

## Assessment Schedule – 2018

### 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 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 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> 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.							

<b>Question ONE</b>	<b>Achievement</b>	<b>Achievement with Merit</b>	<b>Achievement with Excellence</b>
<p><i>(a) Possible evidence showing understanding of why Tony Parker could be described as multicultural.</i></p>	<ul style="list-style-type: none"> <li>• His father is American, his mother is Dutch.</li> <li>• He lives in America.</li> </ul>	<ul style="list-style-type: none"> <li>• Tony was born in Belgium but moved to France when he was only three weeks old.</li> <li>• Now he lives in America.</li> </ul>	<ul style="list-style-type: none"> <li>• Tony has a multicultural background because his parents are from different cultures / countries and he would have been influenced by this growing up.</li> <li>• He grew up in France, as he moved there when he was only three weeks old <i>plus explanation of the effect of this.</i></li> <li>• He has different cultural influences from his parents and the different places he has lived.</li> </ul>
<p><i>(b) Possible evidence showing understanding of how Tony came to play basketball professionally.</i></p>	<ul style="list-style-type: none"> <li>• He started to play when he was 10.</li> <li>• He played for a professional club in Paris.</li> <li>• Then he started to play in the NBA.</li> </ul>	<ul style="list-style-type: none"> <li>• His father was a professional basketball player, and Tony often used to go to his games.</li> <li>• He started to play when he was 10 years old and got his first professional contract with a French club in Paris.</li> <li>• He has played for the San Antonio Spurs since 2001.</li> </ul>	<ul style="list-style-type: none"> <li>• Although when he was little he loved football, he used to go to basketball games with his dad who was a professional player. He must have been influenced by this, as he began playing when he was 10 years old, and then was offered a professional contract for a French club. Since 2001, he has played for the San Antonio Spurs.</li> </ul>

<p><i>(c) Possible evidence showing understanding of the ways in which Tony is an exceptional basketball player.</i></p>	<ul style="list-style-type: none"> <li>• He plays in the best basketball league in the world.</li> <li>• He is a very fast player.</li> <li>• He is the star of the French team.</li> <li>• He has scored lots of points.</li> </ul>	<ul style="list-style-type: none"> <li>• His team plays in the best league in the world.</li> <li>• They have won the competition four times since 2001.</li> <li>• He is the star of the French team, because he has scored more points than any other player.</li> </ul>	<ul style="list-style-type: none"> <li>• Since he joined the Spurs in 2001, the team has won the NBA league four times, which demonstrates the effect his skill has had on the team.</li> <li>• He is one of the fastest players in the biggest league in the world, an achievement, since he is among other top players, and the only French player to have received the NBA trophy.</li> <li>• During the 2011 European cup, he scored more points than any other player and therefore was named most valuable player. His success is extraordinary because he did not grow up in America but is nevertheless one of the best players in the NBA.</li> <li>• He brings rich heritage and culture.</li> <li>• He plays successfully for franchise and country, which is an outstanding achievement.</li> </ul>
<p><i>(d) Possible evidence showing understanding of what advantage the foreign players have.</i></p>	<ul style="list-style-type: none"> <li>• Speak French and Spanish.</li> </ul>	<ul style="list-style-type: none"> <li>• Although they speak English as a team, they can speak amongst themselves in their own language, French or Spanish, which is like a secret code.</li> </ul>	<ul style="list-style-type: none"> <li>• Since the team plays in America, the players speak English, but the foreign players can speak their own language, French or Spanish, between themselves, which is an advantage, since other players might not be able to understand them, and it's like having a secret code.</li> <li>• In fact, they hope that there is no one in the opposing team who can understand them, so that they can communicate in secret.</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.**

