

Assessment Schedule – 2014

French: Demonstrate understanding of a variety of extended written and/or visual French texts (91546)

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<i>Demonstrating understanding</i> of a variety of extended written and/or visual French texts involves making meaning of the information and varied perspectives in the texts.	<i>Demonstrating clear understanding</i> of a variety of extended written and/or visual French texts involves selecting relevant information and varied perspectives from the texts and communicating them unambiguously .	Demonstrating thorough understanding of a variety of extended written and/or visual French texts involves expanding on relevant information and varied perspectives from the texts with supporting detail .

Guidelines for applying the Assessment Schedule

- The answer-space provided in the exam paper is NOT an indication of the word-count required. The candidate may exceed the lines provided, or respond succinctly using fewer lines. For Merit/Excellence, however, the candidate needs to show clear/thorough understanding of the meanings or conclusions within the text, which usually requires more than a brief statement.
- Candidates may respond to the information and varied perspectives in the text(s) in either English/Te Reo Māori and/or French. Responses in French must not simply quote sections of the texts. Candidates must demonstrate understanding of the text(s).

Evidence Statement

Not Achieved	Achievement	Merit	Excellence
Demonstrates limited or no understanding of the text(s). Some information is correct. The candidate has not understood the general meaning (gist) of the text(s). The response is logically inconsistent indicating misunderstanding	<i>Demonstrates understanding</i> and is able to make meaning of information and varied perspectives Information is largely correct. The candidate has understood the general meaning of the text(s). The response is consistent .	<i>Demonstrates clear understanding</i> by selecting relevant information and varied perspectives from the text(s) and communicating them unambiguously Information correctly includes relevant detail from the text(s). The candidate attempts to communicate implied meanings without fully understanding every nuance.	<i>Demonstrates thorough understanding</i> of the implied meanings or conclusions within the text(s). Relevant information, ideas and opinions, with supporting detail, are selected and expanded on. The response shows understanding of nuance and meanings not obviously stated in the text(s).

Grade Score Descriptors

N1	N2	A3	A4	M5	M6	E7	E8
Shows very little understanding and does not convey the general meaning of the text(s).	Shows little understanding and does not convey the general meaning of the text(s).	Demonstrates some understanding of the text(s), and conveys some of the general meaning.	Demonstrates understanding of the text(s) and conveys the general meaning.	Demonstrates clear understanding of the text(s) and unambiguously communicates some of the meaning by selecting relevant information and varied perspectives from the text(s).	Demonstrates clear understanding and unambiguously communicates most of the meaning by selecting relevant information and varied perspectives from the text(s).	Demonstrates thorough understanding and communicates some of the implied meanings by providing some supporting detail from the text(s) which justifies conclusions.	Demonstrates thorough understanding and communicates most of the implied meanings by providing supporting detail from the text(s) which fully justifies conclusions.

N Ø No response or no valid evidence

Question One: La préservation des espèces menacées

Possible evidence – with indications of responses at Achievement, Merit and **Excellence** level (not limited to these examples)

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

Note: Answers are judged holistically, not solely on the basis of evidence included in the schedule.

(a) *Possible evidence of the qualities needed to motivate a person to act on behalf of animal conservation.*

A person who is motivated to act on behalf of animal conservation is someone who:

- cares /is worried about nature and biodiversity
- loves /passionate about animals
- is revolted by the probable imminent disappearance of the panda, Siberian tiger, white bear, or rhinoceros
- would like to act / play an active role / do something

(b) *Possible evidence showing how people can change consumption patterns to positively affect animal conservation.*

People can change their consumption patterns by:

- Not buying products which directly or indirectly harm endangered species eg ivory, wooden furniture **which leads to deforestation and destruction of habitat of this species**
- Not buying animal skins, shark teeth or exotic insects
- Not eating animals that are endangered/threatened eg: red tuna, shark fins in Asia or turtles in Madagascar, **even if they are local delicacies**

(c) *Possible evidence showing how animal protection organisations and animal tourism contribute to the conservation of endangered species.*

- WWF finances numerous preservation projects throughout the world
- Non-governmental organisations put pressure on governments of the states concerned to act against deforestation, and pollution of the sea and to protect the most endangered animals by creating national parks and fighting against poaching
- **By going to see / visiting the animals in their local environment governments / states are motivated to protect the species / animals that drew / brought tourists there in the first place – for example, elephants and rhino in Africa / safaris (owe a lot to lovers of safari photos)**

E8 2 Excellence points with details/examples/justification

E7 1 Excellence point well-justified or 2 points with weak or little justification

Question Two: Angeline, infirmière de guerre

Possible evidence – with indications of responses at Achievement, Merit and **Excellence** level (not limited to these examples)

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

Note: Answers are judged holistically, not solely on the basis of evidence included in the schedule.

