

Assessment Schedule – 2015

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

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 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 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 from the text(s) and communicating them unambiguously.</p> <p>Information correctly includes relevant detail from the text(s). 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 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>	
N1 Shows very little understanding and does not convey the general meaning of the texts.	N2 Shows little understanding and does not convey the general meaning of the texts.	A3 Demonstrates some understanding of the texts, and conveys some of the general meaning.	A4 Demonstrates understanding of the 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 texts.	M6 Demonstrates clear understanding and unambiguously communicates most of the meaning by selecting relevant information from the texts.	E7 Demonstrates thorough understanding and communicates some of the implied meanings by providing some supporting detail from the texts which justifies conclusions.	E8 Demonstrates thorough understanding and communicates most of the implied meanings by providing supporting detail from the 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 who should read Okapi.</i>	<ul style="list-style-type: none"> The magazine is aimed at students attending junior high school. The magazine is for youths aged 10–15. 		<ul style="list-style-type: none"> If you are a junior high school student aged between 10 and 15 years old, have questions about the world around you, and want to stay current with cinema, music, books, and games, then this magazine is for you. The magazine is aimed at students who want to succeed in school.
<i>(b) Possible evidence showing why Okapi would interest them.</i>	<ul style="list-style-type: none"> The magazine will answer all their questions. It will help them know and understand more. The magazine offers its readers the chance to explore. It answers questions that youths may have about themselves. It covers cinema, music, books and games. You can relax with the magazine. 	<ul style="list-style-type: none"> The magazine will answer all their questions that they have about the world. It will help them know and understand more and to have fun. Every fortnight, the magazine celebrates life and offers its readers the chance to explore the world. It answers questions that youths may have about themselves and others. It has the best coverage of cinema, music, books and games. You can relax with the magazine after a long day at school. 	<ul style="list-style-type: none"> It has the best coverage of cinema, music, books and games. The magazine cover appeals to teenagers, saying that it is 100% for teenagers and showing a range of interesting topics such as popular actors, pancake recipes, animals, and sexuality. If the readers buy their subscription for 2015 online, they will only pay 99€40 for 6 months, which is a good price for 12 magazines (one a fortnight for 6 months).
<i>(c) Possible evidence showing how you can receive the magazine.</i>	<ul style="list-style-type: none"> You can read Okapi on paper or on your computer. 	<ul style="list-style-type: none"> Or on your mobile phone. 	<ul style="list-style-type: none"> Or on your mobile phone using their app.

Possible evidence is not limited to these examples.

Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>(a) Possible evidence of Thomas's interest in football.</i></p>	<ul style="list-style-type: none"> • He wanted to take the ball with him everywhere he went. • He has always been passionate about the beautiful game. • He plays on Saturday mornings and he likes to watch professional teams on TV. 	<ul style="list-style-type: none"> • Thomas has been playing football since he started walking. • At 18 months old, he used to run with the ball in the park near his house. • Mum says he always wanted a ball at his feet. • When his mum told him he had to leave the ball at home, he used to cry. • He has always wanted to go to a large stadium. 	<ul style="list-style-type: none"> • He has travelled to the other side of the world to watch the game. • He has been playing since he started to walk and even as a small child he always wanted to take a ball with him wherever he went, showing that he was passionate about the game. • He has been playing since he was only 18 months old and still plays now. • As well as playing the game himself, he also likes to watch it on TV and would like to watch the French team play live in a stadium. • He must be a keen football fan if his father would spend so much money on him to purchase tickets to fly to New Zealand and watch the under 20 football world cup, including finals tickets, which wouldn't be cheap.
<p><i>(b) Possible evidence showing why Thomas was surprised.</i></p>	<ul style="list-style-type: none"> • For his birthday his dad gave him a plane ticket to New Zealand. 	<ul style="list-style-type: none"> • His dad told him to close his eyes and gave him a plane ticket to New Zealand to go and see the under 20 world cup with him. • His father has managed to get tickets to the final in Auckland. 	<ul style="list-style-type: none"> • He was surprised by the generous gift, as he had always wanted to see a National French team play in a stadium. • His father made the gift more of a surprise by making him close his eyes. • The gift is even more of a surprise because his father has managed to get tickets to the final in Auckland.
<p><i>(c) Possible evidence showing that Thomas is happy to be in New Zealand.</i></p>	<ul style="list-style-type: none"> • This is a real adventure for him. • He has visited lots of places such as the coast and the mountains. 	<ul style="list-style-type: none"> • Thomas has never been overseas. • He has spent several days visiting lots of places such as the coast and the 	<ul style="list-style-type: none"> • He didn't know anything about the country and seems delighted. • New Zealand is so far from France

