



National Certificate of Educational Achievement  
TAUMATA MĀTAURANGA Ā-MOTU KUA TAEA

**2009**

## **Internal Assessment Resource**

Subject Reference: **French 2.2**

Internal assessment resource reference number:  
**French/2/2\_A1**

### **French resource material**

Supports internal assessment for:

Achievement Standard: 90396 (French)

Give a prepared spoken presentation in French on a less familiar topic

Credits: 3

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June 2009

**Ministry of Education  
quality assurance status**

For use in internal assessment  
from 2009

**Links to other documents:**

This generic resource material should be read in conjunction with:

- the appropriate **registered achievement standards** (including the explanatory notes);
- the **guidelines for management of assessment** for internally assessed Languages achievement standards;

**Teacher guidelines:**

There are **three** types of resource material provided to support internal assessment of this achievement standard:

- a qualitative **assessment schedule** to assist assessors to make professional judgement decisions on grade awards;
- **suggested topics** for the talk;
- guidance, including vocabulary and sentence structure **specific to each topic** and **specific to French**

A generic 'Student instructions' page is also given. Teachers should insert final details of the instructions and make the task specific to French, eg add specific information or socio-cultural aspects where appropriate. It is then only necessary to present to the student the Student instructions, the generic assessment schedule, the topic page and the specific examples for the language for that topic.

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Give a prepared spoken presentation in French on a less familiar topic

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<Teacher to insert topic eg **“Promotion of a region”**>

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**Student Instructions Sheet**

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This activity requires you to prepare and deliver a presentation of at least two minutes to your class and teacher.

You will have ..... periods in class to prepare your presentation.

You are allowed cue cards: your teacher will check these. You must not read your speech. Reading will mean that you have not met the standard.

Speaking order will be decided on the day and determined by .....

Your presentation will be given in front of the class and recorded for assessment reference purposes.

Check the assessment schedule and examples of performance so that you know what you must do to achieve at each level.

## Section One: Generic assessment schedule

This schedule should be used in conjunction with the material provided in Section Two, which gives illustrative examples for specific topics and languages.

<b>Judgement leading to Achievement</b>	<b>Judgement leading to Merit</b>	<b>Judgement leading to Excellence</b>
<ul style="list-style-type: none"> <li>• A clear spoken presentation is given in French about (insert topic) under the set conditions.</li> <li>• The talk is a minimum length of two minutes.</li> <li>• The talk is audible and comprehensible.</li> <li>• Relevant information and/or ideas are given.</li> <li>• Appropriate language is used up to and including level 7 of the curriculum, or equivalent.</li> <li>• Communication is achieved overall, despite errors in language.</li> </ul>	<ul style="list-style-type: none"> <li>• A clear spoken presentation is given in French, about (insert topic) under the set conditions.</li> <li>• The talk is a minimum length of two minutes.</li> <li>• The talk is audible and comprehensible and organised.</li> <li>• Evidence of some development of relevant information and/or ideas.</li> <li>• A variety of appropriate language is used up to and including level 7 of the curriculum, or equivalent.</li> <li>• Any errors in language do not significantly hinder communication.</li> </ul>	<ul style="list-style-type: none"> <li>• A clear spoken presentation is given in French, about (insert topic) under the set conditions.</li> <li>• The talk is a minimum length of two minutes.</li> <li>• The talk is audible and comprehensible and organised.</li> <li>• Evidence of substantial development of relevant information and/or ideas is shown.</li> <li>• A wide variety of appropriate language is used up to and including level 7 of the curriculum, or equivalent.</li> <li>• Delivery is confident and fluent, and any errors in language do not hinder communication.</li> </ul>

**Section Two: Suggested topics and specific language examples**

**Topic 1 Promotion of a region**

You are staying in a region in France. You have been asked by the local tourist office to help promote this region.

