

Assessment Schedule – 2013

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

Evidence Statement

Question One							
Not Achieved		Achievement		Merit		Excellence	
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 which shows understanding of nuance and meanings not necessarily stated obviously in the text – <i>demonstrates thorough understanding</i>	
Grade Score Descriptors							
N1 Very little valid information	N2 Little valid information	A3 Some valid information	A4 A range of valid information about the layout of the New Zealand school compared to a French school	M5 Detailed explanation of differences in French and NZ school layout	M6 Explanation of differences in school sport between France and New Zealand	E7 Detailed explanation of how sport at school differs between France and New Zealand with reference to the role of teachers	E8 Full explanation of how sport at school differs between France and New Zealand with full reference to the role of teachers and weekend sport /lessons

Specific evidence <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>	For example <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>Lots of room, unlike in France. At least 12 different sized buildings whereas in France there is only one big building with five levels. There is a playground in France but no sports field and no trees.</p> <p>France: have to play for a club or at the city facilities no school teams no teachers involved in sports teams play Wednesday afternoon when there are no classes</p> <p>New Zealand: School teams with teacher involvement Play after school or the weekend</p>	N1 – sport is important
	N2 – No school sport teams
	A3 – Play Wednesday afternoon when there are no classes
	A4 – In France, they have one big building and a playground but no sports ground
	M5 – Teachers help with sports teams in New Zealand
	M6 – Schools have classes Saturday morning in France, so no sport can be played then.
	E7 – Teachers in New Zealand help with teams. In France, the teachers are there only to deliver lessons.
	E8 – Teachers in New Zealand help with school sport teams whereas in France, there are no school sports teams. The teachers are there only to deliver lessons and leave school as early as possible. Some, not all schools in France have classes on Saturday morning.

N Ø No response or no valid evidence

Question Two			
Not Achieved	Achievement	Merit	Excellence
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 which shows understanding of nuance and meanings not necessarily stated obviously in the text – <i>demonstrates thorough understanding</i>

Grade Score Descriptors							
N1 Very little valid information	N2 Little valid information	A3 Some valid information	A4 Valid information about how Emilie feels in regard to the New Zealand school.	M5 A valid comparison between France and New Zealand in regard to the school day OR lunch	M6 Explanation of how Emilie feels about the school day timetable in New Zealand OR the lunch arrangements in New Zealand	E7 Detailed explanation of how Emilie feels about the school day timetable in New Zealand OR the lunch arrangements in New Zealand comparing it to France	E8 Detailed explanation of how Emilie feels about the school day timetable in New Zealand AND the lunch arrangements in New Zealand comparing it to France

Specific evidence <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>	For example <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>
YES A shorter day than in France where classes start 8 am and go till 4 pm. In this school in New Zealand the day starts 8:50 am and even later on Fridays due to teacher meetings	N1 – shorter lunch in NZ N2 – longer day in France A3 – Can buy cold drink or ham sandwich in NZ A4 – Prefers the New Zealand school day because it is shorter
NO 45-minute lunch as opposed to her 90-minute lunch in France No canteen with seating capability No hot three-course meal	M5 – Prefers the New Zealand school day as it starts at 8.50 am M6 – Prefers the New Zealand school day as it starts at 8.50 am whereas in France the day is much longer: 8am – 4pm E7 – Emilie is not pleased that a canteen in New Zealand is a place simply to buy food. She prefers a three-course meal, seated in a canteen as they have in France. E8 – Emilie prefers the New Zealand school day as it is shorter (8.50 am start) than in France, where the school day runs from 8 am to 4 pm. However she prefers the French style of lunch – 1.5 hrs in her school, with a sit down, three-course hot meal as opposed to a 45-minute lunch in New Zealand, where a canteen is more of a shop and there is no place to sit.

N Ø No response or no valid evidence

Question Three							
Not Achieved		Achievement		Merit		Excellence	
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 which 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 about Pascal	Impact that being in New Zealand has had on Chloe OR what he misses	Detailed impact that Pascal living in New Zealand has had on Chloe	Full description on what Pascal misses about France (incl. impact on Chloe) OR what he intends to do	Full description on benefits of living in New Zealand / what Pascal misses about France and what he intends to do about it

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>
Benefits: Better English Can walk easily in the countryside Go camping	N1 – camping N2 – walking in countryside A3 – His English is better A4 – opened a restaurant, better English, easy to walk in countryside and go camping M5 – doesn't know grandparents M6 – Chloe does not know her grandparents well as she was a baby when they came to New Zealand. E7 – He misses his parents. NZ is at the other end of the world, and his parents are not young anymore and have never been here.
Misses about France: New Zealand is at the other end of the world Misses his parents – not young anymore and they have never been to New Zealand His daughter doesn't know them as she was a baby when they left France	E8 – He has opened a restaurant here – something he would not do in France as he was too scared that his food was not good enough for the French. He will perhaps talk to a friend of his who works at the airport as this person can get cheaply priced tickets so he can go to France with Chloe.
Plans: Friend who sell tickets for cheap prices – plans to ask him to help get to France with Chloe	

N Ø No response or no valid evidence

Question Four							
Not Achieved		Achievement		Merit		Excellence	
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 which 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	Range of information on why Kimbra liked learning French	Some relevant information about Kimbra's future plans OR her influences	Detailed information about Kimbra's future plans OR her influences	Full explanation of Kimbra's songwriting influences	Full description on Kimbra's future plans

Specific evidence <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>	For example <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>Kimbra liked French because:</p> <ul style="list-style-type: none"> • She went on a trip with her class • Liked her teacher • Got good marks • Was first in class for French • Considered becoming a French teacher • Was going to study French at university <p>Influences:</p> <p>Her life – films she sees, people she meets, noises she hears in the streets</p> <p>Plans for 2014:</p> <p>Six months in France. Rent an apartment in Paris so she can get to understand the French people better. Write some songs in French. Relax a bit. Go to the same places every day. Find a little café where she will feel at home.</p>	<p>N1 – find a cafe</p> <p>N2 – wants to relax</p> <p>A3 – went to France with class</p> <p>A4 – Had great teacher and got good marks. Was first in class for French</p> <p>M5 – Noises she hears on the street</p> <p>M6 – Plans to spend six months in France, intends to rent an apartment</p> <p>E7 – Her life – films she sees, people she meets, noises she hears in the streets</p> <p>E8 – Six months in France. Rent an apartment in Paris so she can get to understand the French people better. Write some songs in French. Relax a bit. Go to the same places every day. Find a little café where she will feel at home.</p>

N Ø No response or no valid evidence

Judgement Statement

	Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
Score range	0 – 8	9 – 16	17 – 24	25 – 32