

## Assessment Schedule – 2012

### French: Demonstrate understanding of a variety of spoken French texts on areas of most immediate relevance (90878)

#### Evidence Statement

Question One: Un voyage scolaire en France							
Shows no or limited understanding of the text.		Shows understanding /is able to make meaning of the text.		Selects relevant information, ideas and opinions from the text and communicates them unambiguously.		Selects and expands on with supporting detail relevant information, ideas and opinions from the text and shows understanding of the implied meanings or conclusions within the text.	
Has some lexical information correct but has not understood the gist of the text or is logically inconsistent indicating misunderstanding of the gist of the text.		Has lexical information largely correct and has understood the gist of the text without being able to develop explanatory answers – <i>demonstrates understanding</i> .		Has developed an explanatory answer without indicating a grasp of fine detail and nuance – <i>demonstrates clear understanding</i> .		Has developed an answer that shows understanding of nuance and meanings not necessarily stated obviously in the text – <i>demonstrates thorough understanding</i> .	
Grade score descriptors							
<b>N1</b> Very little valid information.	<b>N2</b> Little valid information.	<b>A3</b> Some valid information.	<b>A4</b> A range of valid information and an attempted valid explanation.	<b>M5</b> A full description of Sara's impressions of Paris.	<b>M6</b> An explanation of the group's future plans (OR) a description of Monsieur Tournier.	<b>E7</b> A fully justified description of Monsieur Tournier.	<b>E8</b> A fully explained answer about the group's future plans.

<b>Specific evidence</b> <i>This is not a complete list of all acceptable responses, nor is it an indication of the exact wording required. Assessment judgements are based on the level of understanding shown rather than knowledge of individual lexical items.</i>	<b>For example</b> <i>These examples are typical of candidates at the score indicated, however they are not full responses, and are intended to be indicative rather than prescriptive.</i>
<p>Fine but cold. [She] has winter clothes with her. Has already seen lots in five days. Paris is most beautiful city in the world.</p> <p>Monsieur Tournier is very funny outside of school. Walks fast so everyone has sore feet. He is scared of losing students so he wears one of his seven yellow shirts each day so is easily recognised.</p> <p>Going to meet Monsieur Tournier's family and see the town where he was born – not far from Paris. Going to have lunch with family, and then look for chocolate eggs in the garden to celebrate Easter.</p>	<b>N1</b> – Fine.
	<b>N2</b> – Fine but cold.
	<b>A3</b> – Lot's to do in Paris.
	<b>A4</b> – Monsieur Tournier wears a yellow shirt.
	<b>M5</b> – Paris is the most beautiful city in the world.
	<b>M6</b> – He is funny when not in the classroom. Walks quickly so they all have sore feet.
	<b>E7</b> – He is scared of losing the students so he wears one of his seven yellow shirts each day.
	<b>E8</b> – Sara thinks they will have lunch with Monsieur Tournier's family then they will look for chocolate eggs in the garden to celebrate Easter.

**N0** = No response or no valid evidence.

Question Two: Un voyage scolaire en France							
Shows no or limited understanding of the text.  Has some lexical information correct but has not understood the gist of the text or is logically inconsistent indicating misunderstanding of the gist of the text.		Shows understanding /is able to make meaning of the text.  Has lexical information largely correct and has understood the gist of the text without being able to develop explanatory answers – <i>demonstrates understanding</i> .		Selects relevant information, ideas and opinions from the text and communicates them unambiguously.  Has developed an explanatory answer without indicating a grasp of fine detail and nuance – <i>demonstrates clear understanding</i> .		Selects and expands on with supporting detail relevant information, ideas and opinions from the text and shows understanding of the implied meanings or conclusions within the text.  Has developed an answer that shows understanding of nuance and meanings not necessarily stated obviously in the text – <i>demonstrates thorough understanding</i> .	
Grade score descriptors							
N1	N2	A3	A4	M5	M6	E7	E8
Very little valid information.	Little valid information.	Some valid information.	A range of valid information and an attempted valid explanation.	Explanation of what the friend can look forward to.	Full explanation of what the friend can look forward to.	A justified answer about Sara's worry.	A fully justified answer about Sara's worry.

