

## Assessment Schedule – 2012

### French: Demonstrate understanding of a variety of French texts on areas of most immediate relevance (90881)

#### Evidence Statement

*Note: Candidates answering in French will show evidence of understanding by eg, changing 1<sup>st</sup> person to 3<sup>rd</sup> person, copying word for word does not indicate understanding.*

Question One: Club de lecture en ligne							
Shows no or limited understanding of the text.		Demonstrates understanding: is able to make meaning of the text.		Demonstrates clear understanding: selects relevant information, ideas and opinions from the text and communicates them unambiguously.		Demonstrates thorough understanding: expands on relevant information, ideas and opinions from the text with supporting detail and shows understanding of the implied meanings or conclusions within the text.	
Has isolated pieces of lexical information correct but has not understood the gist of the text		Has basic lexical information largely correct and has understood the gist of the text. May attempt detailed explanation but not convincingly.		Is generally able to communicate detailed understanding of the text. May attempt inferences/connections but does not justify them.		Is able to draw inferences/summarise/show connections etc and offer supporting detail from the text to justify these.	
Grade score descriptors							
<b>N1</b> Very little valid information.	<b>N2</b> Little valid information.	<b>A3</b> Basic information mostly correct.	<b>A4</b> Basic info correct OR errors in basic info but sections of correct detail.	<b>M5</b> Basic info correct, has some detail or inferences but with errors.	<b>M6</b> Basic info correct, detail consistently correct OR attempts made at inference but not justified by text.	<b>E7</b> Inference made, stated and partly justified.	<b>E8</b> Draws inference / shows connection that is well justified by reference to the text.

<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 not full responses, and are intended to be indicative rather than prescriptive.</i>
<p>Etoile_97</p> <ul style="list-style-type: none"> <li>Likes new books/reading – favourite pastime.</li> <li>Not interested in talking about HP – read it 5 yrs ago.</li> <li>Thinks books are more interesting than films – you think more when reading.</li> <li>Surprised people still reading HP / Wants to talk about new things.</li> <li>Bossy/Rude (or equivalent) – says ‘assez’ and tells Zebre00 to find another group / only interested in talking to people with similar interests.</li> </ul> <p>Marie-France</p> <ul style="list-style-type: none"> <li>Loves HP – The books changed her life – Read very = little before discovering the magical world of HP.</li> <li>Agrees with BB_Provence – French names in HP are good.</li> <li>Admires JKR – her 7 magnificent bks inspired young people to read/love reading.</li> <li>Knowledgeable about JKR - she studied/lived in France Read the last book in English – was easy to understand because s/he already knew the story so well.</li> </ul> <p>BB_Provence</p> <ul style="list-style-type: none"> <li>Also loves HP – ‘superb’ – even though it’s been out for a while.</li> <li>Read the last book in English – was easy to understand because s/he already know the story so well.</li> <li>Likes the fact that JKR uses Fr names.</li> <li>Recommends Un jour d’été – really liked it / read it at school – as a good recent book - best of 2012.</li> <li>Knows English, as has read HP in English.</li> </ul> <p>Zebre00</p> <ul style="list-style-type: none"> <li>Like Etoile, enjoys reading new books – Un jour d’été.</li> <li>Doesn’t like reading at all.</li> <li>Only reads when required to for school.</li> <li>Prefers films – doesn’t like to think too much.</li> <li>Doesn’t have much in common with the others.</li> </ul>	<p><b>N1 / N2 –</b></p> <p><b>A3 –</b> Zebre00: Doesn’t like the books at all. Prefers the movies more.</p> <p><b>A4 –</b> Zebre00: Does not like to read. And only reads when he has to for school. He prefers movies.</p> <p><b>M5 –</b> Marie-France: She really likes the HP series. She likes how JK wrote seven magnificent books and also the books changed her life.</p> <p><b>M6 –</b> BB_Provence: Thinks that Harry Potter is super, and has even read the last one in English. It was easy to understand because he already knew the story.</p> <p><b>E7 –</b> Etoile97: Is a bit dismissive and only wants to know about new books.</p> <p><b>E8 –</b> BB_Provence: Thinks Etoile might like the book they read at school called “A Summer’s Day”. They thought it was one of the best books of 2012.</p>

