eating, your own diet, who is the healthiest eater, unusual foods you've tried, your favourite meals, foods you would miss overseas, meals at home in NZ/France).
3. **Let's agree to differ** (a discussion/debate where you and your partner defend different viewpoints, contradict and question each other. Some possible themes: Cats or Dogs, Uniforms or Civvies, Single-sex or Mixed education, Humanities or Sciences, Meat-eating or Vegetarian, Reading or Viewing, Male or Female, Gap year or Tertiary/Work).

FRO2006Y3

1. **Sport & leisure** (discussing your extra-curricular activities, are you sporty?, spectating, armchair sport, supporting a team, women's/men's sport, sports you'd like to try and why, dangerous sports, games, international sporting events, national/local heroes, importance for health, competition, individual/team sports, injuries, sport as a career).
2. **A healthy lifestyle** (discussing your health and fitness, sport, food, exercise, sleep, fast-food, smoking, drugs, dangers, major health problems in society, mental health, relaxation, leisure activities, holidays, relationships, communication, technology, pace of life, time-out, travel, poverty, dealing with pressure and stress, assessment).
3. **Books, music & films** (reading habits, musical taste & listening habits, dancing, genres, e-books versus paper, favourite works, viewing habits, films – cinema or home screen, TV habits, favourite programmes, reality TV, news, blogs, podcasts, YouTube, creating & sharing your own content, NZ/French films, favourite French musicians/actors, discussing a particular film/book/programme, comics and graphic novels, childhood favourites, importance of reading, reading versus viewing).

FRO2008Y3

1. **Technology** (discussing impact of technology on your/everyone's life, how you use it, favourite apps and why, apps you don't like, history, how technology has evolved recently, impact on learning/education, what does it enable us to do?, advantages/disadvantages, dangers, pace of life, devices, cost, effect on communication, technophile or technophobe?, games, collaboration, interaction, texting, keeping up with change, life without technology, technology & young children, changes in home entertainment, music/ film/ mini-series, e-books versus paper)
2. **Our future on earth** (discussing of challenges facing humanity, overpopulation, conflict, pollution, mineral exploitation, fossil fuels, renewable energy, green transport, sustainability, impact of dairy farming in NZ, farming in France, growth in a finite space, economy, protection of animals and endangered species, vegetarian/vegan, ethics and economic impact of eating meat, global warming, availability of water, prolonging life, birth-control, poverty, widening rich/poor gap, issues faced by your generation compared to your parents' generation, future of employment, automation, aging populations, future of education, solutions, how will the world look in 2050?)

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

KEY THINGS TO REMEMBER

This is an interaction assessment, so you need to contribute towards the conversation by exploring and justifying varied ideas and perspectives. It is not just answering questions someone asks you.

You can do your interaction in one of these ways:

- **With another student you know or another person who speaks French.** If you do this, you must video your interaction, and tell your teacher which person you are in the video. Show the other person these interaction guidelines (FRO2000C) so they know what is required. You need to have a conversation with each other, rather than you only answering questions.
- **With your Te Kura teacher.** You need to contact your Te Kura teacher to arrange a time. They will record the conversation. To give you the best opportunity to achieve this standard, only one interaction should be with your teacher.

If you have videoed an interaction you have done with another person, identify yourself at the beginning of the conversation by saying your name. Once you finished the conversation upload it to the **FR2000C Interaction dropbox** in mp4 format.

Name your completed task, for example, **FRO2004Y3_your name_your Te Kura ID number**. Add a note to tell your Te Kura teacher which person you are in the video (for example – the person on the left, the person wearing a blue top).

4 TIPS FOR SUCCESSFUL INTERACTIONS

Key things you need to do to gain this standard:

- Submit two pieces of interaction. The total length of your interaction is about **four minutes**. Remember quality is more important than length.
- Share information 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, 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 FR2000 course.
- Share information and justify ideas and opinions.
- Brainstorm possible ideas you can talk during the interactions. Think about the structures and language you might need to communicate these ideas.
- Use interactive strategies, such fillers, questioning, interrupting, recognising cues, agreeing and disagreeing, thanking, encouraging, apologising, pausing, prompting, seeking clarification.
- Use appropriate cultural conventions (e.g. consistent use of 'tu' or 'vous').
- Show that you know how to use language in a variety of ways.

USEFUL LANGUAGE FOR INTERACTING IN FRENCH

Consider using some of the following questions and phrases to help keep your interaction going and to help it sound as natural as possible. They will show that you know how to listen actively and can also provide you with some thinking time before you answer a question.

Starting an interaction	
(greeting each other with a kiss on each cheek – to someone you know)	(faire la bise)
hi	Salut
how are you?	ça va?
How's it going?	ça roule?
What's new?	quoi de neuf?