Specific evidence	For example
<i>This is not a complete list of all acceptable responses, nor is it an indication of the exact wording required. Assessment judgements are based on the level of understanding shown rather than knowledge of individual lexical items.</i>	<i>These examples are typical of candidates at the score indicated, however they are not full responses, and are intended to be indicative rather than prescriptive.</i>
<p>Sara is worried that she has eaten too much in France and won't be able to fit her uniform when she gets back to New Zealand.</p> <p>Other worries she has:</p> <ul style="list-style-type: none"> <li>• sore ear</li> <li>• speaking French</li> <li>• whether the letter she has sent will arrive in New Zealand before she does</li> <li>• looking like a tourist.</li> </ul> <p>Things to look forward to:</p> <ul style="list-style-type: none"> <li>• Sara returning home in ten days</li> <li>• a letter full of little stories of the trip</li> <li>• the perfect present she has bought.</li> </ul>	<b>N1</b> – Looks like a tourist.
	<b>N2</b> – Speaking French is hard.
	<b>A3</b> – A present.
	<b>A4</b> – Seeing Sara and getting a letter.
	<b>M5</b> – A letter that will hopefully arrive in New Zealand before Sara does.
	<b>M6</b> – Seeing Sara in 10 days and receiving a letter before she returns.
	<b>E7</b> – Sara loves the food in France and is scared she might not fit her uniform when she returns to New Zealand.
	<b>E8</b> – Sara goes to a different restaurant each night. She is scared that since enjoys the food so much in France, she has eaten too much and will not be able to fit her uniform once she returns to New Zealand.

**N0** = No response or no valid evidence.

Question Three: Que faire?			
Shows no or limited understanding of the text.  Has some lexical information correct but has not understood the gist of the text or is logically inconsistent indicating misunderstanding of the gist of the text.	Shows understanding /is able to make meaning of the text.  Has lexical information largely correct and has understood the gist of the text without being able to develop explanatory answers – <i>demonstrates understanding</i> .	Selects relevant information, ideas and opinions from the text and communicates them unambiguously.  Has developed an explanatory answer without indicating a grasp of fine detail and nuance – <i>demonstrates clear understanding</i> .	Selects and expands on with supporting detail relevant information, ideas and opinions from the text and shows understanding of the implied meanings or conclusions within the text.  Has developed an answer that shows understanding of nuance and meanings not necessarily stated obviously in the text – <i>demonstrates thorough understanding</i> .

Grade score descriptors							
<b>N1</b> Very little valid information.	<b>N2</b> Little valid information.	<b>A3</b> Some valid information.	<b>A4</b> A range of valid information and an attempted valid explanation.	<b>M5</b> Partial explanation of Anne's parents' OR Bernard's views.	<b>M6</b> Explanation of Anne's parents' OR Bernard's views.	<b>E7</b> A justified answer about Anne's parents' OR Bernard's views.	<b>E8</b> A fully justified answer about Anne's parents' OR Bernard's views.

<b>Specific evidence</b> <i>This is not a complete list of all acceptable responses, nor is it an indication of the exact wording required. Assessment judgements are based on the level of understanding shown rather than knowledge of individual lexical items.</i>	<b>For example</b> <i>These examples are typical of candidates at the score indicated, however they are not full responses, and are intended to be indicative rather than prescriptive.</i>
<p>Her parents agree with her French teacher who told her not to take French anymore because of her bad marks. Her parents have taken the teacher's side and get angry when she talks about studying languages. They want her to do more practical subjects. They value travel but only for fun.</p> <p>Bernard's view is that Anne's French has improved since her time in France. She has learned new words, and she is losing her Kiwi accent. In his opinion, if you take a subject you don't like, you will not put in enough work. He also thinks that parents and teachers but don't know everything.</p>	<b>N1</b> – Bad at French
	<b>N2</b> – Take practical subjects.
	<b>A3</b> – Teacher said do not take French.
	<b>A4</b> – Travel is important, she has learnt a lot.
	<b>M5</b> – Her parents understand the importance of travel – but only for fun.
	<b>M6</b> – If you take a subject you don't like you won't put in enough effort.
	<b>E7</b> – Her parents agree with her French teacher who said to stop French because of her bad marks.
	<b>E8</b> – Parents and teachers don't know everything.

