

Assessment Schedule – 2017

French: Demonstrate understanding of a variety of written and/or visual French texts on familiar matters (91121)

Assessment Criteria

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

Evidence

Not Achieved		Achievement		Merit		Excellence	
<p>Demonstrates limited or no understanding of the texts.</p> <p>Some information is correct. The candidate has not shown understanding of the general meaning (gist) of the texts. The response is logically inconsistent, indicating misunderstanding.</p>		<p><i>Demonstrates understanding</i> and makes meaning of the relevant information, ideas, and opinions from the texts.</p> <p>Information is largely correct. The candidate has shown understanding of the general meaning of the texts. The response is consistent.</p>		<p><i>Demonstrates clear understanding</i> by selecting relevant information, ideas, and opinions from the texts and communicating them unambiguously.</p> <p>Information correctly includes relevant detail from the texts. The candidate attempts to communicate implied meanings, and shows partial understanding of some nuances.</p>		<p><i>Demonstrates thorough understanding</i> of the implied meanings or conclusions within the texts.</p> <p>Relevant information, ideas, and opinions, with supporting detail, are selected and expanded on. The response shows understanding of nuances and meanings not obviously stated in the texts.</p>	
<p>N1 Shows very little understanding and does not convey the general meaning of the texts.</p>	<p>N2 Shows little understanding and does not convey the general meaning of the texts.</p>	<p>A3 Demonstrates some understanding of the texts, and conveys some of the general meaning.</p>	<p>A4 Demonstrates understanding of the texts and conveys the general meaning.</p>	<p>M5 Demonstrates clear understanding and unambiguously communicates some of the meaning by selecting relevant information, ideas, and opinions from the texts.</p>	<p>M6 Demonstrates clear understanding and unambiguously communicates most of the meaning by selecting relevant information, ideas, and opinions from the texts.</p>	<p>E7 Demonstrates thorough understanding and communicates some of the implied meanings by providing some supporting detail from the texts which justifies conclusions.</p>	<p>E8 Demonstrates thorough understanding and communicates most of the implied meanings by providing supporting detail from the texts which fully justifies conclusions.</p>
<p>N0 No response; no relevant evidence</p>							

Question ONE	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of general reasons for going on exchange.</i>	<ul style="list-style-type: none"> Discover new culture, new countryside/scenery/landscapes, perspectives, dreams, friendships. 	<ul style="list-style-type: none"> Sense of opening yourself to new culture, new countryside/scenery/landscapes, perspectives, dreams, friendships. 	
<i>(b) Possible evidence showing understanding of why Matthew personally needed to leave New Zealand.</i>	<ul style="list-style-type: none"> Live his/has a passion for travelling. 	<ul style="list-style-type: none"> Change habits/ways/routines. 	<ul style="list-style-type: none"> He needed to because he couldn't see what he wanted to do any more, or the person he was, or wanted to be.
<i>(c) Possible evidence showing understanding of what he learnt.</i>	<ul style="list-style-type: none"> Life is different at home and school. Learnt about himself. 	<ul style="list-style-type: none"> Not to be scared. Understands the world better. Makes the most of/profits from life. 	<ul style="list-style-type: none"> The world does not have to adapt to you, but you have to adapt to the world (<i>also possible in d</i>).
<i>(d) Possible evidence showing understanding of advice he would give.</i>	<ul style="list-style-type: none"> It will change your life forever and you will never/not regret it. 	<ul style="list-style-type: none"> Don't let anyone tell you: <ul style="list-style-type: none"> - That it is impossible. - That you should wait. - That it will be too hard. 	<ul style="list-style-type: none"> Everyone should go on exchange – even for a month. The world would be a better place (<i>or similar</i>).

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
<i>(a) Possible evidence showing understanding of Josef Salvat's feelings about Paris and the French language.</i>	<ul style="list-style-type: none"> • Love for Paris and the French language. • Spent a year in France when he was 15. • Found Paris / the city / the town very / really beautiful. • Loves the food and people. 	<ul style="list-style-type: none"> • Thanks to his year exchange he understands French well. 	<ul style="list-style-type: none"> • 13 years on he still has trouble speaking French.
<i>(b) Possible evidence showing understanding of why he sings some songs in French.</i>	<ul style="list-style-type: none"> • Listened to French music on exchange. • Thought singing in French was really cool. 	<ul style="list-style-type: none"> • He has always wanted to write a song / songs in French ever since living in France on exchange. • He wants to transmit his emotions through song. • French artists have inspired him in what he wants to do. 	<ul style="list-style-type: none"> • French artists have inspired him in what he wants to do so he decided to translate his songs into French.
<i>(c) Possible evidence showing understanding of how music has influenced him since his youth.</i>	<ul style="list-style-type: none"> • Musical family. • Music has always fascinated him. • Piano in the house. 	<ul style="list-style-type: none"> • Played piano and wrote songs from age 12. • (Remembers) first time he really made and / or wrote music. 	<ul style="list-style-type: none"> • Remembers making music to express the sadness associated with the death of his grandmother. • Like a meditation.
<i>(d) Possible evidence showing understanding of how he feels about making a career from music.</i>	<ul style="list-style-type: none"> • Music is the only thing he wants to do in his life. • Had always wanted to be a singer. 	<ul style="list-style-type: none"> • You have to say and do new things in life. • Not be scared. • He used to feel like he needed a “real job / profession”. 	<ul style="list-style-type: none"> • Money is not important – once he understood that, he knew he would never be a lawyer.

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Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of the effects of plain packaging on young and older people.</i>	<ul style="list-style-type: none"> • Young people buy fewer cigarettes. • Think cigarettes are less cool. • Young people will always prefer a brand over unbranded items. 	<ul style="list-style-type: none"> • Will think cigarettes are less cool. • They understand that smoking kills. • In Australia, plain packaging has worked. 	<ul style="list-style-type: none"> • In Australia, it is completely unacceptable for a young person to smoke. • Like in France seeing someone smoke in a restaurant, or a pregnant woman smoking. • Someone who has been smoking for 30 years will not be affected.
<i>(b) Possible evidence showing understanding of why some tobacconists are against the move.</i>	<ul style="list-style-type: none"> • It's annoying / tedious / inconvenient. • Won't stop anyone from smoking. 	<ul style="list-style-type: none"> • Difficult to find the correct packet amongst all the same packaging. 	<ul style="list-style-type: none"> • Customers may come back to complain if they give them the wrong packet, and / or • For example, a customer came back and complained when the tobacconist made a mistake.
<i>(c) Possible evidence showing understanding of the former French Minister of Health's hope.</i>	<ul style="list-style-type: none"> • She wants to reduce / change the number of smoking-related deaths. 	<ul style="list-style-type: none"> • 78 000 deaths per year related to smoking. • She wants to reduce / change it because it is the leading cause of preventable deaths in France. 	<ul style="list-style-type: none"> • She wants to reduce / change it and hopes that in 20 years' time, children born in 2014 will be the first "no smoking" generation.
<i>(d) Possible evidence showing understanding of the New Zealand Minister of Health's hope, and why.</i>	<ul style="list-style-type: none"> • Hopes to adopt the plain packaging of cigarettes. 	<ul style="list-style-type: none"> • Hopes to adopt the plain packaging of cigarettes so that children and teenagers will be protected. 	<ul style="list-style-type: none"> • Hopes to adopt the plain packaging of cigarettes to protect children and teenagers from becoming one of the 12 New Zealanders who die each day from smoking-related illness.

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 – 8	9 – 13	14 – 18	19 – 24