Stringing things out, using fillers and hesitating convincingly	
actually	en fait
er, um	Euh

TIPS FOR SUCCESSFUL INTERACTIONS

... well (e.g. well, that's what I heard)	(en) fin, finalement
anyway	de toute façon
to cut a long story short	Bref
you see	tu vois?
you see what I mean?	tu vois ce que je veux dire?
you know	tu sais?
guess what I did?	devine ce que j'ai fait
guess who I've just seen/met	devine qui je viens de voir/rencontrer
you'll never guess what happened ...	tu ne devineras jamais ce qui s'est passé ...
no, I give up (can't guess)	non, je donne ma langue au chat
I've forgotten what I was going to say	j'ai oublié ce que j'allais dire
what were we saying?	qu'est-ce qu'on disait
what was I saying	qu'est-ce que je disais?
I've forgotten the word for ...	j'ai oublié le mot pour?
the thingy	le truc/machin
so, then (filler)	Alors

Agreeing and giving supportive feedback to keep things flowing	
exactly	exactement
yes, that's for sure	oui, c'est sûr
I agree totally	je suis tout à fait d'accord
totally	tout à fait
absolutely	absolument
you're right	tu as raison
OK, right	d'accord
yes, yes, yeah	oui, oui, ouais
me too	moi aussi
OK	OK
that's right/it	c'est ça
that's right	c'est exact
same for me	(c'est) pareil pour moi
don't worry	t'inquiète (pas)
no worries	pas de soucis/pas de problème

Disagreeing	
not at all	pas du tout
rubbish	n'importe quoi!
I don't agree	je (ne) suis pas d'accord
you're wrong	tu as tort
that's wrong/false	c'est faux
I don't think so	je (ne) pense pas
I don't believe you	je (ne) te crois pas

Expressing sympathy	
oh, (you) poor thing	oh, le/la pauvre
I feel sorry for you	je te plains
I understand	je comprends
it's not fair	c'est pas juste
I'm sorry	je suis désolé(e)

Interrupting	
listen (to me)	écoute (-moi), écoutez
here's what I suggest	voilà ce que je propose
stop it!	arrête!
let me finish	laisse-moi finir
getting back to the point ...	revenons à nos moutons

Expressing your feelings	
hum, so-so (lack of enthusiasm)	bof
that annoys me!	ça m'énerve!
phew!	ouf!
yay!	youpi!
damn!	mince!
blast!	zut!
it's very ordinary/average	c'est n'importe quoi !
lucky thing !	veinard(e)!

TIPS FOR SUCCESSFUL INTERACTIONS

I've had it up to here !	j'en ai ras le bol!
I don't mind, I'm easy	ça m'est égal
It's really hard work, awful	c'est la galère
It's not easy	c'est pas évident
really! what a cheek! (don't exaggerate)	quand même!
sympathetic expression of surprise	aie, aie, aie
that must have been hard	dur dur (with hand movement)
it's boring	c'est barbant
oh, what a bore	oh, la barbe!
it's so beautiful	c'est trop beau!
cool, great, awesome	génial!
great, fantastic	impeccable!
great!	formidable!
it's pitiful	c'est minable
it's useless, dumb	c'est débile
it's crazy	c'est dingue
it's strange, bizarre	c'est bizarre
what you say when you draw the line	alors là ...
heavens! gosh!	tiens!
it was disgusting	c'était infect (for food)
it's cool	c'est cool
it was useless, terrible	c'était nul
it wasn't bad	c'était pas mal
it was delicious	c'était très bon (esp. for food)

Expressing surprise/disbelief	
what?	quoi?
non!	non!
it's not true	c'est pas vrai!
no kidding?	sans blague?
really?	vraiment?
really? (mild and polite surprise)	Ah, bon?

heavens	mon dieu
well, how about that!	ben, dis donc!
gee!	ça alors!
golly gosh!	oh là là!
it's unbelievable	c'est incroyable
my eye!	mon oeil! (with gesture)
you're having us on	tu te moques de nous

Talking about the weather	
what a gorgeous day	qu'est-ce qu'il fait beau aujourd'hui!
gee, it's freezing	aie aie aie, ça caille!
do you think it's going to rain/snow	tu penses qu'il va pleuvoir/neiger?
damn. it's raining cats and dogs	mince! il pleut des cordes !

Expressing opinions and seeking reaction to keep up the flow	
is that OK?	ça peut aller?
how does that sound to you?	ça te dit?
what do you think?	qu'est-ce que tu en penses?
is that going to work (for you)?	ça marche (pour toi)?
does that suit you?	ça t'arrange ?
that suits me	ça m'arrange
in my opinion	à mon avis
I think that ...	moi, je pense que ...
I think so/I don't think so	je crois que oui/non
according to me/him/her	selon moi/lui/elle
how about going to ...?	si on allait à/au/à la/aux ...
how about going (and doing) ...	si on allait faire ...
and you?	et toi?
do you have an idea/some ideas?	tu as une idée/ des idées?
how does it work where you come from?	comment ça se passe chez toi?
do you think so? (thanks for a compliment)	tu trouves?

