

## Assessment Schedule – 2017

### 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 <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 spoken texts.</p> <p>Some information is correct. The candidate has not shown understanding of the <b>general meaning</b> (gist) of the spoken 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 spoken texts.</p> <p>Information is largely correct. The candidate has shown understanding of the general meaning of the spoken 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 spoken texts and communicating them <b>unambiguously</b>.</p> <p>Information correctly includes relevant detail from the spoken texts. The candidate attempts to communicate implied meanings, and shows partial understanding of some nuances.</p>		<p><i>Demonstrates thorough understanding</i> of the <b>implied meanings or conclusions</b> 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>	
<b>N1</b> Shows <b>very little understanding</b> and does not convey the general meaning of the spoken texts.	<b>N2</b> Shows <b>little understanding</b> and does not convey the general meaning of the spoken texts.	<b>A3</b> Demonstrates <b>some understanding</b> of the spoken texts, and conveys <b>some</b> of the general meaning.	<b>A4</b> <b>Demonstrates understanding</b> of the spoken texts and conveys the general meaning.	<b>M5</b> Demonstrates <b>clear understanding</b> and unambiguously <b>communicates some</b> of the meaning by selecting relevant information, ideas, and / or opinions from the spoken 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 spoken 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 spoken texts which justifies conclusions.	<b>E8</b> Demonstrates <b>thorough understanding</b> and <b>communicates most</b> of the implied meanings by providing supporting detail from the spoken texts which fully justifies conclusions.
<b>N0</b> No response; no relevant evidence							

Question ONE	Achievement	Achievement with Merit	Achievement with Excellence
<p>(a) (i) <i>What time do lessons start?</i></p> <p>(ii) <i>Possible evidence showing understanding of why Josh might enjoy lunchtimes.</i></p>	<ul style="list-style-type: none"> <li>• At 8 a.m./8 in the morning.</li> <li>• They have a break.</li> <li>• You can eat at the canteen.</li> <li>• There are three options for lunch.</li> </ul>	<ul style="list-style-type: none"> <li>• They have a break for lunch at 1 p.m.</li> <li>• Most students have lunch at the canteen.</li> <li>• There are three options for lunch: vegetarian, fish, and chicken, and there is always dessert.</li> </ul>	<ul style="list-style-type: none"> <li>• They have a break from 13:00 until 14:30 for lunch; that is a long break.</li> <li>• Most students don't go home for lunch. Nearly everyone has lunch at the canteen because the meals there are delicious.</li> <li>• They have a hot meal for lunch every day. Josh might enjoy the choices of meals.</li> <li>• In New Zealand, he often used to eat a sandwich for lunch.</li> </ul>
<p>(b) <i>Possible evidence showing understanding of how Luc will make Josh's day easier.</i></p>	<ul style="list-style-type: none"> <li>• He will be with Luc all day.</li> <li>• He will be with Luc in each class.</li> <li>• Luc can help.</li> </ul>	<ul style="list-style-type: none"> <li>• He will have the same timetable as Luc, and they will be together all day.</li> <li>• He will be next to Luc in each class.</li> <li>• Luc is nice, and can help if Josh needs help and doesn't understand something.</li> <li>• Luc will introduce Josh to his friends.</li> </ul>	<ul style="list-style-type: none"> <li>• He will follow the same timetable as his exchange partner, Luc, and therefore he will be with him during the entire day. This will make his day easier because he won't be alone in a strange school/won't get lost/will have someone to introduce him in class (<i>or similar expanded information</i>).</li> <li>• He will be sitting next to Luc in each class, and Luc is very nice. He can help when Josh doesn't understand the teacher. This makes Josh's day easier, because as he has only just arrived, he will find it difficult to understand the teachers speaking in French (<i>or similar</i>).</li> <li>• Luc will also introduce him to his friends, so Josh will make friends quickly.</li> </ul>

<p><i>(c) Possible evidence showing understanding of how the teacher reassures Josh.</i></p>	<ul style="list-style-type: none"> <li>• People are nice.</li> <li>• He will like the lycee.</li> <li>• He will understand and speak French.</li> <li>• He can talk to the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• He will see people are nice, so there is no need to be scared.</li> <li>• He will like the lycee, and he will soon understand and speak French.</li> <li>• He can talk to the teacher about problems.</li> </ul>	<ul style="list-style-type: none"> <li>• There is no need to be scared, because he will see that everyone is really nice. The teacher is telling him not to be afraid, because she knows that Josh must be feeling nervous having just arrived from New Zealand <i>(or similar)</i>.</li> <li>• She thinks that Josh might be worried about not speaking French or understanding it, because he began to learn French only two years ago, so she is saying to him that he will like their lycee, and that he will soon start to speak and understand French.</li> <li>• If he has any questions or problems, he can talk to the teacher during French class. So Josh knows that there is always someone to help him.</li> </ul>
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***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 understanding of why Josh's host mother is apologising.</i></p>	<ul style="list-style-type: none"> <li>• He's tired but has to get up.</li> <li>• He's had long days at school.</li> <li>• He can't stay in bed.</li> <li>• There's a lot to do.</li> </ul>	<ul style="list-style-type: none"> <li>• He has to get up at 9 a.m.</li> <li>• She knows he must still be tired after his long journey and long days at school.</li> <li>• He cannot stay in bed because there is a lot to do.</li> </ul>	<ul style="list-style-type: none"> <li>• Even though tomorrow is Saturday, Josh will not be able to have a long sleep-in because there is a lot to do, and so he has to get up at 9 a.m.</li> <li>• She knows that he must still be tired after his long journey from New Zealand, and his long school days.</li> <li>• She knows he would probably like to stay in bed later, but he can't because there is a lot to do.</li> </ul>
<p><i>(b) Possible evidence showing understanding of the plans for the morning.</i></p>	<ul style="list-style-type: none"> <li>• Going to the mall.</li> <li>• Going to the market.</li> <li>• Buying a present.</li> <li>• Making a tart.</li> </ul>	<ul style="list-style-type: none"> <li>• Going to the mall to buy a birthday present for Josh's host mother's mother.</li> <li>• Making an apple tart.</li> <li>• Going to the market to buy apples.</li> </ul>	<ul style="list-style-type: none"> <li>• Going to the mall to look for a birthday present for Josh's host mother's mother.</li> <li>• Making something for her birthday party – an apple tart.</li> <li>• Going to the market to buy apples for the tart.</li> <li>• Josh can get some flowers to give as a gift.</li> </ul>
<p><i>(c) Possible evidence showing understanding of how the boys can help Josh's host mother.</i></p>	<ul style="list-style-type: none"> <li>• Tidying.</li> <li>• Housework.</li> <li>• Clothes.</li> </ul>	<ul style="list-style-type: none"> <li>• Help her with housework.</li> <li>• Tidying bedrooms.</li> <li>• Give her dirty clothes.</li> </ul>	<ul style="list-style-type: none"> <li>• There is some housework, which has to be done before leaving at 5 p.m.</li> <li>• Josh and Luc can help by tidying their bedrooms. They can help by collecting their dirty clothes to give her, so she can wash them.</li> </ul>