	<ul style="list-style-type: none"> • He thinks the coast, mountains and countryside are wonderful. • He loves the beautiful landscape with sheep. • The blue sea and sky. 	<p>mountains.</p> <ul style="list-style-type: none"> • He loves the beautiful landscape with its hills and fields full of sheep. • He has never seen a sea and sky so blue. 	<p>and he didn't know anything about it before he arrived, so he is excited to be in New Zealand.</p> <ul style="list-style-type: none"> • He has never seen a country like this with its beautiful landscape, hills, and fields full of sheep. • He is impressed by the blue sky and sea – he has never seen them so blue; it is magnificent.
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Possible evidence is not limited to these examples.

Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence describing a relationship.</i>			
<i>Tamos, Hugo's Dad</i>	<ul style="list-style-type: none"> • He wants to be big and strong like him and he likes spending time with him. 		<ul style="list-style-type: none"> • Hugo looks up to his dad.
<i>Hugo's mum</i>	<ul style="list-style-type: none"> • They go to find food. • She wants him to change friends. 	<ul style="list-style-type: none"> • She looks after him and she helps him find food. • He decided to spend less time in his mother's care last year. 	<ul style="list-style-type: none"> • Like all female hippos, his mother is the caregiver. • They are arguing at the moment because she does not approve of his friend who is not a hippo. • As he is getting older, he decided to spend less time in his mother's care last year.
<i>Hugo's little brother</i>	<ul style="list-style-type: none"> • He is little and stays with his mother more than Hugo does. 		<ul style="list-style-type: none"> • Hugo feels more independent than his brother.
<i>Friend</i>	<ul style="list-style-type: none"> • His friend is an elephant. His friend has big ears and a long strange nose. • He is nice. 	<ul style="list-style-type: none"> • His best friend has big ears and a long strange nose, which he uses to get fruit from trees. • He gets on well with the elephant. • His mother wants him to find someone 	<ul style="list-style-type: none"> • Even though his mum wants him to find a friend who is a hippo, Hugo wants to keep the elephant as a friend. • Although he sees nothing but positives in his relationship with the

		else to play with.	<p>elephant it has caused problems with his mother, who wants him to stick to his own kind.</p> <ul style="list-style-type: none"> Hugo must really appreciate his friendship with the elephant as he is prepared to defy his mother stating “I don’t want to”.
<i>Lions</i>	<ul style="list-style-type: none"> They wanted to make him their breakfast. He was swimming and they were going to attack him but the hippos ran towards him and defended him. 	<ul style="list-style-type: none"> Hugo is scared of them. They were going to attack him from behind, but the female hippos ran towards him and defended him. 	
<i>Crocodiles</i>	<ul style="list-style-type: none"> He isn’t scared of them – they swim next to each other / together. 	<ul style="list-style-type: none"> He thinks that the crocodiles are scared of him instead! 	
<i>(b) Possible evidence describing Hugo.</i>			
Lazy	<ul style="list-style-type: none"> He gets up late and goes to relax in the water and sleep longer. He says he knows that this is lazy. 		<ul style="list-style-type: none"> He gets up late and immediately goes to relax in the water.
Independent	<ul style="list-style-type: none"> Last year he spent all his time with his mother and the other mother hippos. 	<ul style="list-style-type: none"> He has decided to spend less time under the care of his mother. 	
Determined	<ul style="list-style-type: none"> He is going for kilometres to find food. He wants to be big and strong. 	<ul style="list-style-type: none"> He is going to walk for kilometres to find food because he is hungry. He wants to be big and strong like his dad. All the young hippos like spending time with his dad. 	<ul style="list-style-type: none"> Although food is far from where he lives, he is prepared to walk for hours with his mother and brother at night in to stop their hunger. Hugo is determined to have a bright future by aspiring to be big strong and popular with others, like his dad.
Accepting	<ul style="list-style-type: none"> His best friend is an elephant. 	<ul style="list-style-type: none"> His friend has a long strange nose, which he uses to get fruit from trees. 	<ul style="list-style-type: none"> Although Hugo is a hippo, he is open to playing and befriending other species. He sees their differences for their benefits.
Happy	<ul style="list-style-type: none"> He thinks the life of a hippo is beautiful. 		<ul style="list-style-type: none"> Hugo thinks he has a beautiful life as he eats well (even if he has to walk for a while), he has a best friend who he enjoys spending time with, a mother that cares for him, a father to