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

Question Two: Le blog d'une élève d'échange			
Shows no or limited understanding of the text.	Demonstrates understanding: is able to make meaning of the text.	Demonstrates clear understanding: selects relevant information, ideas and opinions from the text and communicates them unambiguously.	Demonstrates thorough understanding: expands on relevant information, ideas and opinions from the text with supporting detail and shows understanding of the implied meanings or conclusions within the text.
Has isolated pieces of lexical information correct but has not understood the gist of the text	Has basic lexical information largely correct and has understood the gist of the text. May attempt detailed explanation but not convincingly.	Is generally able to communicate detailed understanding of the text. May attempt inferences/connections but does not justify them.	Is able to draw inferences/summarise/show connections etc and offer supporting detail from the text to justify these.

Grade score descriptors							
<b>N1</b> Very little valid information.	<b>N2</b> Little valid information.	<b>A3</b> Basic information mostly correct.	<b>A4</b> Basic info correct OR errors in basic info but sections of correct detail.	<b>M5</b> Basic info correct. Has some detail or inferences but with errors.	<b>M6</b> Basic info correct. Detail consistently correct OR attempts made at inference but not justified by text.	<b>E7</b> Shows understanding of ONE implied point within the text, supported by detailed justification.	<b>E8</b> Shows understanding of TWO implied points within the text, supported by detailed justification.

<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 not full responses, and are intended to be indicative rather than prescriptive.</i>
<p><b>Expectations:</b></p> <ul style="list-style-type: none"> <li>Thought she would make a lot of friends because she is French.</li> <li>Her English teacher told her New Zealanders would like the French since they didn't win the Rugby World Cup in 2011.</li> <li>Thought that she would be invited to parties / included in a social group.</li> <li>Thought she would be happy, not sad.</li> </ul> <p><b>Going well:</b></p> <ul style="list-style-type: none"> <li>Host family very nice / She has her own bedroom / Meals are delicious.</li> <li>Weekends and evenings are going well.</li> <li>The family takes her out at weekends – to see all that New Zealand has to offer.</li> </ul> <p>Would like to change:</p> <ul style="list-style-type: none"> <li>Would like to wear her own clothes – hates wearing uniform – feels invisible in it.</li> <li>Would like to be included among the others at school – invited to parties / included in groups / talked to.</li> <li>Would like to change the fact that she is sad – would like to understand why she has no friends.</li> <li>Would maybe like to change school.</li> <li>Would like a friend her own age to talk with/go out with - because the host children are much younger.</li> </ul>	<p><b>N1 / N2 –</b></p> <p><b>A3 –</b> She thought she would make lots of friends in New Zealand.</p> <p><b>A4 –</b> Her host family is very nice, she has her own bedroom, and also the meals are delicious.</p> <p><b>M5 –</b> She expected to make friends because her English teacher in France told her that New Zealanders like the French.</p> <p><b>M6 –</b> She wants a friend of her age with whom she can speak and go out with. Her family here is nice but their children are a lot younger than her.</p> <p><b>E7 –</b> She wants people to work in a group with her at school.</p> <p><b>E8 –</b> She would like to not have to wear a uniform because it makes her look the same as the other students and it's like they don't see her. She wants a friend because at school people don't talk to her or invite her to parties.</p>

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

Question Three: Interview de magazine			
Shows no or limited understanding of the text.  Has isolated pieces of lexical information correct but has not understood the gist of the text	Demonstrates understanding: is able to make meaning of the text.  Has basic lexical information largely correct and has understood the gist of the text. May attempt detailed explanation but not convincingly.	Demonstrates clear understanding: selects relevant information, ideas and opinions from the text and communicates them unambiguously.  Is generally able to communicate detailed understanding of the text. May attempt inferences/connections but does not justify them.	Demonstrates thorough understanding: expands on relevant information, ideas and opinions from the text with supporting detail and shows understanding of the implied meanings or conclusions within the text.  Is able to draw inferences/summarise/show connections etc and offer supporting detail from the text to justify these.

