

Assessment Schedule – 2018

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	
<p>Demonstrates limited or no understanding of the spoken texts.</p> <p>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.</p>		<p><i>Demonstrates understanding</i> and makes meaning of the relevant information, ideas, and / or opinions 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 consistent.</p>		<p><i>Demonstrates clear understanding</i> by selecting relevant information, ideas, and / or opinions from the spoken texts and communicating them unambiguously.</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 implied meanings or conclusions 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>	
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 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
<i>(a) Possible evidence showing understanding of activities in the Place des Cocotiers.</i>	<ul style="list-style-type: none"> • Eat an ice cream. • Watch people. • Go to the café. 	<ul style="list-style-type: none"> • Relax when it is hot. • Sit under a tree and watch people go by. • Have a cold drink in the café. 	<ul style="list-style-type: none"> • When it's hot, it is a good place to spend the afternoon relaxing in the shade, sitting under a tree, eating an ice cream, and watching people go by. • Another suggestion, which they might prefer, is to order a cold drink on the terrace of the café in the corner of the square.
<i>(b) Possible evidence showing understanding of what the teacher suggests the students could do, and why.</i>	<ul style="list-style-type: none"> • Buy a traditional dress. • The dresses are long. • Buy souvenirs. 	<ul style="list-style-type: none"> • If they wanted, they could buy a traditional dress. • They are long and practical for summer. 	<ul style="list-style-type: none"> • They could look in the shops all around the square, and buy a traditional dress. • The dresses are long and are easy to wear in summer, as they are made of a light material and suit the island climate.
<i>(c) Possible evidence showing understanding of (i) when the group is going to the market, and (ii) what they can see and do there.</i>	<ul style="list-style-type: none"> • Saturday morning. • They will see fruit and vegetables, and fish. • They can buy presents for the family. 	<ul style="list-style-type: none"> • They will see people selling fruit and vegetables, and the fish market, which is super. • They can have a look for gifts for their families. 	<ul style="list-style-type: none"> • Of course people are selling fruit and vegetables, but there is also a fish market, which is super. • The market is the place to have a look for gifts for their families, but they must ask the stall keeper so that they get a cheaper price.

<p><i>(d) Possible evidence showing understanding of why the teacher is pointing out the Tchou Tchou train.</i></p>	<ul style="list-style-type: none"> • They will go on the train tomorrow. • They will see lots of different places. 	<ul style="list-style-type: none"> • The teacher has booked the train tomorrow, so they will go on a two-hour tour. • They will see lots of different places, and learn about the history of the island from the guide, who speaks English and French. 	<ul style="list-style-type: none"> • The teacher has already bought tickets for a two-hour-long tour on the train tomorrow, and so is pointing out the train to show them what they will be doing. They will learn about the town and the history of the island from the guide – they won't have any problems understanding the guide as he will explain everything in English and French.
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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 (i) what Marie is concerned about, and</i></p> <p><i>(ii) how Ben responds.</i></p>	<ul style="list-style-type: none"> • The traffic was terrible and she is late. • He says it is OK. 	<ul style="list-style-type: none"> • She is late because the traffic was terrible and she is worried that he has been waiting a long time. • He is fine about it – lessons finished only 20 minutes ago, and he has been talking to his English teacher. 	<ul style="list-style-type: none"> • He says it is really not a problem, since class only finished 20 minutes ago and he didn't notice the time passing, as he was talking to his English teacher, who wanted to know about life in New Zealand, because he wants to take his class there. • Ben is not concerned – he used the time to talk to/find out about his English teacher.
<p><i>(b) Possible evidence showing understanding of (i) what was good about Ben's day at school, and</i></p> <p><i>(ii) what happened in English class.</i></p>	<ul style="list-style-type: none"> • It was interesting being in class. • Everyone was kind. • He talked about his uniform. • He showed a photo of it. • The students thought it was funny and a bit rubbish. 	<ul style="list-style-type: none"> • He thought it was interesting being in class. • He enjoyed it because he thought he understood the teachers well. • He explained what his school uniform is like, and also showed a photo of him and his friends in uniform. • The students thought that the uniform was funny, a bit rubbish, and also uncomfortable. 	<ul style="list-style-type: none"> • He explained to the students that at his school he has to wear a uniform. • He was able to show a photo of him and his friends in uniform, so they could see what it was like. • The students thought the uniform was funny, a bit rubbish, and also they thought it looked uncomfortable. • They thought it was really odd to wear long socks with shorts, because normally boys don't do this.

