

Assessment Schedule – 2023

French: Demonstrate understanding of a variety of spoken French texts on familiar matters (91118)

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Demonstrating understanding</i> involves making meaning of relevant information, ideas, and/or opinions in the texts.</p> <p>Responses as a whole show an understanding of the general meaning (gist) of the texts.</p>	<p><i>Demonstrating clear understanding</i> involves selecting relevant information, ideas, and/or opinions from the texts and communicating them unambiguously.</p> <p>Responses as a whole show a clear understanding of the content of the texts. Information is selected and connected to provide responses supported by relevant detailed examples from the texts.</p>	<p><i>Demonstrating thorough understanding</i> involves expanding on relevant information, ideas, and/or opinions, with supporting detail, to show understanding of the meanings or conclusions implied within the texts.</p> <p>Responses as a whole show a comprehensive understanding of the content and underlying meaning of the texts, including nuance and meanings not obviously stated in the texts.</p>

Evidence

N1	N2	A3	A4	M5	M6	E7	E8
Shows very little understanding and does not communicate the general meaning of the text.	Shows little understanding and does not communicate the general meaning of the text.	Demonstrates some understanding and communicates some of the general meaning of the text.	Demonstrates understanding and communicates the general meaning of the text.	Demonstrates clear understanding and unambiguously communicates some of the meaning by selecting and using relevant supporting detail from the text.	Demonstrates clear understanding and unambiguously communicates most of the meaning by selecting and using relevant supporting detail from the text.	Demonstrates thorough understanding and communicates some of the implied meanings by providing supporting detail from the text to justify conclusions.	Demonstrates thorough understanding and communicates most of the implied meanings by providing supporting detail from the text to fully justify conclusions.

N0 = No response; no relevant evidence.

Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 6	7 – 12	13 – 18	19 – 24

Sample Evidence

What follows is not a complete list of all acceptable responses, nor is it an indication of the exact wording required.

Assessment judgments are based on the level of understanding shown, rather than knowledge of individual lexical items.

Quoting or direct translation alone are not sufficient evidence that the candidate understands the meaning of the text **clearly** or **thoroughly**.

The overall grade for a question must be judged after considering how much of the text as a whole has been understood, and to what depth. Refer to the Evidence statements on page 1.

Question ONE	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of why Louise suggests that Logan should visit Teahupo'o, and what she warns him about.</i>	<ul style="list-style-type: none"> • Logan wants to surf. • It is dangerous and it is in the Pacific. • People surf there; it's a popular surfing destination. • The waves are big. 	<ul style="list-style-type: none"> • It is one of the most dangerous places in the Pacific – she knows this perfectly well because she lives there. • Passionate people surf the many waves there. • The waves can reach up to seven metres high. 	<ul style="list-style-type: none"> • It attracts and welcomes many people who are passionate about surfing and dare to surf the many waves. Since Logan likes surfing, this seems like the perfect place for him. • The waves are big (can reach up to 7 m), so he should be careful.
<i>(b) Possible evidence showing understanding of the travel options to Teahupo'o and Louise's recommendations.</i>	<ul style="list-style-type: none"> • It is 46 km from the capital. • You can travel by bus, taxi, or car. • The bus takes two hours. • Taking a taxi is expensive. 	<ul style="list-style-type: none"> • You can travel by bus, taxi, or car from Pape'ete. • Travelling by car, you would see the west coast scenery, which is beautiful, and it is faster. • The taxi would still cost between \$160 and \$190. It is expensive. 	<ul style="list-style-type: none"> • You could get there by bus or taxi, or by renting a car from Pape'ete, which is 46 km away, to drive along the beautiful scenery of the west coast. To get there by bus would take two hours. • Driving can be more enjoyable and faster, plus there's the views and the freedom to stop to take photos.
<i>(c) Possible evidence showing understanding of what the photographer has accomplished, according to Louise.</i>	<ul style="list-style-type: none"> • He took a photo there • that won a prize. • The photo is of a surfer and a big wave. • The water is clear. 	<ul style="list-style-type: none"> • He won the first international underwater photo prize last year with a photo he took there. • The photo is of a surfer under one of the biggest waves in the world. • He won thanks to the composition of his photo: the texture of clear water and the shape. 	<ul style="list-style-type: none"> • He won thanks to the composition of his photo: the texture of clear water and the shape of the surfer in the biggest wave in the world was enough to please the judges. • He managed to capture how dangerous Teahupo'o can be.

Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of the changes cable cars could bring, according to the director.</i>	<ul style="list-style-type: none"> • It would take three years to build. • It would provide a link between Auckland and the suburbs • and be 4 km long. • It would cost \$200 million. • It would be less boring and tiring. 	<ul style="list-style-type: none"> • He suggested using this system as public transport in Auckland because it has several advantages. He is passionate about this idea. • The company would be able to build a 4-kilometre cable car line linking Central Auckland to different suburbs. • It would also attract more tourists and let them see real views. • It would be a way for Auckland to develop. 	<ul style="list-style-type: none"> • It is a wonderful way for the city of Auckland to develop • as it would change the way people travel, adding more travelling options for the public as well as the tourists and help with the traffic situation in Auckland and the effect on the environment (lower carbon emissions). • It would also attract more tourists, who could discover the beautiful aerial views. Moreover, it would be less boring and less tiring than other methods of transport. • As cable cars are mostly used in tourist areas, such as mountains, it would add a fun activity to do in town.
<i>(b) Possible evidence showing understanding of how the cable cars in Saint-Denis have been a success.</i>	<ul style="list-style-type: none"> • There is a 3 kilometre-long and 50 metre-high cable car line • used by people there daily. • It's cheap – 1 euro. • It's a fast trip. • The trip takes 14 minutes and costs only 1 euro per person. 	<ul style="list-style-type: none"> • Lots of people use the cable cars every day between 6 a.m. and 8 p.m. • The trip takes 14 minutes and costs only 1 euro per person. • Everyone shares photos on the internet. 	<ul style="list-style-type: none"> • It creates a ski atmosphere, even in the tropics, and the contrast makes it a fun experience. • Everyone shares photos on the internet, showing its success as an experience. • It is time saving (14 minutes) and cost effective (only 1 euro).

Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of what Sophie would like to do after finishing school.</i>	<ul style="list-style-type: none"> • Sophie dreams of discovering the French way of living. • She would live in a small village. • She would relax with friends. 	<ul style="list-style-type: none"> • She would relax with friends and, of course, chat in French while having a coffee. • She would be curious to taste the wonderful pastries in France. 	<ul style="list-style-type: none"> • However, tickets are so expensive right now. There are no flights to Paris for less than \$2500 (this is why it remains a dream for now).
<i>(b) Possible evidence showing understanding of the impact of COVID-19 on cafés, according to Liam.</i>	<ul style="list-style-type: none"> • They were closed (for 7 months). • Owners lost money. • It was the same in New Zealand. 	<ul style="list-style-type: none"> • They were closed for seven months, and the owners lost a lot of money, the same as what happened in New Zealand. 	<ul style="list-style-type: none"> • One must recognise that cafés usually attract a large number of people in France. They were closed for seven months, and the owners lost a lot of money. • Here in New Zealand it was the same, which had a big impact on the public too (but less so than in France, where cafes are more popular).
<i>(c) Possible evidence showing understanding of why a French café is special, according to Sophie.</i>	<ul style="list-style-type: none"> • It would be a real pleasure to meet at the café in France. • Talking at a café is good for mental balance. • It's a place people to share, talk, and socialise. 	<ul style="list-style-type: none"> • The first French café opened in 1686. • The traditional café still exists as a place to share, for people to discuss their passions. 	<ul style="list-style-type: none"> • The first French café opened its doors in 1686 in Paris. First, the goal was to bring together the elites. It was then a place for the working classes in the nineteenth century. • On the one hand, talking to each other is necessary for mental balance, and on the other hand, it is essential to build a social bond – cafes make this easier. • We realise how special cafes are since COVID-19 as people lost the opportunity to connect with each other by not being able to meet there. • French cafes hold traditional and historical value.