

## Assessment Schedule – 2016

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

#### Evidence

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

Question ONE	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>(a) Possible evidence showing understanding of when Kiri arrived and how her French has improved.</i></p>	<ul style="list-style-type: none"> <li>• Six months.</li> <li>• A big improvement.</li> <li>• When she goes out into the street she likes to hear conversations in French.</li> <li>• Her French is much better than when she first arrived.</li> <li>• The shop assistants asked her where she was from and what she was doing in Nice.</li> <li>• She speaks French like a true/real French person.</li> </ul>	<ul style="list-style-type: none"> <li>• September or October 2015.</li> <li>• When she goes out into the street she likes to hear everyday conversations in French.</li> <li>• The shop assistants used to ask her where she was from and what she was doing in Nice.</li> <li>• No one asks her this question now.</li> </ul>	<ul style="list-style-type: none"> <li>• Six months before the first blog post, so in September/October 2015.</li> <li>• When she goes out into the street she likes to hear everyday conversations in French so she must be able to understand French quite well.</li> <li>• The shop assistants used to ask her where she was from and what she was doing in Nice, which shows that when she spoke French, she had an accent or made mistakes.</li> <li>• Her French has clearly improved as now no one asks her where she is from, they think she is French, which shows her French must be very good /fluent/flawless now.</li> </ul>
<p><i>(b) Possible evidence showing understanding of whether she has enjoyed being a language assistant.</i></p>	<ul style="list-style-type: none"> <li>• Students all make an effort.</li> <li>• They do their homework.</li> <li>• She works 15 hours a week.</li> <li>• Isn't angry with her students.</li> <li>• They like to speak English with her.</li> <li>• It's a beautiful country.</li> </ul>	<ul style="list-style-type: none"> <li>• In the eight months that she has been working as a language assistant, she has not had a single problem with any of her students.</li> <li>• She makes interesting activities, which her students like.</li> <li>• Has never needed to get angry with her students.</li> <li>• The students have made good progress and achieved good results, which would make her happy.</li> <li>• She says she has had an unforgettable stay.</li> <li>• She will miss her students, so she must like it there.</li> <li>• She says she will never forget her first students.</li> </ul>	<ul style="list-style-type: none"> <li>• In the eight months that she has been working as a language assistant, she has not had a single problem with any of her students so it seems to be a nice working environment (<i>or similar</i>).</li> <li>• She has not had any reason to be angry with her students – they are good students and she enjoys teaching them.</li> <li>• She takes time to prepare activities she knows her students will like, which shows that she is interested in her work (<i>or similar</i>).</li> <li>• Even the weakest students who used to be afraid to speak English have done well, and say with her it is easy to speak English, indicating that she has a good relationship with her students (<i>or similar</i>).</li> </ul>

			<ul style="list-style-type: none"> <li>• She is pleased that she was able to help them succeed – they got an excellent grade in the speaking test – she must be happy that her students have made good progress (<i>or similar</i>).</li> <li>• Time has passed quickly – this shows she is having a good time.</li> <li>• She says she will never forget her first students and her stay in France, so she must have had a good time there/liked her students, so will be sad to leave them (<i>or similar</i>).</li> </ul>
<p>(c) Possible evidence showing understanding of when she has to leave.</p>	<ul style="list-style-type: none"> <li>• In two weeks.</li> </ul>		

**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><i>(a) Possible evidence showing why tourists might visit Akaroa.</i></p>	<ul style="list-style-type: none"> <li>• Has beautiful views of the sea.</li> <li>• Magnificent countryside.</li> <li>• Interesting history.</li> <li>• Hotels not expensive.</li> <li>• Good restaurants.</li> <li>• Lots to do.</li> <li>• There is a port.</li> <li>• See dolphins and whales.</li> </ul>	<ul style="list-style-type: none"> <li>• You can even swim with dolphins and whales.</li> <li>• There are beautiful beaches where you can bathe in the very blue water.</li> </ul>	<ul style="list-style-type: none"> <li>• For tourists in Christchurch it is very close so you can visit for a short time, or a day, if you wish – only one hour by car.</li> <li>• For people who like walking, you can go walking for hours on the tracks.</li> <li>• Although it is at the other side of the world to France, you can experience a little bit of France in New Zealand <i>(or similar)</i>.</li> </ul>
<p><i>(b) Possible evidence showing understanding of what is interesting about Akaroa’s history.</i></p>	<ul style="list-style-type: none"> <li>• A town in Canterbury.</li> <li>• French people arrived in 1840.</li> <li>• French people lived there.</li> </ul>	<ul style="list-style-type: none"> <li>• 60 French people arrived in August 1840.</li> <li>• They decided to live there and now Akaroa is still a little bit French.</li> <li>• Some street names and family names are still French.</li> </ul>	<ul style="list-style-type: none"> <li>• It is the oldest town in Canterbury.</li> <li>• Although only 60 French people arrived in the town in 1840, they have influenced the town greatly. Now Akaroa is still a little bit French, with French street names and family names, as well as good things to eat and drink, like in France <i>(or similar explanation of how Akaroa has been influenced by its history)</i>.</li> </ul>
<p><i>(c) Possible evidence showing understanding of what the Touring Company offers tourists.</i></p>	<ul style="list-style-type: none"> <li>• Travel by car.</li> <li>• Hotel.</li> <li>• Croissants for breakfast.</li> <li>• Museum.</li> <li>• Dolphins.</li> </ul>	<ul style="list-style-type: none"> <li>• Return trip by car.</li> <li>• Entrance to the museum in Akaroa.</li> <li>• 5 nights’ accommodation in a hotel in the centre of town, with croissants for breakfast each morning.</li> <li>• A boat trip where you can swim with dolphins.</li> <li>• Entrance to Barry’s, where you can sample the specialities of the region, such as wine, beer, cheese, and olives.</li> </ul>	

