

**Assessment Schedule – 2014****French: Demonstrate understanding of a variety of spoken French texts on areas of most immediate relevance texts (90878)****Assessment Criteria**

<b>Achievement</b>	<b>Achievement with Merit</b>	<b>Achievement with Excellence</b>
<i>Demonstrating understanding</i> of a variety of spoken French texts involves <b>making meaning of the relevant information, ideas and/or opinions</b> from the texts.	<i>Demonstrating <b>clear</b> understanding</i> of a variety of spoken French texts involves <b>selecting relevant information, ideas and/or opinions</b> from the texts and communicating them <b>unambiguously</b> .	<i>Demonstrating <b>thorough</b> understanding</i> of a variety of spoken French texts involves <b>expanding on relevant information, ideas and/or opinions</b> from the texts with <b>supporting detail</b> .

**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 in the text(s) in either English/Te Reo Māori and/or French. Responses in French must not simply quote sections of the text(s). Candidates must demonstrate understanding of the text(s).

**Evidence Statement**

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

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

**N Ø** No response or no valid evidence

#### Question One: Des Vacances en France

**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 details of Jack's trip to Paris.*

- with his family
- 24 hours and tired
- *The flight took about 24 hours so he was tired*
- *but / also / too / still happy*
- *Favourite thing was a 5-storey shopping centre*
- *he bought some black shoes*
- *He liked Paris / the capital*
- **too much traffic**

(b)(i) Possible evidence showing who of Jack's family has been to Le Quesnoy before and why:

- **His father's grandfather / Jack's great grandfather was a soldier / fought**
- **the most important town to his father to visit.**

(b)(ii) Possible evidence describing Le Quesnoy and why it is/isn't a typical French town:

- The town is in the north of France
- It is small and peaceful/calm/tranquil
- there is a town hall and a church at the centre like / typical of lots of French towns
- **because the streets are named after New Zealand which was very strange**

### Question Two: Un coup de téléphone

**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 explaining why Aroha is telephoning Marie:

- Aroha is calling Marie because she needs help
- Her mother and sister plan / going to visit France
- **They want to spend 2 months and finish up in Le Quesnoy**
- be in Le Quesnoy from the 23<sup>rd</sup> to the 30<sup>th</sup> of April
- They don't know how to get there
- **Marie went there last year**

(b) Possible evidence explaining the positives and negatives of the first transport option :

- Option one :
  - Take the TGV / the fast train
  - Tickets / price / cost 43 euros
  - There are 7 trains per day / every day
  - trip is two hours

(c) Possible evidence explaining the positives and negatives of the second transport option :

- five hours
- slower / longer
- it is cheaper than the train

- 25 euros
- Have to take metro to get to / to catch bus
- leaves at midday
- they have to change buses
- **Because there are a lot of buses they need to get on the right bus**

(d) (i) Possible evidence explaining the details of the final option and whether it is the best of the three :

- hire cars at airport
- 29 euros per day
- **Aroha's sister is only 15 years old / too young to drive and her mother doesn't like / want to drive**

(ii) Possible evidence providing Aroha's contact details :

- Call or text
- 00 64 21 95 43 76

**Question Three: Une école néo-zélandaise au Quesnoy**

**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 detailing the instructions for the day and showing what the guide is worried about :

- get up at 7:45
- comfortable clothes
- **do a walking tour / walk around / on foot**
- visit a church
- girls wearing appropriate / inappropriate clothes to the church

(b) Possible evidence providing details about breakfast and showing that the guide is concerned about health :

- Breakfast is at 8 :20
- In the restaurant opposite / facing the hotel
- There will be bread, croissants with butter
- buy apples (or) peaches (or) fruit
- says drinking water is important and to take water with them

(i) Possible evidence that shows the reasons why Mr LePont is a good guide:

- he is old but walks quickly
- He was born there / knows the area / Le Quesnoy
- a history teacher
- He knows about / is interested in New Zealand
- they are visiting the New Zealand monuments

(ii) Possible evidence that details what the students are doing in the evening:

- Going to a dinner
- **Dinner for all New Zealanders visiting / being in Le Quesnoy / there**

(iii) Possible evidence that explains why the evening is a formal occasion:

- The evening is formal as the students are asked to dress in formal clothing

**Cut Scores**

	<b>Not Achieved</b>	<b>Achievement</b>	<b>Achievement with Merit</b>	<b>Achievement with Excellence</b>
<b>Score range</b>	0 – 7	8 – 14	15 – 19	20 – 24