

## Assessment Schedule – 2014

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

#### Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<i>Demonstrating understanding</i> of a variety of 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 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 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 texts. Candidates must demonstrate understanding of the text(s).

#### Evidence Statement

Not Achieved	Achievement	Merit	Excellence
<p>Demonstrates <b>limited</b> or <b>no understanding</b> of the text(s)</p> <p>Some information is correct. The candidate has not understood the <b>general meaning</b> (gist) of the 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 text(s)</p> <p>Information is largely correct. The candidate has understood the general meaning of the 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 text(s) and communicating them <b>unambiguously</b></p> <p>Information correctly includes relevant detail from the 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 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 text(s).</p>

Grade Score Descriptors							
<b>N1</b> Shows <b>very little understanding</b> and does not convey the general meaning of the text(s).	<b>N2</b> Shows <b>little understanding</b> and does not convey the general meaning of the text(s).	<b>A3</b> Demonstrates <b>some understanding</b> of the text(s), and conveys <b>some</b> of the general meaning.	<b>A4</b> <b>Demonstrates understanding</b> of the 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 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 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 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 text(s) which fully justifies conclusions.

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

### Question One: Un blog sur l'école

**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 Sophie's opinions on English.*

Positives:

- She just passed an / her first English test and so she is feeling very happy about her grade
- The teacher is very nice and helps her a lot in class
- She has a New Zealand pen pal who sends her emails in French and she tries to reply in English
- **She must like English / think English is important (E7)** as she intends to travel to New Zealand in order to learn to speak English better **so travelling to NZ is obviously a motivator (E8)**

Negatives:

- English is quite difficult, **in particular she finds it difficult to write in English, as she says in the blog that she tries to reply to her pen pal (E7)**

(b) *Possible evidence showing that Sophie is happy at school:*

- **Sophie is happy at school because she makes an effort in the majority of her subjects because she likes them and has friends who she enjoys meeting and working with there / she has a good group of friends (E7)**
- **The fact that she meets with her friend often during her lunch breaks to start homework shows that she is a motivated student – only someone who is happy at school would go to this effort. (E8)**
- She likes her subjects – maths (easy) science English and geography (lots of different activities)
- Her favourite subject is science, because her best friend is in the same class and it is interesting

- The only subject that she doesn't like is history because she has to write notes all the time in silence
- Her history teacher got angry at her today for not finishing her homework
- She says that usually she is a good student even though she can be a bit lazy
- She enjoys meeting her friends in the courtyard at interval and at midday
- They often meet at the library where they start to do their homework together

**Question Two: Une affiche**

**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 how France is important to New Zealand:

- The French buy a lot of New Zealand products such as kiwifruit, apples, wine, seafood and meat.
- You can work in NZ and speak French
- There are French businesses in New Zealand like Thalys, a company that makes train ticket machines
- 26 000 French tourists visit New Zealand every year
- There are French people and families living and working in New Zealand

(b) Possible evidence ranking who uses French the most in their work: (the following are holistic examples, answers are not expected to match word-for-word)

- For E7 two links between a person's ability and usage is required. Ben and Jordyn are interchangeable, provided there is a justification that shows the connection between the job and the actual task and / or use of French, eg:
  - 1 (the most) Ben uses his French the most. He speaks in French to French tourists who need hotels and activities to do in Rotorua. He says that they are always very happy to meet someone who speaks French. **Although he says that he only does this sometimes he shows that he using his French to communicate with ease more than the other two – there is no implication that this is a difficulty for him.**
  - 2 Jordyn: She works for a French family on a vineyard in Blenheim. She says that when the family are together they always speak French but that she cannot always understand them. **The poster doesn't show that she is required to speak French at work but that she is studying in order to go and work on a vineyard in France owned by her current employers/ She is constantly surrounded by French speaking, so whilst she is not interacting she is actively listening (this could be used as a justification to make her number 1).**
  - 3 (the least) Thomas uses his French the least. **Although he is working for a French company, his job only requires him to fix automatic ticket machines at the train station. He doesn't mention having to communicate in French.**
- For E8 there should be a connection not just between the work and the use of French, but the statements that indicate that the person is confident in their use of French. Again there should be links made for a minimum of 2 people in order to get Excellence.
  - **Ben uses his French more actively.** He says that when French tourists come to the Rotorua tourist office that they are always happy to speak with someone who can speak their language. **This indicates that he has confidence in his ability to speak French and be understood.** Jordyn, on the other hand, may hear French regularly throughout her working day, but she doesn't say that she herself has to speak in French with them. She indicates that perhaps she doesn't, as she says that she needs to study more, which shows that she has a lack of confidence to use her French in the workplace and be understood. Although Thomas likes speaking French and works for a French company, he clearly uses his French the least, as he only has to repair machines and therefore doesn't have to have interaction with others in French or potentially even in English. Additionally, he does his job only after

**school. As he is Year 13, so he would not speak French throughout his school day.**

**Question Three: Un article de magazine**

**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 describing Chris's studies :

- He wasn't sporty unlike his friends who played rugby
- He preferred reading books, writing stories and acting in plays
- His French teacher gave him a passion for languages and different cultures
- He then went to the University of Auckland where he studied French and Law
- He spent five years at university

(b) Possible evidence explaining how Chris came to live and work in Paris :

- After 5 years of study, he wanted to have a bit of fun
- His best friend was working in Paris and invited him to come and visit
- Chris read the paper every day / regularly during his stay (NB the M connection of everyday should come from the use of imparfait in the text)
- One morning he saw an advertisement looking for someone who could speak several languages
- **Because he read the paper regularly, he found his job one morning (E7)** (NB the student sees the nuance in the change of tense, from imparfait to p.c.)
- He had a meeting at the office
- He has now been working at this office for 10 years
- He bought an apartment with a view of the river Seine

(c) Possible evidence that shows the reasons why Chris is going to live in France rather than NZ in the future:

- **Chris is going to stay in Paris because he bought an apartment in Paris that allows for friends and family to visit from NZ (E7)**
- **He must be intending to stay in France as he has bought an apartment big enough for friends and family to come and stay with him (E8)**
- It's on the 4<sup>th</sup> floor with a superb view of the Seine – he likes the apartment because he can watch people walking below and the boats passing by
- He bought the apartment because it has 2 bedrooms.
- **Chris is going to stay in Paris because he met the love of his life – Pascale (E7)**
- **He must be intending to stay in Paris because he wants to be with Pascale, the love of his life (E8)**
- **It is a serious relationship** because he is taking her to meet his family in New Zealand and it is the first time that he is bringing a girl to meet his parents
- Although he finds it difficult to say goodbye to his family, he has to return to France after a month in New Zealand
- **The text says that he has to return to France, which indicates that the decision has already been made that he will stay in France (E8)**
- **He has a nice life in France with a beautiful apartment in Paris and weekends in the country with a woman that he loves (E8)**

- **As Chris has a love of languages and culture life in Paris is more suited to him (E7)**
- **Chris has a stable life with a home and a partner as well as a secure job that he has been in for the last 10 years. If he returned to New Zealand, he would have only his family. (E8)**

### Cut Scores

	<b>Not Achieved</b>	<b>Achievement</b>	<b>Achievement with Merit</b>	<b>Achievement with Excellence</b>
<b>Score range</b>	0 – 8	9 – 13	14 – 18	19 – 24