Grade score descriptors							
<b>N1</b> Very little valid information.	<b>N2</b> Little valid information.	<b>A3</b> Basic information mostly correct.	<b>A4</b> Basic info correct OR errors in basic info but sections of correct detail.	<b>M5</b> Basic info correct with either some correct detail OR comparisons but with errors.	<b>M6</b> Detailed understanding but no comparisons OR comparison made but not substantiated.	<b>E7</b> Two valid points of difference justified with detail from the text OR high-level inference but inconsistent justification.	<b>E8</b> Three valid points of difference justified with detailed reference to the text.

<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 not full responses, and are intended to be indicative rather than prescriptive.</i>
<p><b>Simon:</b> Usually only watches news – very busy with studies and sport – so TV is not so important for him.  <b>Cécile:</b> Watches more TV – follows three shows that are less serious than news, eg, singing, dancing etc.</p> <p><b>Simon:</b> A fan of <i>Foudre</i> – always watches it every Thursday at 7pm.  <b>Cécile:</b> Finds <i>Foudre</i> hard to follow – watches it only when nothing else to do or doesn't want to do homework.</p> <p><b>Simon:</b> More studious and involved in sport.  <b>Cécile:</b> Seems to be not so studious and watches TV a lot. Would rather watch a programme that she doesn't really like than do her homework.</p> <p><b>Simon:</b> Not interested in the personal life of the actors.  <b>Cécile:</b> Is very interested in the actors and their clothes etc – would love to go to the same island / would love to meet the star.</p> <p><b>Simon:</b> Likes adventure programmes – the story is important to him.  <b>Cécile:</b> Likes comedies and programmes that are light and funny.</p> <p><b>Simon:</b> Watches TV alone. Responds by chatting online / discussing the film / talking about it online all week. Comes across as a bit introverted / reserved.  <b>Cécile:</b> Watches with her mother. Responds by singing along to the show in a 'crazy' way. Just wants to have fun. Comes across as being rather extroverted / outgoing.</p>	<p><b>N1 / N2 –</b></p> <p><b>A3 –</b> Simon watches only the news because he is very busy with his studies and sport. He also watches <i>Foudre</i>.</p> <p><b>A4 –</b> Cécile watches a lot of TV. Her favourite show is <i>Chante</i>. It's the story of Tina, who wants to be a singer and dancer so she goes to Paris.</p> <p><b>M5 –</b> The story is the most important bit for Simon. Cécile loves the actors, and the look.</p> <p><b>M6 –</b> Cecile watches <i>Foudre</i> only when there is nothing else to do of if she doesn't want to do her homework.</p> <p><b>E7 –</b> Simon normally only watches the news because he is very busy with his studies and sport so TV isn't very important to him. Cécile seems very absorbed by TV – she says she watches TV shows when she has nothing else to do and when she doesn't want to do her homework.</p> <p><b>E8 –</b> Simon and Cécile are different because their choices in TV are different. Simon has a strong focus on the plot. He likes <i>Foudre</i> because of the adventures, and isn't interested in the actors' lives. Cécile, on the other hand, is interested in programmes that are light and easy to follow. She loves following the lives of the actors, and would like to meet the star of <i>Chante</i> one day.</p>

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

Question Four: Dix jours de Twitter			
Shows no or limited understanding of the text.  Has isolated pieces of lexical information correct but has not understood the gist of the text	Demonstrates understanding: is able to make meaning of the text.  Has basic lexical information largely correct and has understood the gist of the text. May attempt detailed explanation but not convincingly.	Demonstrates clear understanding: selects relevant information, ideas and opinions from the text and communicates them unambiguously.  Is generally able to communicate detailed understanding of the text. May attempt inferences/connections but does not justify them.	Demonstrates thorough understanding: expands on relevant information, ideas and opinions from the text with supporting detail and shows understanding of the implied meanings or conclusions within the text.  Is able to draw inferences/summarise/show connections etc and offer supporting detail from the text to justify these.

