



Rangi Ruru
Girls' School



French Wīwī

**Level 3 Programme of
Learning**

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Achievement Objectives

Students will demonstrate their ability, against the background of French culture to:

- Interact flexibly in familiar social situations.
- Recognise fine detail in spoken and written text and draw inferences and conclusions from it.
- Use basic language patterns spontaneously and develop and support their points of view, using vocabulary and language features as appropriate in their writing.

Course of Study

By the end of this course students should have an understanding of and ability to use all the communication functions up to the end of Level 8 French in the New Zealand Curriculum.

A list of the Level 3 NCEA vocabulary and grammar structures is available in the NCEA Level 3 Renash guide.

The Content

Les médias

- La télévision
- Les nouvelles technologies
- Le cinéma

L'environnement

- La pollution
- L'énergie
- Protection de la planète

La société multiculturelle

- L'immigration
- L'intégration
- Le racisme

The main resources will be provided in class during the course of each topic. Other resources, including online resources, will be used as appropriate. The two internal assessments (written and spoken presentation portfolios) will be based on these resources.

Study Hints for Level 3 French:

- Keep your folder (or digital notes) well-organised (using subject dividers) and up to date.
- Complete all writing tasks/assignments on time and file these in your Writing Portfolio folder on One Note.
- Learn vocabulary, structures, and grammar rules regularly. Make study cards and notes throughout the course and refer to them regularly. You will usually have a weekly vocabulary test, most often administered through Education Perfect.
- Be methodical and conscientious about learning vocabulary and grammar structures (especially Level 8).
- Regularly work on improving your spoken language. Practise conversations in and out of class. Use spoken French as much as possible!

Level 3 French Curriculum Level Eight Proficiency Descriptor

Students can use language variably and effectively to express and justify their own ideas and opinions and support or challenge those of others. They are able to use and identify the linguistic and cultural forms that guide interpretation and enable them to respond critically to texts.

Communication

In selected linguistic and socio-cultural contexts, students will:

Selecting and using language, symbols and texts to communicate

- Communicate information, ideas, and opinions through increasingly complex and varied texts.

Managing self and relating to others

- Explore the views of others, developing and sharing personal perspectives.

Participating and contributing in communities

- Engage in sustained interaction and produce extended text.

Language Knowledge

Students will:

- Analyse ways in which the target language is organised in different texts and for different purposes.
- Explore how linguistic meaning is conveyed across languages.

Cultural Knowledge

Students will:

- Analyse ways in which the target culture(s) is (are) organised for different purposes and for different audiences.
- Analyse how the use of the target language expresses cultural meanings.
- Engage in sustained interaction and produce extended text.

Key Competencies in the Language Faculty

THINKING

- ✓ Plans for written tasks
- ✓ Uses strategies to overcome difficulties in communication
- ✓ Makes connections about language features

RELATING TO OTHERS

- ✓ Acts appropriately in learning situations by listening actively and supporting other learners
- ✓ Understands and applies different cultural practices and points of view
- ✓ Is capable of communicating with others in different situations in the target language

UNDERSTANDING LANGUAGE, SYMBOLS AND TEXTS

- ✓ Uses language effectively to communicate at an appropriate curriculum level in a range of receptive and productive contexts
- ✓ Uses ICT resources effectively to enhance language learning

MANAGING SELF

- ✓ Is committed to using the target language in class
- ✓ Sets goals and takes responsibility for independent learning of target language
- ✓ Approaches tasks positively and is prepared to take risks and make mistakes in the process of improving their language skills
- ✓ Arrives at class with correct equipment and positive attitude
- ✓ Sustains focus in class and perseveres

PARTICIPATING AND CONTRIBUTING

- ✓ Seeks opportunities actively to use target language and culture in a range of situations both inside and outside the classroom
- ✓ Maintains progress and language level after pursuing these opportunities
- ✓ Promotes participation in the wider community to peers

Languages Skills and Dispositions 2025

Well-rounded	Prepared to give things a go. Demonstrates varied skills, capabilities and knowledge
Empathy	Being able to understand the thoughts, feelings and emotions of others. Put empathy into action by understanding and supporting others
Compassion	Able to recognize the suffering of others and then take action to help.
Connectedness	A sense of belonging; being part of something and having affinity with a particularly person or group.