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Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>(a) Possible evidence showing understanding of how Rob came to be in Paris and owning a café.</i></p>	<ul style="list-style-type: none"> <li>• He arrived in France when he was 26 years old, to join the French Foreign Legion.</li> <li>• He spent eight years in the Legion.</li> <li>• When he left the Legion he returned to New Zealand, but it was difficult to find a job.</li> <li>• He worked in a café in Tauranga.</li> <li>• He studied at university.</li> </ul>	<ul style="list-style-type: none"> <li>• He spent eight years in the Legion and travelled to a little of everywhere, in countries like Afghanistan.</li> <li>• When he left the Legion he returned to New Zealand.</li> <li>• It was difficult to find a job, because he didn't finish school.</li> <li>• He worked in a café in Tauranga for a few years before returning to France.</li> </ul>	<ul style="list-style-type: none"> <li>• Because he hadn't finished high school, he couldn't find a well-paid job in NZ and so returned to France. This was because ...</li> <li>• He could study for free at university in France thanks to his time in the Foreign Legion.</li> <li>• He studied for three years in order to gain a better quality of life.</li> </ul>
<p><i>(b) Possible evidence showing understanding of how Rob feels about living in France.</i></p>	<ul style="list-style-type: none"> <li>• He has a partner.</li> <li>• He has an apartment.</li> <li>• He has the café.</li> <li>• There is lots to do in Paris.</li> </ul>	<ul style="list-style-type: none"> <li>• There is always a lot to do and see.</li> <li>• He has a café, which celebrates wine from all over the world.</li> <li>• He misses some things about New Zealand, but his life is now in France.</li> <li>• His life is in France now, as he has a business, a girlfriend, and a beautiful apartment.</li> </ul>	<ul style="list-style-type: none"> <li>• Although there are things that he misses about New Zealand – for example, walking bare-foot in public places like the supermarket – he is happy to live in France as he has built a life there.</li> <li>• He has invested in a business there, and he has bought a beautiful apartment.</li> <li>• Since the café is popular with Kiwis he still gets a lot of contact with New Zealand, which makes him less homesick (<i>or similar</i>).</li> <li>• Although he has built his life in France, he is still a Kiwi at heart, as he always supports the All Blacks when they are playing France.</li> </ul>
<p><i>(c) Possible evidence showing understanding of who the café might appeal to.</i></p>	<ul style="list-style-type: none"> <li>• People who want friends.</li> <li>• People who like music.</li> <li>• New Zealanders who are in Paris.</li> <li>• People who want to meet New Zealanders in Paris.</li> </ul>	<ul style="list-style-type: none"> <li>• People who want to meet friends.</li> <li>• New Zealanders who feel lost.</li> <li>• People who want to meet other New Zealanders who are living and working in Paris.</li> </ul>	<ul style="list-style-type: none"> <li>• New Zealanders who are feeling a little bit lost in the big city of Paris, and want to meet friends and have a good time.</li> <li>• New Zealanders who want to eat a delicious meal, drink a good bottle of wine, and listen to music while meeting other New Zealanders who are living and working in Paris like them.</li> </ul>

<i>(d) Possible evidence showing understanding of directions to the café.</i>	<ul style="list-style-type: none"> <li>Any position opposite boulangerie or next to épicerie.</li> </ul>	<ul style="list-style-type: none"> <li>Correct placing of Redd café opposite boulangerie and next to épicerie.</li> </ul>	
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**Cut Scores**

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