

Assessment Schedule – 2015

French: Demonstrate understanding of a variety of spoken French texts on areas of most immediate relevance (90878)

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<i>Demonstrating understanding</i> involves making meaning of the relevant information in the texts.	<i>Demonstrating clear understanding</i> involves selecting relevant information from the texts and communicating them unambiguously .	<i>Demonstrating thorough understanding</i> involves expanding on relevant information from the texts with supporting detail .

Evidence

Not Achieved		Achievement		Merit		Excellence	
<p>Demonstrates limited or no understanding of the spoken texts.</p> <p>Some information is correct. The candidate has not understood the general meaning (gist) of the spoken texts. The response is logically inconsistent, indicating misunderstanding.</p>		<p><i>Demonstrates understanding</i> and is able to make meaning of the relevant information from the spoken texts.</p> <p>Information is largely correct. The candidate has understood the general meaning of the spoken texts. The response is consistent.</p>		<p><i>Demonstrates clear understanding</i> by selecting relevant information from the spoken texts and communicating them unambiguously.</p> <p>Information correctly includes relevant detail from the spoken texts. The candidate communicates implied meanings without fully understanding every nuance.</p>		<p><i>Demonstrates thorough understanding</i> of the implied meanings or conclusions within the spoken texts.</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 texts.</p>	
N1 Shows very little understanding and does not convey the general meaning of the spoken texts.	N2 Shows little understanding and does not convey the general meaning of the spoken texts.	A3 Demonstrates some understanding of the spoken texts, and conveys some of the general meaning.	A4 Demonstrates understanding of the spoken texts and conveys the general meaning.	M5 Demonstrates clear understanding of the texts and unambiguously communicates some of the meaning by selecting relevant information from the spoken texts.	M6 Demonstrates clear understanding and unambiguously communicates most of the meaning by selecting relevant information from the spoken texts.	E7 Demonstrates thorough understanding and communicates some of the implied meanings by providing some supporting detail from the spoken texts which justifies conclusions.	E8 Demonstrates thorough understanding and communicates most of the implied meanings by providing supporting detail from the spoken texts which fully justifies conclusions.
N0 No response; no relevant evidence							

Question ONE	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of the teacher's plans for her students this weekend.</i>	<ul style="list-style-type: none"> • Has a big car. • Lives nearby. 	<ul style="list-style-type: none"> • Big dinner of typical Swiss dishes. • She is going to prepare the meal together with the rest of her students. • Sabine to do the shopping at the supermarket. 	<ul style="list-style-type: none"> • New Zealand students are going to stay with Swiss students. • It's the first time that a lot of them / they have visited Switzerland. • The teacher would like to celebrate their arrival.
<p><i>(b) (i) Possible evidence of Sabine's shopping list.</i></p> <p><i>(ii) Possible evidence showing why a New Zealander would be happy to participate.</i></p>	<ul style="list-style-type: none"> • 6 kilos of potatoes • 7 kilos of cheese • 1 kilo of ham • a packet of coffee • 2 litres of milk • 5 cartons / boxes / tins of apple juice • 4 bottles of coke <ul style="list-style-type: none"> • Delicious food being prepared. • The world knows Switzerland for its chocolate. 	<div style="background-color: #cccccc; height: 150px; width: 100%;"></div> <ul style="list-style-type: none"> • Cold winter weather. 	<div style="background-color: #cccccc; height: 150px; width: 100%;"></div> <ul style="list-style-type: none"> • Getting to know others / being with people.

Possible evidence is not limited to these examples.

Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of why Robert is happy.</i>	<ul style="list-style-type: none"> • Students of different nationalities. 	<ul style="list-style-type: none"> • First day at school. 	<ul style="list-style-type: none"> • It's the oldest high school in Morocco – it opened in 1913. • Students study and enjoy themselves.
<i>(b) Possible evidence showing how school in Morocco is different from school in New Zealand.</i>	<ul style="list-style-type: none"> • There isn't a sports field. 	<ul style="list-style-type: none"> • The entrance is Moroccan / the interior is modern. • The buildings are bigger – they have 4 storeys. 	<ul style="list-style-type: none"> • They have to walk to the stadium on the corner of the street.
<i>(c) Possible evidence showing Robert's opinions on school in Morocco.</i>	<ul style="list-style-type: none"> • Go to school on Saturday from 8:00 to midday. • It's summer and it's hot. 	<ul style="list-style-type: none"> • The day for Terminale is too long. • He starts at 8:00 and finishes at 18:05. • Go to school on Saturday to do homework with the teachers. 	<ul style="list-style-type: none"> • They stay in the canteen during lunch because the temperature is better inside than outside.

Possible evidence is not limited to these examples.

Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of why Emma has travelled and for how long.</i>	<ul style="list-style-type: none"> • Won a competition. • It was difficult. 	<ul style="list-style-type: none"> • Spent two weeks there. 	<ul style="list-style-type: none"> • Had to answer questions in French. • She was frightened of making a mistake.
<i>(b) Possible evidence showing what Emma did in New Caledonia.</i>	<ul style="list-style-type: none"> • Stayed in hotel. • Went to village where host family lives. • Kind host family. • Hired a boat. • Saw some beautiful beaches. 	<ul style="list-style-type: none"> • Made / prepared delicious meals every day. • She also swam in the rivers and in the sea. 	<ul style="list-style-type: none"> • It was very hot, she had to rest in the afternoons.
<i>(c) Possible evidence showing how Emma feels at the end of the conversation.</i>	<ul style="list-style-type: none"> • Sadness (reference to beginning of conversation) because leaving her friends. • Marie is coming to see her in a month. 	<ul style="list-style-type: none"> • She feels happier / better. 	<ul style="list-style-type: none"> • She misses Marie and will be happy to see her.

Possible evidence is not limited to these examples.

Question FOUR	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding why Chris is telephoning Marie.</i>	<ul style="list-style-type: none"> • He has news. 		<ul style="list-style-type: none"> • Will not be in Paris for Marie's holidays.
<p data-bbox="136 357 658 421"><i>(b) (i) Possible evidence explaining how Chris' life has changed.</i></p> <p data-bbox="136 663 658 727"><i>(ii) Possible evidence showing understanding of Chris's intentions.</i></p>	<ul style="list-style-type: none"> • Packed his suitcases. • Bought a plane ticket. • He wants to continue his life with her. • He does the housework. • He is 36. • Going to go to university. 	<ul style="list-style-type: none"> • Put all his things / stuff in boxes / cartons. • He does not work / no job. • He stays at their place / home. • Looks after their cat/s. • But he will learn quickly. 	<ul style="list-style-type: none"> • Chris's girlfriend has got a job in an office in Montreal / Canada. • New Zealanders can only work in Canada if they are under 35. • Difficult because teachers speak French differently / with their noses / with a Canadian/Quebecois accent. • But it will be OK.

Possible evidence is not limited to these examples.

Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 8	9 – 17	18 – 25	26 – 32