**N0** = No response or no valid evidence.

<b>Question Four: La vie à Lyon</b>			
Shows no or limited understanding of the text.  Has some lexical information correct but has not understood the gist of the text or is logically inconsistent indicating misunderstanding of the gist of the text.	Shows understanding /is able to make meaning of the text.  Has lexical information largely correct and has understood the gist of the text without being able to develop explanatory answers – <i>demonstrates understanding</i> .	Selects relevant information, ideas and opinions from the text and communicates them unambiguously.  Has developed an explanatory answer without indicating a grasp of fine detail and nuance – <i>demonstrates clear understanding</i> .	Selects and expands on with supporting detail relevant information, ideas and opinions from the text and shows understanding of the implied meanings or conclusions within the text. Has developed an answer that shows understanding of nuance and meanings not necessarily stated obviously in the text – <i>demonstrates thorough understanding</i> .

<b>Grade score descriptors</b>							
<b>N1</b> Very little valid information.	<b>N2</b> Little valid information.	<b>A3</b> Some valid information.	<b>A4</b> A range of valid information and an attempted valid explanation.	<b>M5</b> Explanation Piripi's thoughts on travel OR friendship in France.	<b>M6</b> Full explanation of Piripi's thoughts on travel OR friendship in France.	<b>E7</b> A justified answer about Piripi's work in France.	<b>E8</b> A fully justified answer about Piripi's work in France.

<b>Specific evidence</b>	<b>For example</b>
<i>This is not a complete list of all acceptable responses, nor is it an indication of the exact wording required. Assessment judgements are based on the level of understanding shown rather than knowledge of individual lexical items.</i>	<i>These examples are typical of candidates at the score indicated, however they are not full responses, and are intended to be indicative rather than prescriptive.</i>
Lives in apartment in heart of the city. Small, fourth floor of old building. Hates climbing stairs. Kitchen in corner of the lounge, which is also the bedroom. Pretty and view of a church.  Harder to meet people here than in New Zealand, where everyone likes to speak and say hello. Gets on well with his girlfriend's family. Works with nice people. Hears the neighbours – never sees them.  Working in ICT till end of the year – then wants to find another job as girlfriend doesn't want to leave, and he is not ready to return to New Zealand.  Easy to travel abroad so often goes with girlfriend. Last weekend they skied two different countries in a single day. They like to visit villages nearby if they stay in Lyon.	<p><b>N1</b> – Small apartment.</p> <p><b>N2</b> – Different to house in New Zealand.</p> <p><b>A3</b> – Small apartment on 4<sup>th</sup> floor.</p> <p><b>A4</b> – Difficult to meet people.</p> <p><b>M5</b> – Easy to travel – even went skiing in two different countries in one day.</p> <p><b>M6</b> – Mixed feelings because although he gets on well with his girlfriend's family it is hard to meet people. For example he never sees his neighbours but he hears them. This is unlike life in New Zealand.</p> <p><b>E7</b> – Mixed feelings – he has a job working in ICT till the end of the year then he will need to look for another job. Works with nice people.</p> <p><b>E8</b> – Mixed feelings – his girlfriend does not want to leave France and he is not yet ready to return to New Zealand.</p>

**N0** = No response or no valid evidence.

**Judgement statement**

	<b>Not Achieved</b>	<b>Achievement</b>	<b>Achievement with Merit</b>	<b>Achievement with Excellence</b>
<b>Score range</b>	0 – 8	9 – 16	17 – 26	27 – 32