

Assessment Schedule – 2015

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

Assessment Criteria

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

Evidence

Not Achieved		Achievement		Merit		Excellence	
Demonstrates limited or no understanding of the spoken texts. Some information is correct. The candidate has not understood the general meaning (gist) of the spoken texts. The response is logically inconsistent , indicating misunderstanding.		<i>Demonstrates understanding</i> and is able to make meaning of the relevant information, ideas and/or opinions from the spoken texts. Information is largely correct. The candidate has understood the general meaning of the spoken texts. The response is consistent .		<i>Demonstrates clear understanding</i> by selecting relevant information, ideas and/or opinions from the spoken texts and communicating them unambiguously . Information correctly includes relevant detail from the spoken texts. The candidate communicates implied meanings without fully understanding every nuance.		<i>Demonstrates thorough understanding</i> of the implied meanings or conclusions within the spoken texts. 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.	
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 whether it be difficult for Dan Carter to speak French.</i>	<ul style="list-style-type: none"> • No because he has already played in France. 	<ul style="list-style-type: none"> • Says he has learnt to cope rather / quite well in French. 	<ul style="list-style-type: none"> • Does want to improve because there are some things where he struggles / doesn't manage to express himself.
<i>(b) Possible evidence showing reasons for signing with Racing Metro.</i>	<ul style="list-style-type: none"> • Knows French rugby. • Knows the history of the club. • They have a lot of good / quality players. • He's met a lot of the players when he was playing for the All Blacks. • Is attracted to Paris. • He dreams of living there. • Good decision for his family's future. • In good shape / physically fit. 	<ul style="list-style-type: none"> • It's one of the oldest clubs. • Since 1882 they have never / not ever changed their jersey. • It is one of his favourite cities in the world. • At 32 he is one of the best players in the world. 	<ul style="list-style-type: none"> • Proud to play with the team. • Approximately 1 500 000 euros.
<i>(c) Possible evidence showing causes for concern for Racing Metro 92 regarding Dan Carter's future.</i>	<ul style="list-style-type: none"> • Has had some injuries / a difficult year. • Body will be ready for 2016. • Can't wait for the job to begin. 	<ul style="list-style-type: none"> • Not sure how many years he will be able to play. 	<ul style="list-style-type: none"> • Hasn't been playing at his best level.

Possible evidence is not limited to these examples.

Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing change introduced and sector most affected.</i>	<ul style="list-style-type: none"> • At primary school. 		<ul style="list-style-type: none"> • School is compulsory / have to go to school on Wednesday mornings.
<i>(b) Possible evidence showing what the majority of parents think and why.</i>	<ul style="list-style-type: none"> • For the little school children. 	<ul style="list-style-type: none"> • They think children need to rest during the week. • The end of the week is difficult. • Some parents because they like to spend Wednesday doing activities with their children. • Many children have artistic or sporting activities on a Wednesday. 	<ul style="list-style-type: none"> • Getting up early from Monday to Friday is too much. • They will now have to do artistic or sporting activities on the weekend.

Possible evidence is not limited to these examples.

Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing what the majority of teachers think about it.</i>	<ul style="list-style-type: none"> • They would prefer to relax on Wednesday mornings. 	<ul style="list-style-type: none"> • The school weeks are already 	<ul style="list-style-type: none"> • Among the hardest in Europe. • Results are far from being the best.
<i>(b) Possible evidence showing which groups are in favour of the reform and why.</i>	<ul style="list-style-type: none"> • Some parents think that it is good / attractive. • If their children are at school. • Specialists think that it is good. 	<ul style="list-style-type: none"> • To get up at the same time every day. • Have the same routine. 	<ul style="list-style-type: none"> • They won't have to pay someone to look after them on a Wednesday morning. • Parents will be able to work a half-day more.

Possible evidence is not limited to these examples.

Question FOUR	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing what happens at the Dinner in White.</i>	<ul style="list-style-type: none"> • It is a big, formal dinner / big, elegant picnic. • Held each year in a public space. • 1500 people. • You wear white, carry / bring a table. • Lots of fun / everyone has a lot of fun / after eating you dance. 	<ul style="list-style-type: none"> • Meet your friends. • Bring your own meal and drinks. 	<ul style="list-style-type: none"> • You can only enrol / go / attend once invited by someone who has already participated / assisted. • Find out the day and place 24 hours in advance. • Usually in a suburb close to the City centre.
<i>(b) Possible evidence showing potential problems for police / the council.</i>	<ul style="list-style-type: none"> • Security issues – 1500 people together outside. • People leaving empty bottles around. • Parking / traffic. • Health / sanitation. • Drunkenness. 		
<i>(c) Possible evidence showing why is the Dinner in White so successful.</i>	<ul style="list-style-type: none"> • Lots of different people. • Sense of the worldwide / international (OR) mention of London, New York, Sydney (OR) good for tourists / tourism. • Good / pleasant atmosphere / ambiance. • \$50 quite cheap / well priced. 	<ul style="list-style-type: none"> • Lots of photos online and in newspapers. • Happy crowd. • Doesn't cost too much for a great day out. 	<ul style="list-style-type: none"> • Been around / started 25 years ago.

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