TIPS FOR SUCCESSFUL INTERACTIONS

Seeking clarification and confirmation	
can you repeat what you've just said?	tu peux répéter ce que tu viens de dire?
what do you mean?	qu'est-ce que tu veux dire?
what does that mean	qu'est-ce que ça veut dire?
I don't understand	je (ne) comprends pas
why?	pourquoi?
sorry I didn't understand	désolé(e), j'ai pas compris
I didn't follow	j'ai pas suivi
I don't get it	je pige pas
could you speak louder/quieter/slower?	tu pourrais parler un peu plus fort/ douxment/lentement
at ten o'clock, isn't it?	à dix heures, c'est ça?
you said _____, didn't you?	tu as dit _____ n'est-ce pas?
eh?	hein?
can you explain what you mean	tu peux expliquer ce que tu veux dire?
I don't know what you mean	je (ne) sais pas ce que tu veux dire
but you said _____	mais tu as dit _____
as you said	comme tu as dit

Bits and pieces and joiners	
let's say ...	disons ...
otherwise, apart from that	sinon
so, therefore	donc/du coup
on the other hand	par contre
but	mais
as for	quant à + noun
about, regarding	au niveau de
concerning, regarding	par rapport à
that's it/got it/we've finished	ça y est
by the way	à propos
I (for emphasis) [very common]	moi, je

TIPS FOR SUCCESSFUL INTERACTIONS

Finishing off	
well, so, there we are then	donc, du coup, voilà
OK, then/well	bon, ben
I have to go	il faut que j'y aille
must rush	(il) faut que je file
it was good to talk to you	c'était bien de te parler
see you later	@+ à plus
see you soon	à bientôt
see you tomorrow	à demain
see you (very) soon	à tout a l'heure
see you this evening	à ce soir
(farewell kisses)	(bises)

5 THE STANDARD AND EXPLANATORY NOTES

ACHIEVEMENT STANDARD 91119 (VERSION 2) FRENCH 2.3

Interact using spoken French to share information and justify ideas and opinions in different situations

Level 2, Internal assessment

5 credits

ACHIEVEMENT CRITERIA

Achievement	Achievement with Merit	Achievement with Excellence
Interact using spoken French to share information and justify ideas and opinions in different situations.	Interact using convincing spoken French to share information and justify ideas and opinions in different situations.	Interact using effective spoken French to share information and justify ideas and opinions in different situations.

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. *Interact using spoken French* involves communicating information, giving explanations or providing evidence to support own views and/or the views of others.

Communication is achieved overall, despite inconsistencies in relation to:

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

Interact using convincing spoken French involves interaction showing:

- use of a range of language that is fit for purpose and audience
- generally successful selection from a repertoire of language features and strategies to maintain the interaction.

Communication is not significantly hindered by inconsistencies.

Interact using effective spoken French involves interaction showing:

- use of a range of language that is consistently fit for purpose and audience
- skilful selection from a repertoire of language features and strategies to maintain the interaction.

Communication is not hindered by inconsistencies.

3. *Interact in different situations* involves a range of culturally appropriate spoken exchanges in French e.g. informal and formal, social, conversational, cultural, routine, and impromptu or unrehearsed contexts. Interactions could be face to face or technologically facilitated.

4. Interactions are characterised by:

- a genuine purpose
- negotiating meaning
- initiating and maintaining
- participating and contributing
- contextually appropriate language
- use of cultural conventions eg courtesies, gestures
- use of interactive strategies such as fillers, questioning, interrupting, recognising cues, agreeing and disagreeing, thanking, encouraging, apologising, pausing, prompting, seeking clarification.

Not all characteristics may be evident in one interaction.

At all times the quality of the selection of interactions, considered as a whole, is more important than the length.

5. Conditions of Assessment related to this achievement standard can be found at www.tki.org.nz/e/community/ncea/conditions-assessment.php.
6. Look at this link for clear, simple explanations about how to do this standard. www.nzqa.govt.nz/ncea/subjects/languages/clarifications/2/interact/