NCEA Assessment 2025 - Level Three

There will be 4 different assessment tasks for which you can gain a total of **18 credits**.

Here is an overview of the standards.

91543	3.1	2	Listening	External	5	N/A
91544	3.2	1	Speaking (Spoken presentation)	Internal	3	N/A
91546	3.4	1	Reading	External	5	N/A
91547	3.5	1	Writing	Internal	5	N/A

The **internally** assessed tasks are:

Speaking*	Writing
3 Credits	5 Credits
<p>AS 91544 Version 1</p> <p>3.2 Interaction Portfolio Give a clear spoken presentation in French that communicates a critical response to stimulus material</p>	<p>AS 91547 Version 1</p> <p>3.5 Writing Portfolio Write a variety of text types in clear French to explore and justify ideas and perspectives.</p>

The **externally** assessed tasks are:

Listening	Reading
5 Credits	5 Credits
<p>AS 91543 Version 2</p> <p>3.1 Demonstrate understanding of a variety of extended spoken French texts.</p>	<p>AS 91546 Version 1</p> <p>3.4 Demonstrate understanding of a variety of extended written and/or visual French texts</p>

Spoken Presentation 3.2

- You will give a spoken presentation in French that communicates a critical response to stimulus material.
- If you do not achieve this standard, you may be given a second assessment opportunity on a different topic.
- You will be allowed to refer to cue cards for this assessment, but you must not just “read” from the cards. You should speak for between three and four minutes.
- You will create a folder in the Year 13 French OneNote page to store your recording. It is your responsibility to manage this and to ensure that on completion of your recording you ask your teacher for feedback.

Writing Portfolio 3.5

- Your writing portfolio is to be compiled during the year and will show that you are able to write a variety of text types.
- You will submit your final selection of at least 2 texts (totalling a minimum of 500 words) by the end of Week 9, Term 3.
- You will create a page in your French OneNote Notebook to store your texts. It is your responsibility to manage this and to ensure that on completion of each text you ask your teacher for feedback.

The External Achievement Standards will be assessed in the NZQA examination in November/December.

Topic Tests and the end of year school examination will serve as formative tests to check on student progress and to identify learning needs. There will also be regular testing of vocabulary and grammar.

* Students may also have the option of doing AS91545 Version 1 3.3 Spoken Interaction (6 credits). Students should speak with their class teacher if interested in this option.

Signing Off

After each assessment you will be able to look through your work. If you agree that the mark is accurate, you will sign the acceptance form.

Storage of Student Work

Both Achievement Standards 3.2 and 3.5 will be recorded and stored on your personal OneNote portfolio pages and the Year 13 French Class Notebook.

Course Completion Requirements

You must attend class regularly and be present at all assessments. It is essential that students who miss an NCEA Assessment follow the correct procedure.

Please refer to the Rangī Hub for information on assessment policy, authenticity, appeals etc.

Level 3 – Student Record Sheet

Language _____

Name _____

Class: _____

Internal Achievement Standards

Achievement Standard	Credits	Summative Assessment
3.2 Spoken Presentation	3	
3.5 Writing Portfolio	5	

External Achievement Standards

Achievement Standard	Credits	Formative Assessment	
		Test 1	School Exam
3.1 Listening	5		
3.4 Reading	5		

Formative assessments are used to show progress.

They are not the final result.

Level 3 French

Year Plan 2025

Term 1

Theme 1 – La télévision Weeks 1 – 4

Theme 2 – Les nouvelles technologies Weeks 5 – 6

Theme 3 – Le cinéma Weeks 7 – 10

Term 2

Theme 1 – La pollution Weeks 1 – 3

Theme 2 – L'énergie Weeks 4 – 6

Theme 3 – Protection de la planète Weeks 7 – 9

Term 3

Theme 1 – L'immigration et l'intégration Weeks 1 – 5

Theme 2 – Le racisme Weeks 6 – 9

Term 4

Revision and final task selection for portfolios Weeks 1 – 2

Revision in preparation for External Examinations Weeks 3 - 4