

Assessment Schedule – 2013

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

Evidence Statement

Question ONE							
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	
N1 Very little valid information.	N2 Little valid information.	A3 Basic information mostly correct	A4 Basic info correct OR errors in basic info but sections of correct detail	M5 Has some detail but with errors	M6 Detailed understanding of ways in which Jake's situation has improved in one area of his life.	E7 Shows thorough understanding of ways in which Jake's situation has improved in two areas of his life.	E8 Shows thorough understanding of ways in which Jake's situation has improved in all three areas of his life.
Specific evidence <i>This is <u>not</u> 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. It is anticipated that candidates answering in French will show evidence of understanding e.g. by changing 1st person to 3rd person in their response.</i>					For example <i>These examples are <u>not</u> full responses, and are intended to be indicative rather than prescriptive. For fuller examples of answers, refer to the annotated samples of candidates' papers on the NZQA website.</i>		
Friends <ul style="list-style-type: none"> Was lonely initially but in 2nd letter has made friends. Is going to go to the snow with his friend Robert during the winter holidays, and is very excited about it. He has a girlfriend now and doesn't want to leave her. After school he goes to his favourite café with his girlfriend and all his friends. At the weekend he often goes to nightclubs, which shows that he has an active social life. Family <ul style="list-style-type: none"> His parents were very stressed initially, and he and his sisters weren't happy, either. (They didn't tell their parents, though.) Now it seems that the family is happier, as his parents are going to be relaxing over the holidays. Also, his parents are talking about staying for another year in Menton (which implies that they are happier). He sees his sisters in the café from time to time, so they seem to be having a social life, too. French <ul style="list-style-type: none"> He found it difficult to speak French initially but by the 2nd letter he no longer finds it as hard. He says that he 'feels French' / learnt a lot of new words. His teacher (in France) says that he writes much better now. He is now much more confident, because he apologised for his mistakes in the 1st letter, but in the 2nd letter doesn't feel that he needs to (knows there aren't any errors). 					N1 – likes the bread N2 – going swimming with friend Robert in holidays A3 – goes to café after school with friends A4 – has friends to holiday with and also socialise with after school M5 – He was lonely at first, but now has made friends. He is going away to the snow with his friend Robert during the winter holidays, and is really looking forward to it. M6 – He even has a girlfriend now, and goes with her and other friends to his favourite café after school. He never wants to leave Menton because of his girlfriend. E7 – His family appears to be happier in France – his parents are considering spending another year in Menton, and are going to be relaxing in the holidays. E8 – His French has improved, to the point where he is much more confident. He knows he has no errors in his second letter – unlike the first letter, where he apologised for any errors.		

