

Assessment Schedule – 2014

French: Demonstrate understanding of a variety of spoken French texts on familiar matters (91118)

Assessment Criteria

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

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

Evidence Statement

Not Achieved	Achievement	Merit	Excellence
<p>Demonstrates limited or no understanding of the spoken text(s)</p> <p>Some information is correct. The candidate has not understood the general meaning (gist) of the spoken text(s). The response is logically inconsistent indicating misunderstanding</p>	<p><i>Demonstrates understanding</i> and is able to make meaning of the relevant information, ideas and/or opinions 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 consistent.</p>	<p><i>Demonstrates clear understanding</i> by selecting relevant information, ideas and/or opinions from the spoken text(s) and communicating them unambiguously</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

N1	N2	A3	A4	M5	M6	E7	E8
Shows very little understanding and does not convey the general meaning of the spoken text(s).	Shows little understanding and does not convey the general meaning of the spoken text(s).	Demonstrates some understanding of the spoken text(s), and conveys some of the general meaning.	Demonstrates understanding of the spoken text(s), and conveys the general meaning.	Demonstrates clear understanding and unambiguously communicates some of the meaning by	Demonstrates clear understanding and unambiguously communicates most of the meaning by	Demonstrates thorough understanding and communicates some of the implied meanings	Demonstrates thorough understanding and communicates most of the implied meanings by

				selecting relevant information, ideas and opinions from the spoken text(s).	selecting relevant information, ideas and opinions from the spoken text(s).	by providing some supporting detail from the spoken text(s), which justifies conclusions.	providing supporting detail from the spoken text(s), which fully justifies conclusions.
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N Ø No response or no valid evidence

Question One

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.

How her efforts helped:

Building

- Visited several / old people
- Neighbour had meeting / Left daughter with Helene
- Shared cake
- **Did housework for lady / whose husband died**

Area

- Fed animals
- Flowers to the sick in hospital
- Read story / books to children in library
- **Paid for a stranger's shopping at supermarket**

Friends / family

- Called Mum / told her she loved her
- Responded to / answered a depressed friend's email
- **offered advice to depressed friend and suggested meet up**

Proverb:

If proverb created reflects sense of text then it is worth an "A" point (eg helping others is good / better to give than receive / through giving we are happy)

Question Two

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.

Description of Wwoofing

- exchange
- people who are interested in agriculture
- Live in a foreign country / doing interesting and useful work

- Give time / Work outdoors / in the country / in gardens / on farms
- Give time / Working with animals
- **work 30 hours a week no money / but food and lodging is free**
- **Human relationships count above all else / are most important**
- **Discover and learn in an ecological environment / ambiance**
- Like to make new friends
- **Healthy living / lifestyle // in nature / in the middle of nature**
- visit the local area / region
- Be part of the local life

Question Three

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.

How is daily life different now

Children

- Study hour and a half in the morning
- Work on the farm / with parents for 2 hours
- hour and a half of schoolwork after lunch
- Outdoor / open air activities / time
- They speak French well now / speaking French is easy
- Dinner + bed

Parents

- **They can now speak French with their friends and the family they live with**
- Children are teaching them French / some words
- **They have learnt a lot about French culture / have to wear real togs in public pools**
- Husband doesn't like that / not happy

Question Four

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.

NZ played an important role

- **128 000 men**
- **lost 18 000**
- **13 members were killed**
- Some killed

- Team lost DG / its Captain / DG / Captain was killed

Does the story of Dave Gallaher still impact on today's All Blacks?

- DG is seen as a mentor / model
- All the AB's know the story of DG
- the AB's always try to give their best for him
- **DG motivated Keven to play well**
- DG motivates the AB's to play well
- when he first came to France
- war is a very sad story / history
- deep respect for those who fought
- must never forget them

Comparisons / Contrasts

- AB's and the soldiers make a big effort / try hard / do best for NZ
- **the All Blacks play – they don't risk their lives**
- Both work as a team

Cut Scores

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