<p><i>(d) Possible evidence showing understanding of why Josh might have problems in the evening.</i></p>	<ul style="list-style-type: none"> <li>• He doesn't like meat.</li> <li>• He's staying in the lounge.</li> </ul>	<ul style="list-style-type: none"> <li>• He doesn't like meat very much.</li> <li>• His host mother hopes there will be lots of vegetables and salad.</li> </ul>	<ul style="list-style-type: none"> <li>• There might not be much for Josh to eat, because he doesn't really like meat, and his host mother forgot. Hopefully there will be some vegetables and salad.</li> <li>• He might feel a bit lost in the lounge with family, because Luc will be in the kitchen with his mother.</li> <li>• He might find it difficult to understand the grandmother, as she speaks quickly and has a strong accent.</li> </ul>
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Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of how long Josh has been in France.</i>	<ul style="list-style-type: none"> <li>• A month.</li> </ul>	<ul style="list-style-type: none"> <li>• For a month.</li> </ul>	<ul style="list-style-type: none"> <li>• He has been there for a month.</li> </ul>
<p><i>(b) (i) Possible evidence showing understanding of where the town is.</i></p> <p><i>(ii) Possible evidence showing understanding of where his favourite place is, and why.</i></p>	<ul style="list-style-type: none"> <li>• Near / by the sea.</li> <li>• Favourite place is the beach.</li> <li>• He meets friends there.</li> <li>• He plays volleyball.</li> <li>• It is hot in summer.</li> </ul>	<ul style="list-style-type: none"> <li>• The town is by the sea.</li> <li>• Meets friends at the beach after school.</li> <li>• Often plays volleyball at the beach.</li> <li>• In summer it is hot.</li> <li>• Can swim.</li> </ul>	<ul style="list-style-type: none"> <li>• The town is close to the sea, in the south of France.</li> <li>• The beach is his favourite place, because he meets his new friends there.</li> <li>• And since it's spring, the weather is nice and it doesn't rain a lot, so they often play volleyball.</li> <li>• In summer it is very hot, so he will be able to spend more time at the beach, and swim in the sea.</li> </ul>
<i>(c) Possible evidence showing understanding of the disadvantages of the town.</i>	<ul style="list-style-type: none"> <li>• There are no good shops.</li> <li>• There is no cinema.</li> <li>• Goes to big town.</li> </ul>	<ul style="list-style-type: none"> <li>• There are no good shops for young people.</li> <li>• There is no cinema.</li> <li>• Has to go to the big town to buy things, and to watch movies.</li> </ul>	<ul style="list-style-type: none"> <li>• There are only very few things – for example, a town hall, some cafès, and some small shops.</li> <li>• But there are not a lot of shops for younger people. There are only the essential shops, so he has to go to a bigger town to buy things such as books or shoes.</li> <li>• There is no cinema, so last Saturday they had to go to the city to watch a new movie / movie which had just come out / latest film.</li> </ul>

<p><i>(d) Possible evidence showing understanding of why Josh likes going to the bakery.</i></p>	<ul style="list-style-type: none"> <li>• Their croissants are delicious.</li> <li>• Buys chocolate Danish.</li> <li>• You can buy croissants at the supermarkets.</li> </ul>	<ul style="list-style-type: none"> <li>• Their croissants are delicious.</li> <li>• Sometimes buys croissants for breakfast.</li> <li>• Always buys a chocolate Danish for afternoon tea.</li> <li>• Croissants from supermarkets aren't nice.</li> </ul>	<ul style="list-style-type: none"> <li>• Everything is delicious, and their prices aren't bad, either.</li> <li>• Sometimes buys croissant for breakfast.</li> <li>• Easy because it's just opposite school.</li> <li>• Almost always buys a chocolate bread / Danish for afternoon snack.</li> <li>• Even though you can buy croissants at the supermarkets, they aren't as good as these ones.</li> </ul>
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**Cut Scores**

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 6	7 – 12	13 – 18	20 – 24