N Ø No response or no valid evidence

Question TWO							
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	
N1 Very little valid information.	N2 Little valid information.	A3 Basic information mostly correct	A4 Basic info correct OR errors in basic info but sections of correct detail	M5 Has some detail but with errors	M6 Detail consistently correct Shows detailed understanding of the link between the families	E7 Shows understanding of some concerns , supported by detailed understanding of the passage as a whole	E8 Thorough understanding of concerns, supported by detailed understanding of the passage as a whole
Specific evidence <i>This is <u>not</u> 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. It is anticipated that candidates answering in French will show evidence of understanding e.g. by changing 1st person to 3rd person in their response.</i>						For example <i>These examples are <u>not</u> full responses, and are intended to be indicative rather than prescriptive. For fuller examples of answers, refer to the annotated samples of candidates' papers on the NZQA website.</i>	
Link between two families: <ul style="list-style-type: none"> Anne-Sophie's parents spent two unforgettable months with Emma's parents in New Zealand 20 years ago. North Island: <ul style="list-style-type: none"> She is looking forward to going to the pretty beaches in the north. One of her friends has been there and told her he took his / the most beautiful photos there. She wants to do the same. If it's warm enough, she would like to swim. She prefers the countryside but would like to visit Auckland as it is the biggest city. She would like to go on a boat trip to one of the islands near Auckland. She would also like to go shopping in Auckland, as she thinks it probably has the best shops. South Island: <ul style="list-style-type: none"> She wants to see Emma's house in Dunedin (and wants to know whether it is a large city). Concerns: <ul style="list-style-type: none"> She wants to know whether there will be enough time to visit the northern beaches, and whether the water will be warm enough for swimming. She also wants to know whether the weather there is likely to be dry, even in winter. She is concerned about the wind in Wellington, as all her books mention how windy it is. She is wondering whether the wind will be a problem, and whether she needs to pack jerseys. She is concerned about money, as she won't have very much with her. She wants to know whether she will be able to afford to go on a boat trip to one of the islands near Auckland, and she also hopes to have enough money to buy some small gifts for her friends and family. 						N1 – beaches N2 – wind in Wellington and beaches in North A3 – pretty beaches and sun in Northland A4 – most looking forward to the beaches of Northland and seeing Emma's house in Dunedin M5 – hopes to go up North and spend time on the beautiful beaches – hoping to swim even though its Winter and take photos M6 – The 2 families know each other because Anne-Sophie's parents spent 2 months that they will never forget with Emma's parents in New Zealand 20 years ago E7 – What she should pack, whether she will be able to go up North and swim there and does Auckland have the best shops E8 – Anne-Sophie is worried about the weather – the wind in Wellington and what to pack, whether she will be able to swim up North as she has heard the climate there is like summer even in Winter. She is also worried about money as she will not have much but wants to do things that will cost, eg boat ride in Auckland and buy gifts for family and friends.	

N Ø No response or no valid evidence

Question THREE							
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	
N1 Very little valid information.	N2 Little valid information.	A3 Basic information mostly correct OR good understanding of one section	A4 Basic info correct OR errors in basic info but sections of correct detail	M5 Has some detail but with errors	M6 Detail consistently correct	E7 Thorough understanding of TWO of the three aspects of Chabal's life	E8 Thorough understanding of all THREE aspects of Chabal's life
<p>Specific evidence. This is <i>not</i> 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. It is anticipated that candidates answering in French will show evidence of understanding e.g. by changing 1st person to 3rd person in their response.</p>						<p>For Example These examples are <i>not</i> full responses, and are intended to be indicative rather than prescriptive. For fuller examples of answers, refer to the annotated samples of candidates' papers on the NZQA website.</p>	
<p>Fame:</p> <ul style="list-style-type: none"> His face is well known, his hair is a bit messy, he is not small. So his appearance is distinctive / he stands out. People stop him in the street to say hello. He doesn't feel as if he lives in a large city (Paris) because strangers talk to him whenever he goes into cafés <p>Bad experiences:</p> <ul style="list-style-type: none"> He was very sad not to be able to play in NZ. He is still very sad about it and a bit angry. He thinks that NZ is the birthplace of true rugby, which is why he was disappointed that he couldn't go. He is not happy that France lost. However, he is happy that they didn't win when he wasn't there. He injured his foot in a game last year, and it still hurts. <p>Future plans:</p> <ul style="list-style-type: none"> He wants to have fun with his family – wife and two children – and spend a lot more time with them. They are happy that he isn't playing any more. He hopes to find a doctor who can help him with his injured foot, because he needs to be able to keep up with/run around after his 7-year-old daughter. He injured his foot in a match last year, and it still hurts. He is going to continue working with the "Champions de la Paix" / "Champions of Peace". They are a group of 54 sportspeople, who are working together to promote world peace. 						<p>N1 – Was blessed in the Rugby World Cup</p> <p>N2 – Has two children and wants to continue travelling with the Champions de la Paix</p> <p>A3 – People know his face and hair, and he is tall</p> <p>A4 – Wants to spend more time with his wife and children</p> <p>M5 – He is well known as he has a distinctive physical "look" and when he goes into a café strangers always speak to him</p> <p>M6 – Wants to spend more time and have fun with wife and 2 children, and fix his foot that he hurt last year. Also wants to continue working with the "Champions for Peace" – 54 sportspeople who work together to encourage peace in the world</p> <p>E7 – His left foot has been causing him pain since he hurt it last year. Hopes to find a doctor who can help him as he needs to be able to run around after his 7-year-old daughter</p> <p>E8 – Although he lives in Paris, he does not feel as though he is in a big city, as strangers always speak to him when he goes into cafes, and people say hello to him in the street.</p>	