<b>Question TWO</b>	<b>Achievement</b>	<b>Achievement with Merit</b>	<b>Achievement with Excellence</b>
<i>(a) Possible evidence showing understanding of how Cerise came to have a passion for music.</i>	<ul style="list-style-type: none"> <li>• Her parents are artists.</li> <li>• She had lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• From when she was very young, she had lessons.</li> <li>• She studied dance, piano, and song at school.</li> <li>• Both of her parents were performing artists – singers and dancers.</li> </ul>	<ul style="list-style-type: none"> <li>• Both her parents are artists, singers, and dancers, and so she was exposed to music from a very early age. She experienced song and dance as a young child, which would have influenced her, and then began to have lessons when she was very small.</li> </ul>
<i>(b) Possible evidence showing understanding of how Cerise feels about being the voice of a Disney princess.</i>	<ul style="list-style-type: none"> <li>• She is happy about it.</li> </ul>	<ul style="list-style-type: none"> <li>• She is very happy about being the voice of Vaiana.</li> <li>• Even though she didn't want to be a singer when she was younger – she wanted to be a teacher – she is now very happy to be the voice of a Disney princess.</li> <li>• She thought it wouldn't be her – she was in the right place at the right time.</li> </ul>	<ul style="list-style-type: none"> <li>• She must be especially pleased, as she didn't think she would be chosen, because she says she didn't believe it at first until she was in the studio.</li> <li>• She feels surprised because she couldn't believe it was her who was chosen.</li> <li>• She is quite humble – she didn't think she would be chosen – she says she was in the right place at the right time.</li> <li>• She would feel lucky to be in the right place at the right time.</li> </ul>

<p><i>(c) Possible evidence showing understanding of (i) what happened in 2015</i></p> <p><i>(ii) how she felt about it.</i></p>	<ul style="list-style-type: none"> <li>• She was on ‘The Voice’.</li> <li>• She sang a Disney song.</li> </ul> <ul style="list-style-type: none"> <li>• She wasn’t sad.</li> <li>• She enjoyed the experience.</li> <li>• She liked the people.</li> </ul>	<ul style="list-style-type: none"> <li>• She was on ‘The Voice’, and sang a Disney song, but she wasn’t successful, as the judges didn’t like the song.</li> <li>• She wasn’t too sad, she knew there would be other things waiting for her.</li> </ul>	<ul style="list-style-type: none"> <li>• Even though she wasn’t successful, she wasn’t too sad about it afterwards. Especially because the people with whom she worked made it a great experience for her.</li> <li>• She didn’t dwell on the failure because she knew that there were lots of other things waiting for her – she was looking to the future rather than being sad about what had happened.</li> </ul>
<p><i>(d) Possible evidence showing understanding of how she felt about doing the dubbing.</i></p>	<ul style="list-style-type: none"> <li>• She was tired.</li> <li>• She found it interesting.</li> </ul>	<ul style="list-style-type: none"> <li>• She has never been so tired as she was during those days.</li> <li>• She found it interesting, but you have to be quick, so it’s hard.</li> <li>• She identified with her character, because they are both crazy and funny and attached to their families.</li> <li>• It’s adorable that people call her Vaiana in the street.</li> </ul>	<ul style="list-style-type: none"> <li>• She found the work exhausting, and she has never been so tired as she was during the days there.</li> <li>• Although the work was hard because you had to be quick, she still found that it was an interesting exercise.</li> <li>• It was a rewarding experience, as she also found that she identified with her character, as they are both crazy and funny. She loves the fact that people call her Vaiana, even though her character is an animation.</li> <li>• She felt connected to her character which would have made the work more interesting even if it as exhausting</li> </ul>