Possible evidence showing how Angeline uses language to convey a sense of urgency and panic in the first paragraph of her diary.

- Short / sharp phrases, eg: “Ça y est”
- exclamation marks
- sentence without a verb eg: Déclaration de guerre!!
- Long sentence divided up by commas listing people that the women were afraid would have to leave
- A change of tense to the present tense creates a sense of urgency / immediacy
- Repetition of the idea of running – Moise comes back running, and later on he runs to the town hall to find out more about the situation.
- At the end of the paragraph everyone runs from left to right, showing the panic
- People come back from the beach “affolés” – panic-stricken
- Emotive language such as “warning”, “afraid”, “panicked”
- Ringing the bell/Sounding the alarm – creates a sense of urgency
- **Women are scared /worried for their loved ones husbands and sons and fiancés who have to leave for the war**

Possible evidence explaining the centrality of role of the priest to the war effort.

- The priest calls out for people to come and work for the soldiers.
- He asks women of the village to help with the war effort (eg cutting out / making shirts)
- He organises the collection in the church of the essential goods / most important items / items of utmost necessity
- He sends everything away once it is done / finished
- **He organises / supervises the work that needs to be done for support to the soldiers**

A summary of /conclusion drawn about the priest’s role with justification / examples from the text to support

Possible evidence describing Angeline’s feelings and preoccupations.

- Angeline really wants to be helpful / to help
- She cuts patterns to make shirts that will be used by the soldiers at hospital – if not already credited in (b)
- **She helps cleaning the Grand Hotel to help set it up as a hospital and she is happy to do that because she is happy to finally do something for France**

- **She really wants to/is determined to contribute / actively participate / do her part for the war effort “My God! I have to do something for the war”/ Happy to be able to work in the hospital as she feels she has a duty to serve her country**

A convincing response connected to evidence / examples from the text

Question Three: Angeline, infirmière de guerre

Possible evidence – with indications of responses at Achievement, Merit and **Excellence** level (not limited to these examples)

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

Note: Answers are judged holistically, not solely on the basis of evidence included in the schedule.

(a) *Possible evidence that shows how Angeline's actions towards her patients provide an indication of her character.*

- Angeline is patient / understanding / kind / compassionate / cares a lot about her patients with detail from text to support eg Jean-Baptiste is often agitated so she stays with him and talks to him to calm him
- She is courageous / resilient / strong / tough (with detail to support) eg she assists in operations and nurses people with terrible wounds
- She is like a mum to some

A statement about Angeline's character justified / supported with detailed, convincing evidence from the text

(b) *Possible evidence that shows how the pain of the soldiers Angeline is caring for reflects what's happening at the battle front.*

- Some patients are badly wounded and the wounds are getting worse, it is really bad
- Others lose their mind and see blue birds, scream, are delirious
- Patients need operations, some die from their wounds
- This shows how horrible and traumatic the war is
- **Many people got hurt / wounded, others were traumatised and many died because of the atrocity of the war**

A summary / conclusion drawn regarding the physical and psychological / mental effects of the war with detailed examples / justification from the text

(c) *Possible evidence that shows the benefits of organising parties and shows.*

- The shows and parties lift up their spirits
- Entertain the patients with their songs and plays and brings a bit of fun
- A distraction from the harsh reality that is war
- An opportunity for society / community to come together
- **Even though the doctor advised not to ask for anything, those parties are a good way to attract people with money who are then tempted to make a donation.**

A summary of the positive aspects of the organisation of parties/ a conclusion drawn from the information contained in the text, supported by justification / evidence from the text.

Cut Scores

	Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
Score range	0 – 8	9 – 14	15 – 20	21 – 24