N Ø No response or no valid evidence

Question FOUR									
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		
N0 No response or no valid evidence	N1 Very little valid information.	N2 Little valid information.	A3 Basic information mostly correct	A4 Basic info correct OR errors in basic info but sections of correct detail	M5 Has some detail but with errors	M6 Detail consistently correct	E7 Thorough understanding of passage including higher level info in TWO sections	E8 Thorough understanding of passage including higher level info in THREE sections	
<p>Specific evidence. This is <u>not a complete list of all acceptable responses</u>, 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. It is anticipated that candidates answering in French will show evidence of understanding e.g. by changing 1st person to 3rd person in their response.</p>							<p>For Example These examples are <u>not full responses</u>, and are intended to be indicative rather than prescriptive. For fuller examples of answers, refer to the annotated samples of candidates' papers on the NZQA website.</p>		
<p>Attitude towards school:</p> <ul style="list-style-type: none"> • She always does her homework and studies for tests. • She is well organised and very good at French, according to her French teacher. <p>Out-of-school activities:</p> <ul style="list-style-type: none"> • She is not sporty at all. • She likes to go out with her friends, or listen to music (which relaxes her), or hunt for books in the library. • She works as a checkout operator at a supermarket, in order to earn money to pay for the trip to France. Sometimes it's unbearable, but the other people who work there are young, so they have fun together. <p>Travel experiences:</p> <ul style="list-style-type: none"> • She went to Australia with her mother when she was 10 years old, has never been to France, and has travelled all around NZ <p>Reasons she wants to go on an exchange:</p> <ul style="list-style-type: none"> • French is one of her favourite subjects and she has been doing it for four years. • She thinks it will be fun. • She is interested in learning about the world and other cultures, and would like to meet new people and hear their stories / about their lives. • She can't wait to try all of the 416 cheeses in France that her grandfather told her about. She is also interested in the idea of having cheese before dessert in France. There's almost nothing that she won't eat, and she's not afraid to try new things. • She has worked hard, at a job she finds unpleasant at times, in order to be able to go on the exchange. <p>Others' opinions:</p> <ul style="list-style-type: none"> • Her friends say that she works too hard for school. On the other hand, her father thinks she is lazy and doesn't do enough school work. Sally thinks that he is wrong, and doesn't see her often enough to know how much she does. She prefers the opinion of her French teacher, who thinks that she is well organised and very good at French. 							<p>N1 – Eating</p> <p>N2 – Music and reading</p> <p>A3 – does her homework and studies for tests</p> <p>A4 – Works at supermarket checkout, goes out with friends, not that sporty</p> <p>M5 – Went to Australia when 10 years old and has travelled all over New Zealand but has never set foot in France</p> <p>M6 – She works as a checkout operator at a supermarket. Sometimes it's unbearable, but the other people who work there are young, so they have fun together.</p> <p>E7 – Has been learning French for four years and loves to learn new things about the world and people. She has worked hard at her part time job to save for this trip and can't wait to try all 416 cheeses in France that her grandfather told her about.</p> <p>E8 – Her friends say she works too hard for school yet her father says she is lazy and does not work enough. However, Sally thinks he is wrong as he does not see her that often. Her French teacher says she is well organised and good at French.</p>		

N 0 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