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Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>(a) Possible evidence showing understanding of (i) who is invited to take part in the exchange</i></p> <p><i>(ii) what is involved in the exchange.</i></p>	<ul style="list-style-type: none"> <li>• Students who are 16.</li> <li>• Students of French.</li>   <li>• Staying in Strasbourg for five or six weeks.</li> <li>• Going in December.</li> <li>• Going to school there.</li> </ul>	<ul style="list-style-type: none"> <li>• Students who are aged between 16 and 18.</li> <li>• Those who are studying French and want to speak better French.</li> <li>• Those who are interested in the French culture and want to find out more.</li>   <li>• Leaving in December to stay with a French family for five or six weeks, and going to school.</li> <li>• Spending the Christmas holidays in Strasbourg.</li> <li>• Your billet will go to your school and stay with your family next year for six weeks.</li> </ul>	<ul style="list-style-type: none"> <li>• Students who are already studying French at school, aged between 16 and 18 years old. They must be passionate French students who are keen to learn more about the French culture, because, in this experience, they will ...</li>   <li>• You will be required to leave your country at the end of the school year, to spend your summer holidays staying with a French family in Strasbourg, and going to school there. Since this is an exchange programme, your billet will come to New Zealand the following year to stay with your family for six weeks, and they will go to your school, experiencing the New Zealand culture and learning English, just as you learnt French and experienced French culture.</li> <li>• The details from the text (<i>evidence provided</i>) show that the students will be fully immersed in the Christmas experience of Strasbourg. The exchange will be a chance to be equally welcoming and warm.</li> </ul>

<p><i>(b) Possible evidence showing understanding of (i) why exchange students might enjoy life in Strasbourg</i></p>	<ul style="list-style-type: none"> <li>• It is pleasant.</li> <li>• There is a lot to do and see.</li> <li>• The Christmas market is pretty.</li> <li>• There is a magnificent cathedral.</li> <li>• You can visit castles and villages.</li> </ul>	<ul style="list-style-type: none"> <li>• You can see the Christmas market, which is really pretty, and go on a boat trip to see the beautiful buildings.</li> <li>• You can visit the magnificent cathedral, and when you go out of the city you can see the scenery in Alsace, castles, and picturesque little villages.</li> </ul>	<ul style="list-style-type: none"> <li>• The market is really pretty and must be very popular, as lots of people visit the city for this reason.</li> <li>• If you want to see the beautiful buildings, you can do what a lot of tourists do, and go on a boat ride through the city.</li> <li>• With so many visitors, the city will be lively and animated.</li> <li>• If you want to get out of the city, there is lots to see in the region of Alsace too – the scenery is beautiful, and there are castles and little picturesque villages to visit, which would be a change from the busy city – so there is something for everyone, whatever you like doing.</li> </ul>
<p><i>(ii) whether December is a good time to visit.</i></p>	<ul style="list-style-type: none"> <li>• It is cold, and you can go skiing in the mountains.</li> </ul>	<ul style="list-style-type: none"> <li>• It is cold in December, which means you can go skiing in the mountains, which are not far away.</li> <li>• You just need to wear warm clothes and you will have fun.</li> </ul>	<ul style="list-style-type: none"> <li>• Yes – although students might think they will miss the sun and beaches in New Zealand, because they are leaving summer and going to Strasbourg in winter, where it will be cold, they will still have fun. They will need to wear warm clothes, but they can enjoy winter activities, such as going skiing in the mountains, which are not far away.</li> </ul>

<p><i>(c) Possible evidence showing understanding of what the advantages and disadvantages of the apartments are.</i></p>	<ul style="list-style-type: none"> <li>• There are good views.</li> <li>• You can take the tram to school.</li> </ul>	<ul style="list-style-type: none"> <li>• Apartment buildings are old but super.</li> <li>• From the 4th or 5th floor there are beautiful views.</li> <li>• You can take the tram, bike, or go on foot to school because both the school and apartments are in town.</li> <li>• It can be difficult to carry luggage upstairs.</li> </ul>	<ul style="list-style-type: none"> <li>• If you are in an apartment that is on the 4th or 5th floor, you will have some beautiful views.</li> <li>• Since both the school and apartment buildings are in town, transport isn't a problem – you can take the tram, go by bike, or on foot.</li> <li>• Even though taking the stairs might be a problem and difficult if you have to carry luggage, the students are young so it won't be a problem for them!</li> </ul>
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**Cut Scores**

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 7	8 – 13	14 – 18	19 – 24