<p><i>(c) Possible evidence showing understanding of Marie’s opinion about school uniform.</i></p>	<ul style="list-style-type: none"> • She thinks they are smart. • It is different there, as people don’t wear uniforms. 	<ul style="list-style-type: none"> • She thinks they are very smart, but the young people there don’t wear them – they wear what they want for school. 	<ul style="list-style-type: none"> • She would prefer that they had a uniform there, because she thinks it is very smart, and the young people there just wear whatever they want for school. • Having a uniform also means that it is easier to get dressed in the morning, as you don’t have to decide what to wear.
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Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of what was unusual about the family's activities this weekend.</i>	<ul style="list-style-type: none"> • Normally get up late. • Got up at 8 a.m. • Went to the Blue River. 	<ul style="list-style-type: none"> • Usually get up later in the weekend than in the week. • They have breakfast and talk. • Got up around 8 a.m. • No one said anything, because they were tired. 	<ul style="list-style-type: none"> • Normally the weekend mornings are relaxed – they get up later than in the week and sit talking to each other whilst they have breakfast, but this Sunday they got up early compared with other weekends, at around 8 a.m. • Instead of sitting around talking over breakfast, they left at around 9 a.m. to go to the Blue River Park, which is about an hour's drive from there. Compared with other weekends when they chatted, they were tired and so didn't say anything.
<i>(b) Possible evidence showing understanding of what went wrong at La Rivière Bleue.</i>	<ul style="list-style-type: none"> • They went for a walk, but got lost. • They walked for two hours. • Anabelle's sister fell over. 	<ul style="list-style-type: none"> • They intended to just go for a short walk, but because they got lost they walked for two hours. • Anabelle's sister fell over, and her foot was sore. • Her father didn't want to carry her. 	<ul style="list-style-type: none"> • Although they intended to go for just a short walk, they had to walk two hours in the end because they got lost, and so had to walk much further. Anabelle's little sister fell over, perhaps because she was tired from walking for a long time, and she hurt her foot. • She wanted her dad to carry her, but he wouldn't because he said that she isn't a baby.
<i>(c) Possible evidence showing understanding of how Emma felt at midday.</i>	<ul style="list-style-type: none"> • She was happy. • She was hungry and thirsty. • She enjoyed the picnic. • It was super. 	<ul style="list-style-type: none"> • She was happy that they had managed to find the right track. • She was pleased that they could stop for lunch, because she was hungry and thirsty. • She was happy to have her favourite cake. 	<ul style="list-style-type: none"> • She was happy that they had managed to find the right track, because this meant that they could now stop for lunch, and she was hungry and also thirsty by this time. • She enjoyed the picnic of bread and cheese, which she thought was delicious, but was really thrilled that there was also her favourite cake for dessert.

<p><i>(d) Possible evidence showing understanding of Emma's reaction to the cagou.</i></p>	<ul style="list-style-type: none"> • It was exciting. • The cagous are timid. • They are a bit like the kiwis, she thinks. 	<ul style="list-style-type: none"> • She was excited to see a cagou, because they exist only in New Caledonia, and they are very timid creatures. • She is interested in the bird, because she thinks they are a bit like the kiwi, as they also don't fly. 	<ul style="list-style-type: none"> • She was excited because the cagous are very timid and only exist in New Caledonia. She was lucky to see one. Because it was quiet by the river, the cagou wasn't scared. • She is interested in the comparison between the native bird of New Caledonia and the kiwi, native bird of New Zealand – both are unable to fly, but the cagou is active during the day, not nocturnal like the kiwi.
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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 – 19	20 – 24