			look up to and he can spend most of his day sleeping – his favourite pastime.
Naughty / rebellious	<ul style="list-style-type: none"> • His mother says not to play with the elephant and he says “I don’t want to”. 	<ul style="list-style-type: none"> • He refuses to follow his mother’s instruction to find another friend. 	
Brave	<ul style="list-style-type: none"> • He isn’t scared of the crocodiles who bathe near him. 	<ul style="list-style-type: none"> • He thinks the crocodiles should be scared of him! 	
Naive	<ul style="list-style-type: none"> • He thinks that he is nearly all grown up. 	<ul style="list-style-type: none"> • He feels that he doesn’t need to spend as much time with the mother hippos who protected him as a child. 	<ul style="list-style-type: none"> • Clearly this not the case as he was almost attacked by lions who wanted him for their breakfast and the first thing he knew of it was when the mother hippos rushed in to save him. • He believes that he would win in a confrontation with a crocodile.
Friendly	<ul style="list-style-type: none"> • He has made friends with an elephant. 	<ul style="list-style-type: none"> • He has made friends with an elephant, despite their differences. 	
Confident	<ul style="list-style-type: none"> • He is confident that he is old enough. 	<ul style="list-style-type: none"> • He is confident that he is old enough to spend less time with his mother. 	<ul style="list-style-type: none"> • He believes that he would win in a confrontation with a crocodile.
Hungry	<ul style="list-style-type: none"> • He is prepared to walk for kilometres to find food. 		

Possible evidence is not limited to these examples.

Question FOUR	Possible evidence – with indications of responses at Achievement, Merit and Excellence level (not limited to these examples)
(a) Possible sample letter in response to Delphine.	<p>Dear Delphine,</p> <p>As you are <u>originally</u> from France, the school system in New Zealand and the NCEA exams must be different from what you are used to in France. I'm sorry to hear that the maths exam on Monday <u>was so horrible</u> and that you left the exam room <u>after only one hour having written nothing</u>. You need to forget Monday and the maths exam now, and focus on the positives.</p> <p>You say that you are <u>usually</u> a good student and that you have worked a lot in class and got good grades <u>from all your teachers</u>. This means that you know your content. However, although you have worked hard in class, don't forget that to achieve exams, you need to work at home. You don't mention doing homework or study in your letter, so maybe this is an area to work on.</p> <p>You say that the problems start in the exam room – <u>your head empties and you forget everything that you've learnt</u>. You seem stressed and perhaps the pressure of your mother offering you a trip back to France if you pass French, Science and English well, isn't helping. You need to forget this gift and focus on each topic. Forget what happened in maths. Approach each exam having revised at home. Breathe in the exam room when you start to panic, stay until the end instead of leaving after an hour and above all think positively – you said that you are a good student normally, so stop the comments about feeling stupid. You will be OK!</p>

Cut Scores

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