Grade score descriptors							
<b>N1</b> Very little valid information.	<b>N2</b> Little valid information.	<b>A3</b> Basic information mostly correct.	<b>A4</b> Basic info correct OR errors in basic info but sections of correct detail.	<b>M5</b> Basic info correct. Has some detail or inferences but with errors.	<b>M6</b> Basic info correct Detail consistently correct OR attempts made at inference but not justified by text.	<b>E7</b> Shows understanding of ONE implied point within the text, supported by detailed justification. Has one correct day.	<b>E8</b> Shows understanding of TWO implied points within the text, supported by detailed justification. Has one correct day.

<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 not full responses, and are intended to be indicative rather than prescriptive.</i>
<p><b>Best Day:</b></p> <ul style="list-style-type: none"> <li>Sunday 11 October – the troubles with Pierre are now behind her. She has found someone new – Nicolas (the waiter).</li> <li>She met up with Nicolas at the park. Found out that they like the same things / talked a lot. She got on well with him and had a lovely day (even though she had homework).</li> </ul> <p><b>Worst Day:</b></p> <ul style="list-style-type: none"> <li>Saturday 10 October – Found out Pierre was cheating on her: Went to a restaurant for her father’s 40th birthday and saw Pierre with Sophie – they didn’t even see her.</li> <li>Discovered Pierre had lied to her – he said he was working when she invited him to the dinner.</li> <li>Broke up with Pierre later on Twitter.</li> <li>Felt betrayed by Sophie / upset because Sophie had been her best friend.</li> </ul> <p><b>Good Student:</b></p> <ul style="list-style-type: none"> <li>Yes / No / Average.</li> <li>Her grades are not bad – especially for English.</li> <li>She was late on Tuesday and missed her first class.</li> <li>Didn’t finish her Maths homework.</li> <li>However she does sometimes do homework on Monday evening and Sunday night.</li> <li>Seems keen to do well enough to please her parents (but for presents).</li> </ul> <p><b>Family Life:</b></p> <ul style="list-style-type: none"> <li>Family relations seem good and her parents are supportive– when her team lost their football game her mother cooked a nice dinner</li> <li>Charlotte helped her mother with the dishes and mentions tidying her room</li> <li>Her father often helps her out – fixed her scooter, always arrives in time/saves the day</li> <li>Family oriented – went to dinner together for father’s 40th</li> </ul>	<p><b>N1/ N2 –</b></p> <p><b>A3 –</b> No, because she often doesn’t do her homework. On mardi 6 octobre Charlotte didn’t do her homework and didn’t seem fussed about it.</p> <p><b>A4 –</b> She is an average student. The grades she received on Wednesday 9th were not bad. Additionally she missed a class on Monday and sis not complete her Maths homework.</p> <p><b>M5 –</b> She seems to get on with her parents. Her father helped her when her scooter broke, although she had to wait a bit for him to come.</p> <p><b>M6 –</b> Charlotte has a nice family. They celebrate birthdays as it says they went out to dinner to celebrate her father’s 40<sup>th</sup> birthday. Her mum also made her a yummy dinner when Charlotte was upset about losing her football game.</p> <p><b>E7 –</b> Saturday 10<sup>th</sup> was Charlotte’s worst day, as she found out Pierre was cheating on her with one of her best friends, on the day of her dad’s 40<sup>th</sup> birthday. She also broke with Pierre on that day and Sophie was no longer her friend. She was also lied to by Pierre, who told her he had to work, when he was really on a date with Sophie at the same restaurant as Charlotte and her parents.</p> <p><b>E8 –</b> Sunday 11<sup>th</sup> October was her best day because she has got over Pierre and her troubles with him, and gone out with Nicolas, a waiter she met at the restaurant. They met at the park in the morning and talked lots – he is very nice. They like the same things. She saw him again in the afternoon and ends the day feeling very happy, even though she has homework to do.</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 – 9	10 – 17	18 – 25	26 – 32