

Assessment Schedule – 2016

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, ideas, and / or opinions in 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 shown understanding of the general meaning (gist) of the spoken texts. The response is logically inconsistent , indicating misunderstanding.		<i>Demonstrates understanding</i> and makes meaning of the relevant information, ideas, and / or opinions from the spoken texts. Information is largely correct. The candidate has shown understanding of 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 showing understanding of 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, ideas, and / or opinions from the spoken texts.	M6 Demonstrates clear understanding and unambiguously communicates most of the meaning by selecting relevant information, ideas, and / or opinions 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
<p><i>(a) (i) Possible evidence showing understanding of why Sophie is sad.</i></p> <p><i>(ii) Possible evidence showing understanding of Delphine's surprise.</i></p>	<ul style="list-style-type: none"> • School is starting today. • Spent holidays with grandparents. • On a farm. • Blonde girl called Sabine. • Sophie finished with him/they broke up. • (Jack) new student from New Zealand. 	<ul style="list-style-type: none"> • Spent holidays with grandparents on a farm. • She had no free time to see her boyfriend. • Saw him this morning with (another) girl. • Going to study at the school for a year. 	<ul style="list-style-type: none"> • Had to help out every day, she had no free time to see her boyfriend.
<p><i>(b) (i) Possible evidence showing understanding of what Delphine says about Jack.</i></p> <p><i>(ii) Possible evidence showing understanding of how Sophie feels then.</i></p>	<ul style="list-style-type: none"> • Handsome/beautiful, tall/big, black hair. • Wearing red shirt. • Nice/kind and funny. • After school, would like to play rugby. • Feels better. • Going to look for a book on New Zealand. • Going to speak with Jack. 	<ul style="list-style-type: none"> • Wishes to speak French better. • After school, would like to play rugby in the south of France. • Going to look for a book on New Zealand in the library. • Going to speak to Jack in English. 	<ul style="list-style-type: none"> • He has come to France as he wishes to speak French better. • Try to forget about Christophe. • Going to speak to Jack in English, so English teacher will be happy.

Possible evidence is not limited to these examples. Answers are judged holistically, not solely on the basis of evidence included in the schedule.

Assessment judgements are based on the level of understanding shown rather than knowledge of individual lexical items.

Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<p>(a) (i) Possible evidence showing understanding of the descriptions of Sophie, and why Jack should recognise her.</p> <p>(ii) Possible evidence showing understanding of what Sophie wants to do.</p>	<ul style="list-style-type: none"> • In same class. • She is good at maths. • Talked a lot. • Have lunch at restaurant. • Go to cinema. 	<ul style="list-style-type: none"> • She sat on his left in class. • She is quite good at maths. • Talked a bit too much. • Go to cinema, good film on at 4pm (<i>not 16:00</i>). 	
<i>(b) Possible evidence showing understanding of Jack's schedule.</i>			
09:45	<ul style="list-style-type: none"> • Play a rugby match. 		
11:15	<ul style="list-style-type: none"> • Match finishes. • Take a hot shower. 	<ul style="list-style-type: none"> • Match finishes, speak with team. 	
12:00		<ul style="list-style-type: none"> • Restaurant opposite church in the centre of town. 	<ul style="list-style-type: none"> • Sophie fetching me/picking me up/meeting me/finding me at stadium • Walk to restaurant opposite church in the centre of town
13:00	<ul style="list-style-type: none"> • Table outside. 	<ul style="list-style-type: none"> • Menu is not expensive, table outside, the waiters are nice. 	
18:30	<ul style="list-style-type: none"> • Watch All Blacks on TV. 		
<p>(c) (i) Possible evidence showing understanding of what could go wrong on Saturday.</p> <p>(ii) Possible evidence showing understanding of what Jack should do.</p>	<ul style="list-style-type: none"> • May miss All Blacks game if movie goes on too long. 	<ul style="list-style-type: none"> • Jack may be too tired. • Finds French hard to understand. • May miss movie as needs to be home by 6.30 for All Blacks game. • Text Sophie on 06 63 12 82 11. 	<ul style="list-style-type: none"> • Jack may be too tired after match to meet/find Sophie. • Says “perhaps” to the movie/may not go to movie, because he sometimes finds French difficult to understand.

Possible evidence is not limited to these examples. Answers are judged holistically, not solely on the basis of evidence included in the schedule. Assessment judgements are based on the level of understanding shown rather than knowledge of individual lexical items.

Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of why it's strange Sophie is calling Jack.</i>	<ul style="list-style-type: none"> • Jack's on the plane. 	<ul style="list-style-type: none"> • Wants to speak to him. 	<ul style="list-style-type: none"> • Jack's on the plane but she already misses him.
<i>(b) Possible evidence showing understanding of how Sophie is feeling.</i>	<ul style="list-style-type: none"> • Hard to say goodbye <i>(or equivalent)</i>. • Stayed in her room. • Cried. 	<ul style="list-style-type: none"> • Already misses him. • Hard/not easy to see him leave <i>(or equivalent)</i>. • When she returned <i>(or equivalent)</i>, stayed in her room, cried. 	<ul style="list-style-type: none"> • When she returned <i>(or equivalent)</i>, stayed in her room, cried all afternoon.
<i>(c) Possible evidence showing understanding of Sophie's plans.</i>	<ul style="list-style-type: none"> • She loves snow. • She wants to see the mountains. • Go skiing. • Wants to meet family and friends. • Going to talk on Skype. 	<ul style="list-style-type: none"> • She has asked her mother to allow her to go to New Zealand. • Spend three weeks in New Zealand in August. • Her mother is going to telephone his parents to talk about it. • Winter, but she loves snow. • She wants to see the beautiful mountains. • Wants to meet family and friends and see his school. • She asks him to call her on Skype. 	<ul style="list-style-type: none"> • She has asked her mother to allow her to go to New Zealand and spend three weeks in August.

Possible evidence is not limited to these examples. Answers are judged holistically, not solely on the basis of evidence included in the schedule. Assessment judgements are based on the level of understanding shown rather than knowledge of individual lexical items.

Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 6	7 – 12	13 – 18	19 – 24