

Assessment Schedule – 2014

French: Demonstrate understanding of a variety of written and/or visual French texts on familiar matters (91121)

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
Demonstrating understanding of a variety of written and/or visual 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 written and/or visual 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 written and/or visual 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 text. Candidates must demonstrate understanding of the text(s).

Evidence Statement

Not Achieved		Achievement		Merit		Excellence	
<p>Demonstrates limited or no understanding of the text(s)</p> <p>Some information is correct. The candidate has not understood the general meaning (gist) of the 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 text(s)</p> <p>Information is largely correct. The candidate has understood the general meaning of the text(s). The response is consistent.</p>		<p><i>Demonstrates clear understanding</i> by selecting relevant information, ideas and/or opinions from the text(s) and communicating them unambiguously</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							
N1 Shows very little understanding and does not convey the general meaning of the text(s).	N2 Shows little understanding and does not convey the general meaning of the text(s).	A3 Demonstrates some understanding of the text(s), and conveys some of the general meaning.	A4 Demonstrates understanding of the text(s), and conveys the general meaning.	M5 Demonstrates clear understanding and unambiguously communicates some of the meaning by	M6 Demonstrates clear understanding and unambiguously communicates most of the meaning by	E7 Demonstrates thorough understanding and communicates some of the implied meanings	E8 Demonstrates thorough understanding and communicates most of the implied meanings by

				selecting relevant information, ideas and opinions from the text(s).	selecting relevant information, ideas and opinions from the text(s).	by providing some supporting detail from the text(s), which justifies conclusions.	providing supporting detail from the 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.

What difficulty did he have and what happened when this changed?

- At school he studied French and Japanese
- There were so many words and he couldn't stop forgetting them!
- Doesn't think he is the first person to have experienced this
- **After learning a little he found he could express himself – with friends, teachers and even family and he found that fun. And so he wanted to talk to everyone, all the time.**

Was it easy to start a business?

- No
- (He'll never forget) the first time they showed the program to teachers
- One teacher was so angry, he shouted NO and left the room
- Everything was new, he was inexperienced and everyone refused / rejected the system
- **He believes a difficult beginning makes you stronger OR All these difficulties prepared them well for the future**
- 7 years on, they have created a quality product that works very well

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.

How does Craig feel about going to work each day? Justify your answer.

- Lucky: He can travel the world and talk to lots of different people
- Happy: He gets to work with people from all over the world who are also his best friends
- **Proud: He meets students and teachers who say that now learning words is much easier, and so communication is much easier**(for them)

What advice does he give to students?

- What is important is action.
- If you're scared, that's a good thing.
- Making mistakes is even better.
- **But if fear prevents you from taking action, that is not a good thing.**

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 this list different from the usual?

- It's full of hope, happiness, and pleasure, instead of the usual
- It's not about stopping smoking, losing weight, spending less, no more computers, less TV, going to bed earlier (like negative lists)
- It's positive instead of negative

What are the benefits?

1. When you travel, you leave your worries at home, discover new landscapes, have unexpected meetings, do things you wouldn't usually do, or take time to do nothing

You can travel with your lover / family / until next year / around another continent / with a backpack... the possibilities are endless

2. Reserving a few hours a week for yourself has a very positive effect. You can devote time, without rushing, to doing activities that are good for you eg reading, spending an afternoon at the cinema, going to a café, visiting an spa, and doing yoga.

3. Writing down your thoughts and feelings, dreams and fears allows you to understand them better and to see them more clearly. It's important to keep some time to write down everything that is in your head. Even if it is just a diary, a book, some simple thoughts, a letter to an old friend, emails that have nothing to do with work, short phrases that you like and that make you smile

4. Spending time with family, especially elderly members, will help improve family relationships and will make everybody happy. It is good to take the time, especially with elderly members, to simply go for a Sunday walk together, share a meal, help with the dishes or the shopping, spend an evening talking about their childhood or their life. Time spent together as a family is priceless.

E8 = 3 benefits with detail

E7 = 2 benefits with detail OR 3 benefits with no / little detail

M6 = 1 benefit with detail OR 2 benefits with no / little detail

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.

Why did she open the café?

- **To allow customers to relax in a unique atmosphere**
- **She believes purring is beneficial for human health, to counter the stress of daily life in big cities**
- **To provide a second chance for abandoned cats or those born in the street**

[Need 2 of these 3 points]

Pours

- Friendly, zen-like atmosphere
- The cats are chosen for their friendly nature towards other cats and people
- It supports abandoned cats
- The cats's needs are considered: each waitress looks after three cats, and there is a separate room (without customers) where the cats can go if they are stressed.
- People who like cats can stroke them while they are having tea / coffee / tart
- It is popular: 300 people had to be turned away on opening day / Margaux plans to open a new café in Paris in 2015
- It's hygienic – the cats aren't allowed in the kitchen

Contres

- Animals are not objects, so they shouldn't be there for the entertainment of customers
- They should be free to play, run, and go out – not be stressed
- Some people are unsure about who looks after the cats
- You might not even see the cats, as they may be in the separate room
- It is popular, so you might not get in

What would your decision be?

Yes / No plus justification. Mark Part (b) holistically

Rules

- Don't wake them if they are sleeping
- You mustn't feed them
- You must wash your hands before touching them
- In general, don't disturb them
- You may not go into the room reserved for cats

The rules don't make it impossible to touch them (as you might think) because the cats can jump onto the customers' knees to be patted.

Cut Scores

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