Your task is to:

- Speak about some of the things young people can do, see etc; **and**
- give advice on which places are worth visiting

Possible information/ideas for your presentation:

- where the region is and why you went there in the first place
- places to stay, including different types of accommodation and cost
- things to do e.g. entertainment, trips, restaurants etc
- places of interest e.g. historical sites, theme-parks, scenic attractions
- things you yourself have experienced
- your special recommendations

**Topic 1: Specific language examples:**

<b>Language</b>	<b>Achievement</b>	<b>Merit</b>	<b>Excellence</b>
French	Si vous allez en Nouvelle Calédonie je vous conseille de visiter les plages, qui sont très jolies, par exemple...	Si vous avez l'occasion d'aller en Nouvelle Calédonie, il faut absolument visiter les belles plages, aussi bien que faire un tour en ville. Vous pouvez également boire quelque chose dans un café.	Si vous avez bien l'occasion d` aller en Nouvelle Calédonie, ça vaut vraiment la peine de vous baigner à la belle plage de la Baie des Citrons. Je vous conseille de passer une journée au phare Amédée.

**Topic 2: Review**

Imagine you are an exchange student in France. You have been asked to give a review of either:

- a concert or cultural event
- a sports event
- a restaurant

Your audience will be students of your own age.

*Your presentation may include*

- When the event or activity took place
- Description of the event or activity including for example the venue, location, atmosphere, what happened, who was involved, cost etc
- Your opinion on the event or activity
- Something you will always remember or never forget about the event or activity.
- A comparison with another similar event or activity

**Topic 2: Specific language examples:**

<b>Language</b>	<b>Achievement</b>	<b>Merit</b>	<b>Excellence</b>
French	Pendant les vacances en France, personne ne voulait goûter des escargots sauf ma sœur. La prochaine fois je serai plus courageuse.	Pendant les vacances en France avec ma famille, on a mangé dans un bon restaurant français. Personne ne voulait goûter des escargots sauf ma sœur. La prochaine fois je serai plus courageuse.	Pendant les vacances en France, ma sœur voulait goûter quelque chose de typiquement français. Personne ne voulait goûter des escargots sauf ma sœur. Elle les a beaucoup aimés. La prochaine fois je serai plus courageuse.

### **Topic 3: Future plans**

Your host school in France has asked you to give a presentation to senior students about the hopes and plans of young New Zealanders.

*Items to talk about may include*

- future study
- jobs
- money
- different kinds of accommodation e.g. hostel versus home versus flatting
- long term plans such as travel, family, friends and buying property
- dreams for a better world such as world peace, a healthy environment etc.

*Using examples:*

You may talk generally but may also use examples about people you know and/or your own plans for the future.

**Topic 3: Specific language examples:**

<b>Language</b>	<b>Achievement</b>	<b>Merit</b>	<b>Excellence</b>
French	Après l'école, j'irai à l'université.	Quand je quitterai l'école, j'irai à l'université faire des études de droit.	Après avoir quitté l'école, j'irai à l'université faire des études de droit, ce qui me permettra de gagner bien ma vie.

**Topic 4: Customs and behaviour**

Your French class is going on a class trip to France. You have visited France. To help your classmates prepare for their stay, you are going to tell them about the different things they will experience in this country such as food, lifestyle and customs.

Choose one of the customs that most impressed or interested you and give a presentation to your class.

**Topic 4: Specific language examples:**

<b>Language</b>	<b>Achievement</b>	<b>Merit</b>	<b>Excellence</b>
French	Le déjeuner était plus long que chez nous, trois heures! J'aimerais bien manger comme ça en Nouvelle-Zélande !	J'ai trouvé que le déjeuner était beaucoup plus long que chez nous. On a passé trois heures à table! J'aimerais bien manger comme ça en Nouvelle-Zélande parce que'on parle beaucoup.	C'était intéressant qu'on a passé beaucoup plus de temps à table que chez nous, trois heures en tout! J'aimerais bien manger comme ça en Nouvelle-Zélande parce que c'est en mangeant et en parlant qu'on s'amuse bien.