6 ASSESSMENT SCHEDULE

Achievement	Achievement with Merit	Achievement with Excellence
<p>Interactions use spoken French to share information and justify ideas and opinions.</p> <p>The student provides a collection of recordings of at least two spoken interactions in different situations with genuine purposes.</p> <p>The student's overall contribution to the total interactions is about 4 minutes.</p> <p>Interactions are characterised by the appropriate use of language features and strategies, such as fillers, asking questions, interrupting, recognising cues, prompting, thanking, repeating, inviting agreement or disagreement, and seeking clarification.</p> <p>Cultural conventions are used where appropriate.</p> <p>Communication is achieved overall, although interactions may be hindered in some places by inconsistencies.</p>	<p>Interactions use convincing spoken French to share information and justify ideas and opinions.</p> <p>The student provides a collection of recordings of at least two spoken interactions in different situations with genuine purposes.</p> <p>The student's overall contribution to the total interactions is about 4 minutes.</p> <p>A range of language is used that fits the specific purpose and audience of each interaction. The interactions are maintained by the student through generally successful selection from a repertoire of language features and strategies, e.g., fillers, asking questions, interrupting, recognising cues, prompting, thanking, repeating, inviting agreement or disagreement, and seeking clarification.</p> <p>Cultural conventions are used where appropriate.</p> <p>Interactions are not significantly hindered by inconsistencies</p>	<p>Interactions use effective spoken French to share information and justify ideas and opinions.</p> <p>The student provides a collection of recordings of at least two spoken interactions in different situations with genuine purposes.</p> <p>The student's overall contribution to the total interactions is about 4 minutes.</p> <p>A range of language is used that consistently fits the specific purpose and audience of each interaction. The interactions are maintained by the student through skilful selection from a repertoire of language features and strategies, e.g., fillers, asking questions, interrupting, recognising cues, prompting, thanking, repeating, inviting agreement or disagreement, and seeking clarification.</p> <p>Cultural conventions are used where appropriate.</p> <p>Interactions are not hindered by inconsistencies.</p>

<p>Exemple</p> <p>– Je dois choisir mes matières pour l'année prochaine. Je ne suis pas sûr/e ... je ne sais pas quelles matières prendre. T'as des idées toi?</p> <p>– Pas trop. Je suis forte en français et en anglais tu sais, ça va. Je voudrais enseigner l'anglais en France un jour. C'est mon rêve. Qu'est-ce que tu voudrais faire plus tard?</p> <p>– Je ne suis pas sûr/e non plus. Prof peut-être, ou infirmier/infirmière. J'aimerais travailler avec les enfants. Qu'est-ce que tu en penses?</p>	<p>Exemple</p> <p>– Il faut choisir nos matières pour l'année prochaine. C'est pas facile. J'hésite toujours. Tu as déjà décidé toi?</p> <p>– Pas encore. J'ai toujours voulu devenir prof. Mes notes sont bonnes en langues ... je pourrais voyager et travailler en même temps. Tu sais ce que tu vas faire après le lycée toi? – il faut peut-être choisir en pensant à ça, non?</p> <p>Prof, ça pourrait être intéressant ... ou bien infirmier/infirmière, quelque chose où j'aiderais les autres. En fait, il faut prendre quoi comme sciences?</p>	<p>Exemple</p> <p>– Tu sais qu'on doit choisir nos matières pour l'année prochaine avant la fin de la semaine? C'est dingue! On va être en terminale, tu te rends compte?</p> <p>– Ben, oui, je vois ... les examens à la fin de l'année comme d'habitude! Mais je crois qu'il faut réfléchir un peu, non? Même si on est fort/e/s dans toutes les matières!!</p> <p>Tu as pas pris rendez-vous avec la conseillère d'orientation? Elle m'a donné plein de conseils parce que je n'arrive pas à décider entre prof ou médecin. Pour l'instant, je prendrai le français, les maths et les trois sciences. Franchement, tout le monde te l'a dit – prends rendez-vous!</p> <p>– Bon, d'accord. , J'ai pensé faire la médecine aussi. Tiens, on est du même avis alors. Aider les autres me semble important, Mais tout le monde veut un métier bien payé aussi ... Qu'est-ce qu'elle t'a dit exactement?</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 PORTFOLIO

SUBMIT EACH TASK

Once you have completed each interaction assessment task (e.g. FRO3003Y3), upload it to the **FR2000C Interaction dropbox**.

Your teacher will give you **general feedback** about your interaction to support your learning and may suggest you complete more than two tasks. Make sure you name each file with the task code e.g.:

FRO2004Y3_(your first name_(your surname)_your ID

FRO2006Y3_(your first name_(your surname)_your ID

Keep your interaction video files in a safe place (e.g. a folder on your computer) as you may choose to submit this piece as part of your final interaction portfolio for AS91119.

CHECKLIST

Have you:

- interacted on the topic
- communicated information and justified ideas and opinions
- selected language features and strategies to maintain interaction
- 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 done the following:

- Completed at least two interaction tasks.
- Named the digital files appropriately with the task code, your name and student ID number
- Uploaded them to the **FR2000C Interaction dropbox**.
- Notified your teacher of the two interactions you want to include in your portfolio. Your Te Kura teacher will also be happy to give you advice and guidance about your final choice of two interactions, but the choice you make is ultimately your responsibility. Do this **well before** the final submissions are due so that you have time to consider and choose the best examples of your interaction skills.

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